



**JEDI Virtual School
Student & Family
Handbook
2018-2019**

STATEMENT OF NONDISCRIMINATION

It is the policy of the JEDI Virtual School and consortium district that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services recreational or other program or activity because of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The JEDI Virtual School and consortium district specifically prohibits staff members, students and volunteers from discriminating against or harassing others based on any of the characteristics described in this paragraph. This policy does not, however, prohibit JEDI Virtual School or the consortium district from placing a student in a school, class, program or activity based on objective standards of individual performance or need.

(JEDI Virtual School and consortium district policy)

Notice of School Site Student and Family Handbook Distribution

In addition to this handbook, each student and family enrolled in the JEDI Virtual School shall also receive a student and family handbook for the school site that the student would normally be assigned under regular enrollment. This school site handbook will outline specific JEDI Virtual School and consortium district policies in compliance with annual notice. Open-enrolled students will not receive a handbook unless any classes are taken on the school campus.

Disclaimer

This handbook is not meant to supersede or conflict with the JEDI Virtual School or consortium district policies, state statutes, or federal law. Policies and procedures are in effect for the school year this handbook is issued and are subject to change during the school year if policies or laws change.

JEDI Virtual School is governed by a consortium of school districts and operated by JEDI Virtual Network.

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Mission

The purpose of JEDI Virtual 4K-12 School is to provide students an accredited online environment through which students can achieve grade promotion, a high school diploma, and/or take coursework allowing them to meet or exceed their learning goals.

Vision

The vision of JEDI Virtual 4K-12 School is to create a self-sustaining organization recognized as a viable option for achieving high quality, customized learning opportunities, rich professional development, and an instructional resource for consortium teachers.

The JEDI Virtual School is:

A public charter school that provides educational services to families whose students are seeking an educational option that they can direct from the home with a flexible schedule, personalized and DPI certified curricular choices, and access to resources under the directional support of licensed educational professionals.

A unique educational institution that utilizes the expertise of dedicated JEDI staff to provide a personalized educational experience that encompasses much more than simply direct instruction. Certified, highly qualified JEDI Instructors provide one-on-one instruction to students while joining Learning Coaches and Student Service Coordinators in providing frequent interaction, affirming progress and challenging students to a high level of mastery through quality feedback.

The JEDI Virtual School is not:

Home-schooling as defined by Wisconsin Statute 115.001(3g). The JEDI Virtual School is a public charter school option that involves the utilization of licensed State of Wisconsin teachers in our delivery model.

An exclusively online instructional delivery model. Instead, our school and the educational delivery of our curriculum require significant involvement of the students' instructors, learning coaches, student service coordinators and guardian(s). JEDI support staff provides frequent communication with the student's district school counselor and guardians to ensure student success in meeting or exceeding their academic goals.

An "at-risk" educational program for students who are credit deficient or find themselves unsuccessful in the traditional educational setting. However, "at-risk" students may enroll provided they meet enrollment criteria.

School Calendar

The JEDI Virtual School will use the Wisconsin state-mandated calendar as a guideline to assist student, parent, course instructor, and learning coach in planning. The school year will begin after September 1 and end during the second week in June. Second semester will begin during the third week of January. Early start dates and late extended school year dates are available per request. Learning coaches, teachers, and staff also partake in Thanksgiving, Winter, and Spring breaks; if a student chooses to work over the break, your inquiries may not be returned immediately.

Online Learning

Wisconsin Statute 115.001(16) defines a virtual charter school as a charter school “in which all or part of the instruction is provided by means of the Internet.” Students in the JEDI Virtual School will be provided instruction in a minimum of one course offered by means of the Internet. Multiple course offerings will be available to students in all grade levels. Online instruction requires a certain level of organization and skills using multiple media sources. It is the goal of the JEDI Virtual School that students will have the opportunity to demonstrate the necessary skills to participate in this type of instruction. Therefore, students may be offered coursework and tutorials in the skills necessary to develop the necessary knowledge to participate in online coursework. The JEDI Virtual School also understands that not every student is interested in or skilled in navigating instruction primarily over the Internet.

Application Process

All Wisconsin resident students are eligible to apply for JEDI Virtual School. Students who do not reside within the consortium district will need to follow the Wisconsin Department of Public Instruction (DPI) procedures for open enrolling in the District.

Local Enrollment

Students who are currently attending a traditional school within the JEDI consortium should contact their school administrator or school counselor regarding enrollment into the JEDI program. Students from the consortium district do not need to open enroll to the JEDI Virtual School. Virtual School students may take up to two courses in a traditional school per semester, and participate in district extracurricular activities such school clubs, field trips, and academic and athletic teams provided they meet district attendance and grade requirements for such activities.

Open Enrollment

Students wishing to enroll in the JEDI Virtual School from outside the consortium districts must open enroll using the enrollment guidelines on the Wisconsin DPI website (<http://dpi.wi.gov/open-enrollment>) or by contacting the JEDI Virtual School office at (262) 473-1469. Students who have open enrolled and attended in the previous school year will not have to open enroll again, unless the chartering district changes. If an approved open enrolled student fails to meet

attendance requirements within the first ten school days, the student will be removed from JEDI.

Criteria for Enrollment

Students who are considered for entrance into the Virtual School shall meet, or exceed, the following criteria to be considered for admittance:

- Have a parent or guardian who is actively involved in the student's virtual learning activities
- Attend the recommended tutor sessions with instructors as needed and at least monthly
- Engage in instructor, learning coach and student service feedback and communications
- Be a good time manager
- Be proficient with email and word processing software
- Be able to read and analyze text
- Be able to set and achieve goals
- Be confident in their academic abilities
- Show determination when confronting obstacles
- Be personally invested in their own education, motivated and disciplined to meet program expectations
- Have convenient and frequent access to a computer and the Internet
- Be willing to try new learning formats and activities
- Be computer literate
- Be dedicated to maintaining a positive record of attendance
- Be self-directed and have strong time management skills
- Be willing to develop effective communication skills, succinctly presenting ideas and asking questions in a positive, appropriate way.

Acceptance of Enrollment

It is understood by the parent(s)/guardian(s) that participation in the Virtual School and acceptance of curricular or supplementary materials require that students must be enrolled full-time for the school year. Should the student be withdrawn before the end of the school year, the parent(s)/guardian(s) are responsible for returning all curricular materials and technology to the JEDI Virtual School.

Student Onboarding Program

To ensure a successful virtual school experience for students, JEDI Virtual School facilitates an individualized onboarding program.

The program begins up to one month before the beginning of the school year after the student has successfully proceeded through the enrollment and admissions process. Students 4K-12 and their guardians participate in a personalized orientation meeting with their district counselor, JEDI student services coordinator and other district support

staff. The meeting objective is to set individualized academic goals, begin navigating courses and ensure the student is confident with program expectations. Additionally, decisions regarding district extracurricular academic and athletic programs will also be discussed.

Following the enrollment meeting, JEDI instructors (and learning coaches 6th-12th) begin weekly, individualized connections with students. Throughout the entire course, instructors provide recommended live, one-on-one instruction to students via Skype or Blackboard Collaborate. 4K-5 students are required to complete monthly, documented live instructor evaluations, and are encouraged to participate in class connects with their online instructor as needed and at least monthly.

Virtual School Participants, Roles, and Responsibilities

A successful Virtual School program requires the active participation of many individuals from the home, the school, and the district.

Students Enrolled in the JEDI Virtual School Daily Responsibilities:

- Respond to and engage in communication with teachers, learning coaches and student services representatives. You may include questions about your course during one-on-one live sessions with your online support team.
- Read all notifications and announcements from the Virtual School
- Protect learner account by not sharing username and password, and logging off the system when finished
- Frequently check discussion groups for student and teacher postings
- Maintain daily progress on coursework
- Act in an ethical and honest manner
- Have a notebook for taking notes for assignments
- Manage time and schedule to finish assignments and complete a quiz or test
- Maintain computer and software to current standards
- All students are required to contact their Instructor or Student Services Coordinator to unlock evaluations, as students may not have open access to their summative work.
- Students pursuing NCAA eligibility will additionally complete final assessments proctored by a certified staff person, and not a coach, athletic director, or student.
- Email your instructor with any questions you have about the curriculum, being as specific as possible to the unit, lesson and question in order to assure a swift resolution

Weekly Responsibilities:

- Respond to instructor feedback on assignments and assessments.

- Check grades and feedback in the grade book and in weekly Learning Coach reports to monitor success. Respond to feedback to confirm receipt and to address any concerns
- Discuss any questions about coursework with your Instructor, Learning Coach, or Student Services Coordinator.
- Meet the goals set up by the student, district counselor, Instructor, and Student Services Coordinator to successfully achieve coursework completion.

Parents and Guardians of Virtual School Students

The JEDI Virtual School parent/guardian is an active participant in the delivery of resources provided by the JEDI Virtual School.

- The role of the parent/guardian in our school is essential to the successful academic growth of the student.
- The parent/guardian helps maintain a schedule of instructional opportunities and ensure that the student is progressing at a pace that is meeting the individual needs of the student. Students' district counselor and JEDI support team actively assist in this process.
- The JEDI Virtual School parent/guardian is expected to maintain contact with and assist their student in building skills to communicate with JVS teachers and staff.
- The JEDI Virtual School parent/guardian has the legal right to provide educational services in the home as defined in Wisconsin Statute 118.40(8)b.2.
- The JEDI Virtual School support team will work with the parent/guardian to assist students in achieving their maximum academic growth in all required subject areas throughout the school year. (See Appendix A: JVS Network of Student and Family Support)

Support Staff

JEDI Virtual School offers many venues of support to our students to ensure their academic success.

Instructors

Instructors are required to hold regular, weekly office hours and to maintain contact with the student with a one-on-one live tutoring option as needed and at least monthly. When a student places a phone call or sends an email, a comprehensive, thorough response is required within 24 hours. A variety of methods for student-teacher communication are encouraged, including, but not limited to, phone calls, email, individual, live tutoring sessions via Skype, Blackboard Collaborate and others. Teachers send a welcome email to the student when the student is enrolled in their course as the initial interaction. The teacher chooses four hours over the course of a week to be available by appointment for students, to fulfill JEDI's requirement of office hours. Assignments are

graded within 48 hours, and quality feedback is provided to the student throughout the course.

At the elementary level, we assign the student a single “homeroom” teacher. This instructor is a highly qualified professional with specific expertise in the younger grades. This online teacher oversees all facets of the instructional experience for every subject, while the parent as learning coach works side-by-side with your child to facilitate his or her progress through the daily lessons. Throughout the week, your teacher stays in close contact with you and your student, communicating regularly by email, via phone, and in one-to-one, real-time meetings that take place online. 4K-5 students are required to attend monthly live evaluations by their instructor.

At the middle school level, the Learning Coach continues to work closely with the student to facilitate progress through the daily lessons. Students are exposed to more content-specific instructors in grades 6-8. Middle school instructors possess deep expertise in their dedicated subjects. They provide feedback on student work samples in their content-specific subjects to help prepare students on their journey to high school. Throughout the month, the teacher stays in close contact with the student, communicating regularly by email, Skype, over the phone, and in one-on-one, real-time meetings that take place online via Class Connect and Study Hall sessions.

High school courses are taught by instructors specifically experienced in their respective subjects. They grade students’ assignments and assessments, respond to student questions via email, phone, Class Connect, Skype, over the phone, and during appointments made in office hours.

Student Services Coordinators

Each student enjoys frequent, effective assistance from their student services coordinator. The coordinator supports with the application and enrollment process, evaluating transfer credits, choosing courses that will lead to graduation, communicating with district administration, counselors, additional district support staff and JEDI support staff, and resolving other issues that may arise. Student services coordinators will also ensure students participate in state-mandated testing and college preparatory programs offered both on district campuses and online.

Student services and instructors provide passwords to students to unlock evaluations as they are not openly accessible and will be proctored in this way.

In addition, students pursuing NCAA Eligibility will be assisted by their student service coordinator to:

- Document daily work time
- Ensure an 18-week schedule for semester courses
- Document student/instructor interactions and
- Arrange and/or verify required proctoring of final assessments by a certified staff member (not an athletic director, coach or student).

Learning Coaches

Each virtual school student is assigned a learning coach. The learning coach monitors student progress weekly and provides a comprehensive report to the students' support team. Learning coaches team with course instructors and student services to provide guidance, offer additional resources to students as needed, motivate students and keep students on track.

On Site Monitors

On site monitors are assigned to singleton students. This ensures that the singleton students receive the same support that virtual school students receive while taking courses within the district.

Curriculum

The JEDI Virtual School instructional model allows for a choice of course options that best fit the needs of the student and the family. Course selections are made through consultation with the district public school counselor and JEDI student services coordinators in compliance with the student's learning plan and graduation requirements. All virtual online students must be selecting classes that would lead to graduation. JEDI Virtual School courses meet the DPI standards.

Adding Courses

Courses for a student learning plan may be changed throughout the year if necessary prior to the beginning of a semester, or if a student completes courses prior to the end of course deadlines. Advanced Placement courses must be added prior to the beginning of a semester to accommodate placement exam timelines. Students are responsible for contacting their school counselor to register for Advanced Placement testing. Open enrolled students must contact their student services coordinator. Students pursuing NCAA Eligibility must complete semester courses on an 18 week timeline and will not enroll into credit recovery or literary advantage courses.

Dropping Courses

Requests to drop a student's course **must be received through the official withdrawal form within the first 10 calendar days after activation** to the JEDI Virtual School. After the initial 10-day window, a final grade of F/Incomplete will be reported to the district and added to the student transcript. Any course that is not completed will be handled according to the Progress Guidelines referenced within this handbook. The only exception to this rule is for Dual Credit courses. Please see Earning Dual Credit (page 18). The withdrawal form may be found on the JEDI Virtual website under "Links."

Course Extensions

JEDI Virtual School will allow a student access to their course(s) during their current school year enrollment.

JEDI Virtual School will grant an extension upon request from parent/guardian or student in the case of **extenuating circumstances** (medical, family emergency, etc.) that prevented regular on-time completion. JEDI Virtual School will consider the online teacher and student services representative's recommendation in the final decision for granting an extension. Simply not keeping up with coursework over the course of a semester is not a valid reason to request a course extension. To qualify for consideration, the adverse circumstances or events must be unforeseeable or unpreventable and sufficiently disruptive to have significant adverse effects on the student's academic performance or ability to complete coursework by the due date.

- Student must have been working in the course on a consistent basis
- Student must have a reasonable expectation of passing (>50% in the course)

Requests for an extension should be made through the official extension form **two weeks before the student's original end date**. This provides enough time to make a decision in the best interest of the student and the school district. **Requests made after the end date will not be granted.** Link to extension request form: <http://jedivirtual.org/jvscourseextension.html>

Course Deadline Exceptions

Students who need their final grade for graduation or another time dependent event should submit all work at least two weeks prior to the date the grade is needed. This will allow the teacher sufficient time to grade work and support staff to record grades to a transcript.

Course Failure and Repeat Credit

Students are permitted to retake courses with an earned grade of D or F (failed). For course failures, a zero quality point will be computed for the course GPA. Courses required for graduation must be retaken and passed.

Grade replacement for D or F grades is permitted under these circumstances:

- Student must have earned a grade of D or F; no grade replacement higher than a D or F is permitted
- The course is offered, and the student enrolls in the identical course (course name and course number)

Other considerations regarding the grade replacement policy:

- All course attempts will be recorded on the transcript
- No grade replacement is offered for courses in which a grade of W was issued
- Where the identical course is not available for any reason, a student will not be permitted to utilize grade replacement

After a student utilizes grade replacement, only the higher of the two grades earned for the course will be awarded credit and quality points. The course with the lower of the two grades earned will still appear on the transcript, but will not be awarded credit or be factored into quality points.

Credit Recovery

Students grades 9-12 may take credit recovery courses only if they have previously taken and failed the course(s). Original credit and credit recovery courses will be listed on the transcript.

Communication/Attendance

Students enrolled in the school will be required to communicate with their teachers, learning coach and student services representative throughout the school year. Frequent communication is essential to the success of the partnership between the JEDI Virtual School, the home district, and the family. Communication can occur in a face-to-face meeting, online discussion, Skype, phone call, text message, or whatever manner works best to maintain a meaningful relationship. Full attendance and participation will be determined by the frequency of the communication and the progress of the student in their learning, as measured by multiple means throughout the school year, typically by following the weekly course pacing plan.

Although the virtual school allows flexibility, the following chart represents suggested attendance time, both online and offline, to achieve mastery:

Grade Level	Suggested Daily Hours	Suggested Weekly Hours
4K	2-3	8-15
K-2	4-5	20-25
3-6	5-6	25-30
7-8	6-8	30-40
9-12	8	40-45

Students in grades 9-12 are responsible for accessing daily assignments and their calendar when they begin each of their courses. Daily assignments are provided by teachers through the Learning Management System. Daily assignments specify the expected activities that should be submitted within an appropriate time period to complete the course in the time allotted. Students should log in to each course daily during the academic week and to communicate absences to their Student Services Coordinator.

Progress Guidelines

JEDI Virtual School recognizes that only through continuous communication can students be successful in an online course. Within each course the instructor can provide weekly pace requirements. It is essential that the student and instructor maintain regular contact.

Lack of Progress

- If the student does not submit the expected number of assignment(s) within a period of five (5) consecutive weekdays as determined through the student's pacing chart, the student, parent/guardian, and district will be notified of the student's lack of progress by the student services representative. An exception may be granted if a request has been submitted to the instructor and student services representative from a parent/guardian or student in the case of **extenuating circumstances** (medical, family emergency, etc.) that prevents regular progress.
- If the student does not respond and make progress within five (5) weekdays of the initial notification, the student services representative will initiate truancy or withdrawal procedures.

Truancy

A student who does not participate and meet course progress expectations will be considered truant and handled according to JEDI Virtual School policy as outlined below. Once it has been established that a student has failed to complete the necessary progress outlined previously, the following truancy procedures will be implemented. All truancy correspondence will be sent to the student, parent/guardian, instructor, learning coach, and the district.

Truancy Step One

The student services representative will email an official truancy warning after five (5) weekdays of lack of progress or participation within a course where an exception has not been granted.

Truancy Step Two

The student services representative will email a second official truancy warning under the following conditions:

- A student fails to make progress within the next five (5) weekdays after receiving a step one warning.
- If at any point while still enrolled within class, the student fails to make progress for five (5) weekdays after an initial truancy warning.
- A meeting with the student and parent/guardian will be held to create a plan for adequate attendance and progress.

Truancy Step Three

If no progress has been made after five (5) weekdays, then termination proceedings will begin. The district will terminate the student's enrollment based on failure to participate. The district will notify the parent, student, chartering district, resident district, and Department of Public Instruction (DPI). Law enforcement will be notified and a truancy ticket may be issued.

Truancy Step Four

The student is withdrawn from JEDI Virtual School for nonperformance.

Academic Assessment

Student progress will be assessed in multiple manners throughout the school year. It is the responsibility of the student and parent/guardian to ensure that students are participating in all required assessments as determined by the district. Assessments come in a variety of different forms. A summary of the various types of assessments are listed below.

Classroom Assessments

Instructors may assess student progress by use of quizzes, unit tests, semester tests, and other types of course assessments. Tests are proctored in person, or proctored online when appropriate. Evaluations are password-protected by the course instructor. This not only ensures security; it also allows the instructor to be aware of when a student is ready to take an assessment, and also confirms that the student is progressing at a course-appropriate pace.

Assessment Reset Policy

Retaking assessments in JEDI Virtual School is for the purpose of increasing level of mastery, not just to increase a student's overall quality grade. JEDI policy is that instructors will allow students the opportunity to improve upon their original assessment attempt in their courses, with the exception of the final semester exam. Semester exam retakes are allowed only at the discretion of the instructor.

Requirements for student assessment retakes:

- Students must first complete all previous submissions in the unit.
- Students contact the instructor to communicate the request. Instructors are available to help students review the lesson and instruct on areas of deficiency or all summative assessments, the instructor determines if there are further actions required before the student is allowed to retake the evaluation.
- For certain vendor courses that are not math or science, students' retakes will follow this format: indicate the correct answers to the items scored incorrectly, and an adequate description of why in a document submitted directly to the instructor.
- Only instructors may reset summative unit assessments.
- Assessment resets in certain vendor courses will not be permitted.

State Testing

The State of Wisconsin requires testing of all public education students. Students in the JEDI Virtual School are public school students who are required to participate in the state assessment system. The state test will be proctored by a teacher from the JEDI Virtual School or another staff member assigned by the JEDI Virtual School or consortium district. Locations for the state testing will be determined based on the locations of the families in the JEDI Virtual School. Students may be required to travel to locations some distance away from their home in order to participate in this required assessment. Students in grades 4K-1 are required to participate in this assessment in the fall and spring of the school year. Students in grades 3-8 and grade 10 are required to participate in

this assessment in the fall of the school year. State testing includes PALS, ACCESS, and the Smarter Balanced Assessment.

In compliance with the 2015 WI Act 55 (Section 3266R, 118.33(1m)(a)1.), all graduating JEDI Virtual School students, beginning with the class of 2017, must complete 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.

District Testing

JEDI Virtual School provides testing for all enrolled students including virtual school students. Students are encouraged to participate in the district assessment system. Testing may include, but is not limited to MAP, EXPLORE, PLAN, WKCE, Forward, Smarter Balanced, ACT Aspire, ACT WorkKeys, and the ACT. You will be notified by the school district to determine a schedule for testing.

iReady Diagnostic

JEDI Virtual School is pleased to offer i-Ready® Diagnostic & Instruction, an innovative adaptive assessment for reading and math. i-Ready will assess student academic performance while monitoring their progress while enrolled in the JEDI program. This program will help our JEDI instructional team best serve the needs of our esteemed students.

All full-time JEDI students 3rd - 8th grade are expected to participate in this opportunity beginning 2018-19. Students enrolled for the full academic year will take the tests at the beginning, middle and end of their enrollment. Students are welcome to take the test from the comfort of home. *These tests do not replace state-mandated tests.

We look forward to providing a learning experience that will attract and hold your child's interest while also teaching important skills and concepts. If you have any questions about i-Ready please do not hesitate to contact your JEDI Student Services Coordinator. You can also learn more about i-Ready by visiting www.i-ready.com/tour

Grading

Elementary 4K-5

The elementary program is mastery-based; students will not receive a formal letter grade in courses. At the end of the academic school year, one of the following grades will be assigned to each course on the student's Progress Report for grades 4K-5.

M: Mastered

This grade indicates that the student has completed the course with the highest possible level of mastery. To receive an "M," students must have mastered and achieved the goals set by their instructor.

P: Proficient

A "P" indicates that the student has mastered between 80%-94% of the course and is ready move on to the next course in the subject sequence at the end of the school year.

I: Incomplete

An "I" indicates that the student has not yet completed or reached the goals set for the course. The course can be carried over to the next school year.

Middle School (6-8)

JEDI Virtual School recognizes the need to prepare middle school students for high school. As a part of the preparation process, students receive letter grades, A, B, C, D, or F for completed courses. Students are required to complete 100% of course tasks in order to receive a grade other than incomplete.

High School (9-12) Students receive letter grades, A, B, C, D, or F for completed courses. Students are required to complete 100% of course tasks in order to receive a grade other than incomplete. Students may only take credit recovery courses if they have previously taken and failed the course. Original credit and credit recovery courses will be listed on the student transcript. Students pursuing NCAA Eligibility may NOT enroll into credit-recovery courses.

Percent %	Grade
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-

0-59	F
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Earning Course Credit

Students in middle and high school must complete 100% of course tasks to earn a grade other than incomplete. Students cannot be exempted from individual assignments or tests. Instructors may not change or delete items within the course.

Students, guardians, district and JEDI support staff have access to students' current progress and attendance reports 24 hours a day, 7 days a week for the period of the term.

Earning Dual Credit

Dual credit courses are available to junior and senior grade level students who show success in rigorous courses. Dual credit courses are offered through Madison Area Technical College and University of Wisconsin-Whitewater. Successful completion (grade of C or better) of these college-level courses will result in both high school and college credit; these courses are not offered for high school credit only. Students that participate in dual credit courses must apply, be admitted, and register through the college or university offering the course. Some courses require a minimum number of students enrolled. If a student is failing a dual credit course, the student may withdraw with approval from the district, but will not receive credit, or the student may receive a grade of F. The student has 15 school days to drop the course to withdraw without penalty. Please see our dual credit offerings in our course offerings book, found on our website under Online Courses, or [click here](#). For more information, contact Kim Anderson, kcajedi@cesa2.org.

Extracurricular Participation

The JEDI Virtual School strongly encourages students to participate in extra or co-curricular offerings. Local students may participate in all extracurricular activities that are offered in their consortium district. Students who participate in activities are subject to the policies and procedures that govern participation and eligibility.

Academic Honesty

The JEDI Virtual School regards academic honesty and integrity as an essential element of its educational mission. It is expected that all schoolwork submitted represent the original efforts of the individual student. This includes, but is not limited to: test taking, homework, class assignments, and the original creation of essays, compositions, papers and academic research. All work submitted by a student should be a true reflection of that person's effort and ability. Administrators, faculty, students and families are all important contributors to the upholding of academic integrity in the school learning community.

Plagiarism

Plagiarism is defined as copying/stealing and passing off as one's own the ideas or words of another, using someone else's created production without crediting the source, or committing literary theft. Examples include the following:

- Turning in a paper retrieved from an Internet source as one's own
- Using another student's work in whole or part and handing it in as one's own
- Using information from an encyclopedia, book, textbook, website, database, etc., without citing the source
- Using another person's idea, opinion, or theory without citing the source
- Using any facts, statistics, graphs, drawings, pictures, sounds or other information which you found from any source that is not creative commons, without citing the source
- Using quotations of another person's actual spoken or written word without citing the source
- Paraphrasing (putting into your own words) another person's unique ideas, spoken or written, without citing the source
- Using online translators for assignments and assessments

Before using an online resource, be sure to consider the credibility and reliability of the resource. Do not assume that an online source is factual. Wikis, such as Wikipedia, like many online resources, are a collaboration of information for public use published by anyone, not necessarily an expert. Using Wikipedia as a cited resource will not be accepted.

Disciplinary Action for Plagiarism

As the Internet becomes increasingly more accessible and sophisticated, the incidents of plagiarism in submitted student papers and projects have increased. If the authenticity of the student's work is in question, a student may be required to take a proctored test or defend their work via an oral examination in-person, over the phone or online. The virtual school director shall determine disciplinary actions for students when misconduct occurs. Many institutions of higher (post-high school) education penalize plagiarism with student expulsion. Therefore, in the interest of the student's future education, as well as the school's part in the personal development of students, the JEDI Virtual School policy on plagiarism is outlined:

Plagiarism First Offense

- The instructor notifies the student, in writing, that he/she has submitted work that appears to have been plagiarized. If available, the instructor will produce copies of, or references to, the site where the copied material was found. The instructor will provide conditions for the re-submission of the assignment.
- The instructor forwards an email to the student's learning coach, student services representative, and parent/guardian informing them of the violation.

- The instructor will email the virtual school director, if deemed necessary, including the alleged infraction, and evidence of support.

Plagiarism Second Offense

Instructors will follow the procedures listed under First Offense with the following changes being noted:

- The student receives a zero on the assignment without the opportunity to resubmit for credit.
- The virtual school director is automatically notified.

Plagiarism Disciplinary Action

- The student is placed on internal academic watch characterized by all of the work turned in by the student being monitored more closely for evidence of cheating or plagiarism.
- The incident is reported to the student's other instructors and interventions/strategies may be discussed by the team of teachers and administrator.
- The JEDI Virtual school director and the JEDI Virtual School District administration are provided all of the information and evidence. Depending upon the nature, severity or repeat status of events of academic honesty, the virtual school director may make a recommendation of additional disciplinary measures. Possible additional measures may include suspension or expulsion from the virtual school's programs or course failure.

Technology Usage

Access to technology for an online course or other educational venue imposes responsibilities and obligations. Users must demonstrate appropriate use that is ethical, honest and legal including respect for physical and intellectual property, system security protocols and individual rights to privacy as well as freedom from intimidation, harassment and unwarranted annoyances. All students and parents/guardians must follow the requirements outlined in the JEDI Virtual School Acceptable Use by Students policy and procedure (See Appendix B: Technology Acceptable Use Policies).

Disciplinary Procedures

Students are subject to all JEDI Virtual School District policies including but not limited to policies referring to computer usage, email usage, and behavior during on-site courses and extracurricular activities and at any events arranged by any school district personnel. Disciplinary proceedings for violations of policies in these areas will be determined based on the frequency and severity of the infraction. The local district and JEDI Virtual School are authorized to discipline students from the school for violations of these policies when necessary.

Safety Concern Protocol

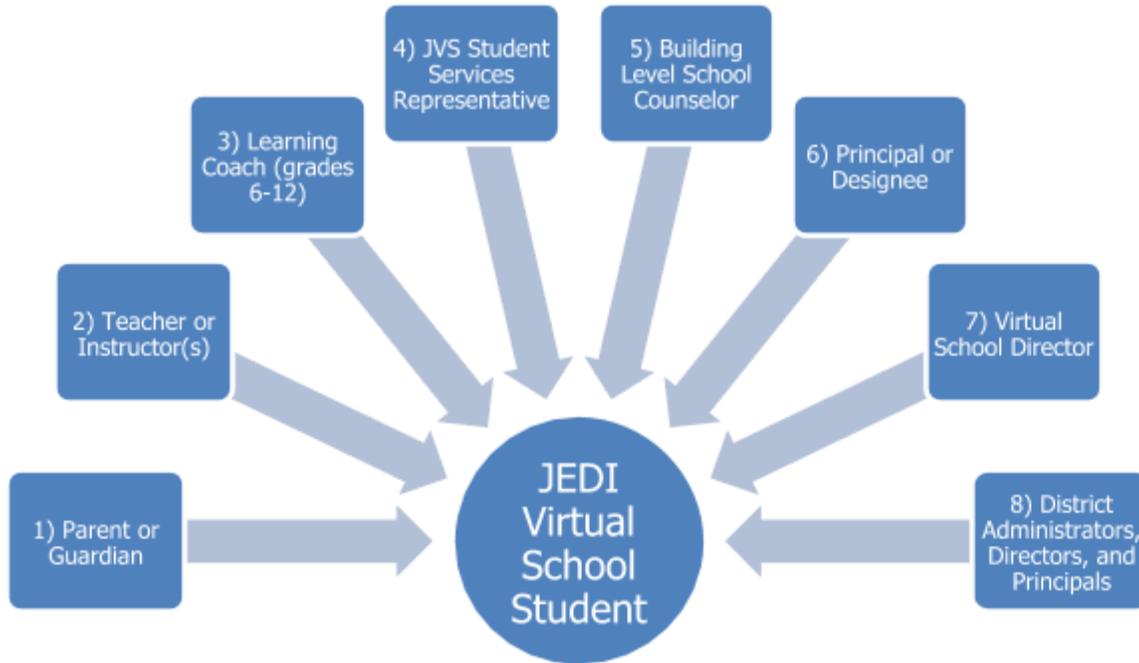
JEDI teachers and support staff work closely with students to achieve academic goals, as well as support social-emotional health. Due to the close working relationship that is established, there are times when the JEDI school staff will identify concerns for student safety and well being.

Any threat to a student's safety, including self-inflicted injuries, will be taken seriously and addressed immediately.

Below are the steps that will be taken when there is cause to believe a JEDI student may harm him/herself.

1. The JEDI staff will contact JEDI Student Services.
2. Student Services will consult with the JEDI director to assess risk and need for follow up.
3. JEDI will attempt to contact district personnel.
4. If district personnel are unable to be contacted, JEDI staff will contact the student's guardian. The guardian will be notified that local law enforcement will also be contacted to perform a wellness check to ensure the safety of the student.

Appendix A: JVS Network of Student and Family Support



	Support Title	Job Description	Contact Information (Fill in during Orientation Meeting)
1	Parent or Guardian	Maintains schedule, pacing, progress of student, and communication with student, family, and JVS team.	
2	Instructor(s)	Planning, teaching, and assessing coursework of students and communication with student, family, and JVS team.	
3	Learning Coach (grade 6-12 students)	Monitors student progress and communication with student, family, and JVS team.	
4	JVS Student Services Representative	Course assignment, progress monitoring, technical issues, reporting academic growth, and communication with student, family, and JVS team.	
5	Building Level School Counselor	Assists JVS Student Services Representative, family, and student in personalized learning plan, course selection, academic requirements, credit records and transcripts. Communicates with student, family, and JVS team.	
6	Principal or Designee	Supervises the screening and enrollment of JVS students. Assists administrators with leadership of JVS.	
7	Virtual School Director	Supervises teachers, learning coaches and student services representatives and ensures student compliance of virtual school policies. The virtual school director also addresses truancy and behavioral issues, grading concerns, and state testing compliance.	Leslie Steinhaus (262) 473-1469 lms_jedi@cesa2.org
8	District Administrators Directors, and Principals	Team of administrators work with JEDI Network to establish local policies, procedures, guidelines, and system management.	Building Principal: District Administrator:

Appendix B: Technology Acceptable Use Policies

Computer Network Use Guidelines

1. Privileges

The network hardware and software are the property of the JEDI Virtual School and consortium district. The use of the network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each user who receives an account will be part of a discussion with a JEDI Virtual School and consortium district faculty member pertaining to the proper use of the network.) The system operator or designee may temporarily close an account at any time, as required. The administration may request the system operator to deny, revoke, or suspend specific user accounts at any time, as required.

2. Acceptable Use

The use of an account must be in support of education and research, and consistent with the educational objectives of the JEDI Virtual School and consortium district. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene materials, or material protected by trade secret. Use for commercial activity is prohibited. Use for product advertisement or political lobbying is also prohibited.

3. Network Etiquette

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Users have the responsibility for the ethical and educational use of their own accounts.
- The user exercising his/her right to use technology as an educational resource will also accept the responsibility for all material received under his/her account.
- Use of appropriate language is expected -- profanity or use of vulgarities or any other abusive language is specifically prohibited.
- Users will not reveal their personal address or telephone number online.
- Users will not share their password or use others' accounts.
- Electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to, or in support of, illegal activities may be reported to authorities.
- Use of the network to harm or harass others is not acceptable.
- All communications and information accessible via the network should be assumed to be private property of the owner, and should not be copied or used by others without the express written permission of the owner of the information.
- Users will accept the responsibility of downloading, storing unauthorized files, software, or files dangerous to the integrity of the JEDI Virtual School and consortium district's network.

(3. Network Etiquette continued)

- The network will not be used in such a way that would disrupt the use of the network by others (e.g., downloading excessively large files).

4. Ownership and Control

JEDI Virtual School retains ownership and possessory control of its computers, hardware and software at all times. To maintain system integrity, monitor network etiquette, and insure that users are using the system responsibly, school administrators may review user files and communications. Users should not expect that files and other information communicated or stored on JEDI servers will always be private.

5. Disclaimer

The JEDI Virtual School and consortium district makes no warranties of any kind, whether expressed or implied, for the network service. The JEDI Virtual School and consortium district will not be responsible for any damages, including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or users' errors or omissions. The JEDI Virtual School and consortium district specifically denies any responsibility for the inaccuracy or quality of information obtained through its network services.

6. Security

Users must notify a system operator or designee of security problems. Users should not demonstrate the problem to other users. Users should not use another individual's account. Attempts to login as a systems administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems will be denied access to the network.

7. Vandalism

Vandalism is any attempt and/or act to harm or destroy hardware or software which disrupts/prevents the operations of the JEDI Virtual School or consortium district. Vandalism will result in disciplinary action, up to and including termination, expulsion, or criminal prosecution. Financial costs as a result of vandalism will be assessed to the individual(s) causing the disruption of network services.

Computer Network Use

Computer networks, including the Internet, offer vast, diverse, and unique resources to both students and teachers. JEDI Virtual School and the consortium district's goal in providing these services to staff and students is to promote learning by facilitating resource sharing, innovation, and communication.

Through network access, learners will:

- Gain employability skills needed for the twenty-first century
- Broaden their problem-solving and decision-making abilities
- Enter into partnerships to enhance their learning options and to interact effectively with others
- Develop their higher-level thinking skills

- Apply and demonstrate effective communication skills in realistic situations
- Access global resources and broaden their research capabilities, thus strengthening their communication skills

The JEDI Virtual School and consortium district firmly believes that network access and use provides students with valuable information and interaction relevant to their education. The JEDI Virtual School and consortium district is aware that the global network contains material which is not appropriate for school use and that it is not possible, in spite of the JEDI Virtual School and consortium district's security measures, to control all materials which students may encounter.

The operation of a network relies upon the proper conduct of the end users who adhere to strict guidelines. In general, this requires efficient, ethical, and legal utilization of the network resources for educational purposes only. As students/staff use networks, it is essential that each user on a network recognize his or her responsibility to use the network for school-related activities. The user is ultimately responsible for her or his action since accessing network services and for adhering to JEDI Virtual School and consortium district use policies, procedures, and guidelines. If a JEDI Virtual School and consortium district user violates these provisions, his or her account may be terminated and future access could be limited or denied. Signatures on the Computer Network Use Agreement are legally binding and indicate the party's acceptance of said agreement.

Use of the Internet and other communication resources by students is a 21st Century skill that is crucial to the education of all children. The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. Users have no rights to personal privacy in connection with their usage of such District network resources. The District retains the right to monitor, access, intercept and review all messages or information created, received or sent over District technology and communication networks.

Some material on the Internet may contain items that are inaccurate or potentially offensive to some people. Although efforts are being taken to minimize student exposure to inappropriate material through the use of an Internet filter, it is ultimately the responsibility of parents and guardians of minors to set and convey standards that their children should follow when using electronic resources like the Internet.

1. General Use Rules

- Students must adhere to the same standards of conduct expected and required in the classroom.
- All students have the same opportunity to use the equipment, software, network resources and e-mail. Students shall use these computer resources for academic activities only.

- To preserve security, students should protect their computer passwords and change them periodically. If a password is discovered, it will be changed immediately.
- Designated school personnel may conduct random checks of students who are on-line with the Internet or other computer network for the purpose of ensuring compliance with Board policy and the acceptable use rules.

2. Rules of Network Safety and Acceptable Use

All students are expected to abide by the generally accepted rules of network safety and acceptable use. These rules include the following:

- All use of the Internet or other communication resources must be in support of education and research and consistent with the policies, goals and objectives of the District.
- Appropriate language must be used at all times. Students will not swear, use vulgarities or any other inappropriate language, or engage in activities that are prohibited under state or federal law.
- Transmission of any material in violation of any United States or state regulation is prohibited. This includes but is not limited to copyrighted material, threatening, inflammatory, derogatory, libelous or obscene material or images, child pornography, or material protected by trade secret. In addition, the transmission of any material that causes disruption to the learning environment or is harmful to minors is not allowed.
- Students will not tamper with hardware or software, destroy someone else's computer files, copy or download computer data, software or programs without authorization, create anonymous postings, or intercept and/or disclose electronic communication, including e-mail, while it is in transit.
- Cyber Bullying, harassment and vandalism will not be tolerated. Cyber-bullying is defined as bullying that involves the use of digital technologies, including but not limited to email, cell phones, text messages, instant messages, chat rooms, and social websites. Cyber-bullying that occurs outside of school, but disrupts the school environment, may result in disciplinary actions. Examples of cyber-bullying include:
 - Sending hurtful, rude, or mean text messages to others
 - Spreading rumors or lies about others by email or on social networks
 - Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others

Harassment is behavior toward or between students based on any personal characteristic that substantially interferes with a student's school performance or creates an intimidating, hostile or offensive environment. For purposes of this procedure, harassment is defined as the persistent annoyance of another user or

the interference of another user's work. Vandalism is defined as any malicious attempt to harm, modify or destroy data of another user or network equipment. Vandalism and harassment will result in cancellation of student Internet and computer lab privileges and may result in other disciplinary action consistent with established school and District policies.

- Students must remember that electronic mail (e-mail) is not private. All messages and files created, sent or received using school district equipment, networks, or e-mail systems are accessible to school district officials.
- While online, students are prohibited from sharing personal information about themselves or others, including personal computer passwords, names, addresses, phone numbers, social security numbers, credit card information and so on.
- Students will not use the networks in such a way that would disrupt the use of the networks by other users.
- District technology networks, including e-mail systems, shall not be used for private business ventures, personal gain, political promotion or campaigning.
- All communications and information accessible via the network should be assumed to be copyrighted, the private property of the owner, and should not be copied or used by others without permission of the owner of the information or authorized as "fair use" under federal copyright laws. The same laws and guidelines apply for use or copying of information on the Internet or other online sources as apply to use and reproduction of printed hard copies of the same information.
- Use of any information obtained via the Internet is at the student's own risk. JEDI Virtual School and the district specifically deny any responsibility for the accuracy or quality of information obtained through its technology and communication network resources. All students need to consider the source of any information they obtain, and consider how valid that information may be. It is the student's responsibility not to initiate access to inappropriate materials.
- Guidance will be provided to students about what they should do if they receive any electronic transmission that they feel is inappropriate or makes them feel uncomfortable. In such situations, they are expected to inform school staff.
- Students' file directories should be cleaned out when a file is no longer needed. All student files should be deleted at the end of the school year.

3. Penalties for Improper Use

Violation of these rules, applicable state and federal laws or posted classroom, school, and district rules will result in loss of network and computer lab privileges and/or other disciplinary action as defined in the appropriate handbooks.

Violations could also lead to referral to legal authorities for prosecution under applicable laws.

Appendix C: Graduation Requirements For Students Beginning Class of 2018

The JEDI Virtual School requires a minimum of 26 credits for graduation for students in the class of 2018. All virtual online students must be selecting classes that would lead to graduation. The following requirements must be fulfilled before a diploma will be issued:

- **ENGLISH: 4 CREDITS** English 9, 10, and 11 required
- **SOCIAL STUDIES: 3 CREDITS** which must include World History, US History 10, US History 11, and a one semester social studies elective OR AP US History
- **MATHEMATICS: 3 CREDITS** Algebra required
- **SCIENCE: 3 CREDITS** which must include biology and a physical science
- **PHYSICAL EDUCATION: 1.5 CREDITS** PE 9, PE 10, PE 11, and one semester of PE 12
- **HEALTH: ½ CREDIT** first semester of PE 10
- **ADDITIONAL ELECTIVES: 11 CREDITS**

A minimum of 11 additional credits is necessary to meet the minimum credits required for graduation. Students should carefully select elective courses to fit their future career development needs.

A portfolio must be completed in order to graduate.

Grade Classification for Lake Mills High School Students

Each student is expected to pass at least 6.5 credits per year and accumulate at least 26 credits for graduation. The following information provides the minimal credits needed for grade classification at the beginning of each school year. Credit totals are re-evaluated at semester and that number is in ().

10th grade standing: minimum of 5.5 (9.25) credits earned.

11th grade standing: minimum of 13 (14.25) credits earned.

12th grade standing: minimum of 18 (22) credits earned.

In compliance with the 2015 WI Act 55 (Section 3266R, 118.33(1m)(a)1.), all graduating JEDI Virtual School students are required to achieve a passing grade on the civics exam. Please see State Assessments on page 16 for more information.

Please see Appendix E: NCAA Requirements, page 30, for additional NCAA graduation requirements and information.

Appendix D: 2018-19 School Calendar

JEDI Virtual School						
2018 - 2019 School Calendar						
August '18						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
September '18						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						19
October '18						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						23
November '18						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						20
December '18						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					15
January '19						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					13	9
February '19						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
						20
March '19						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						16
April '19						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						22

May '19						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

June '19						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						1

July '19						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



School Closed/ Holidays



First and Last Day of School/Semester



Offices Closed



Institute Day

Summer School (12 Weeks) – June 11 – August 31, 2019

Appendix E: NCAA Requirements

NCAA Division I & II Student Athlete Course Requirements:

- Students must complete 100% of each course and may not waive or test out of any material. No course modifications allowed.
- Credit Recovery courses or Literary Advantage courses do not meet the NCAA course requirements.
- All final summative assessments must be proctored by a certified district staff person and not an athletic director or coach. Proctored formative work is not required. All other assessments will be locked and password protected.
- Students must have regular, documented, instructor-initiated interaction.
- Student work must be documented and graded with quality feedback by a certified instructor.
- Students' semester course completion dates must be 18 weeks after the course start date. Students may not complete a course at an accelerated pace. Block scheduled semester courses taken within a 9-week period are not allowed.
- Student athletes are expected to keep a detailed portfolio of all course work and time logged both on and off-line. JEDI Virtual School will document all interactions between students, instructors and support staff as well as documenting all coursework, grades and course feedback.
- NCAA student athlete approved courses will be updated yearly on the home district's course list.
- For additional information, visit:
<http://www.ncaapublications.com/productdownloads/CBSA17.pdf>

The requirements for students who enroll full time at an NCAA Division I school after August 1, 2016 must graduate high school and meet ALL of the following requirements:

- Complete 16 core courses:
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural or physical science (including one year of lab science if your high school offers it)
 - One additional year of English, math or natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.3 GPA in these 16 completed core courses.
- Student must graduate from high school.
- Earn an SAT combined score or ACT sum score matching their core-course GPA on the Division I sliding scale, which balances their test score and core-course GPA. If students have a low test score, they need a higher core-course GPA to be eligible. If they have a low core-course GPA, they need a higher test score to be eligible. If they have a low core-course GPA, they need a higher test score to be eligible.

Appendix F: Failure To Participate

Guidelines for Termination of Open Enrollment Due to Failure to Participate in a Virtual Charter School

Statutory reference: Section 118.40 (8)(g), Wis. Stats.

Failure to Participate (FTP) and Termination of Open Enrollment Notification Requirements:

- Whenever a pupil attending a virtual charter school (VCS) fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the VCS must notify the pupil's parent/guardian.
- The third time in the same semester that a pupil fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the VCS must also notify the nonresident district, the pupil's resident district and the Department of Public Instruction (DPI).
- After the third time, the nonresident district may terminate the pupil's open enrollment and transfer the pupil to the resident district. If the pupil is a resident of the authorizing district, the school board may assign the pupil to another school or program within the district. The VCS shall include such decision in the notification to the pupil's parent/guardian, the nonresident district, the pupil's resident district and the DPI.
- Notices should indicate the days of failure to respond appropriately. If open enrollment is terminated the notice should include the parent/guardian's right to appeal. The parent/guardian may appeal the termination to the DPI within 30 calendar days after receipt of the notice of termination. The department shall affirm the nonresident school board's decision unless the department finds that the decision was arbitrary or unreasonable.
- If the pupil's parent/guardian notifies the VCS in writing before the assignment or directive that the pupil will not be available to respond to the assignment or directive during a specified period, not to exceed a total of 10 school days during a school year, the school days during that period do not count against the 5 school days. The pupil must complete any assignments missed during that period.

Upon Termination of Open Enrollment for FTP:

VCS/Nonresident district -

- Should record the open enrollment withdrawal in OPAL. OPAL sends the resident district notice of the open enrollment termination.
- Should transfer the pupil's records within 5 working days to another school if the VCS/nonresident district has received written notice from the pupil (if he or she is an adult) or his or her parent/guardian (if the pupil is a minor), that the pupil intends to enroll in the other school or school district, per s. 118.125(4), Wis. Stats.

- Under FTP, a pupil's open enrollment withdrawal/termination date in OPAL is the last day on which the pupil responded appropriately to an assignment or directive from instructional staff at the VCS.
- Non-instructional contact that occurs after the last day of instruction may not be counted as open enrolled days, no matter how much time passes between the last day of attendance and the date the pupil is withdrawn/terminated in OPAL. Contacts made in an effort to get the pupil back to school are not open enrolled days unless there is success in getting the pupil back to school.

Resident district –

- Should visit the OPAL website within 5 business days of receiving notice to indicate approval or disapproval of the open enrollment termination data change request from the nonresident district.
- Should follow local board policies to verify the pupil's continued residency.
- Regains responsibility for the pupil's compliance with attendance under s. 118.16 Wis. Stats.
- If the pupil begins attending a school in the resident school district for purposes of his/her primary educational instruction, the resident district shall enter the pupil in the Wisconsin Student Number Locator System (WSLS)/ Individual Student Enrollment System (ISES). The district required to submit WSLS/ISES records is determined based on the district's role in the delivery of the student's primary PK-12 educational services rather than student residency status.
- If the pupil is not attending a school in the resident school district for purposes of his/her primary educational instruction, should respond to expected transfer request during the ISES Year End Collection in the event that a request is received.

Parent/guardian -

- The pupil and his/her parent/guardian become subject to Compulsory School Attendance under s. 118.15 Wis. Stats.
- The pupil and his/her parent/guardian may choose to:
 1. Enroll in and attend a public school in their resident district
 2. Apply to, enroll in and attend a different VCS under open enrollment
 3. Apply to, enroll in and attend a public non-VCS under open enrollment
 4. Enroll in and attend a private or tribal school
 5. Attend a home-based private education program

I understand the guidelines for termination of open enrollment due to failure to participate:

JEDI Virtual School Student & Family Handbook Agreement

Student Agreement of Responsibilities

Being a virtual school student comes with a specific set of responsibilities that go above and beyond students in a traditional school building. As part of my learning online and participation in the JEDI Virtual School, I agree to the following:

- Maintain communication, including email, with teachers and learning coaches.
- Respond to and engage in communication with teachers, learning coaches, and student services representatives.
- Contact your Instructor or Student Services Coordinator to unlock evaluations, as students may not have open access to summative work.
- Read all notifications and announcements from the Virtual School.
- Protect student account by not sharing username and password and by logging off the system when finished.
- Check discussion groups for student and teacher postings.
- Maintain daily progress on coursework.
- Be dedicated to maintaining a positive record of attendance.
- Be self-directed and have strong time management skills.
- Act in an ethical and honest manner.
- Be willing to develop effective communication skills, seeking to succinctly present ideas and ask questions in a positive, professional way.
- Have a notebook for taking notes for assignments.
- Manage time and schedule to finish assignments and complete a quiz or test.
- Maintain computer and software to current standards.
- Respond to instructor feedback on assignments and assessments.
- If you are a student pursuing NCAA eligibility, complete final assessments proctored by a certified staff person, and not a coach, athletic director, or student. Additionally, log all total course work time, online and offline.
- Check grades in the grade book to monitor success.
- Discuss any questions about coursework with teacher and learning coach.
- Work with your learning coach to create and meet a goal for coursework completion.
- Log in and submit assignments each week. A student may be considered truant unless absences have been planned and reported to teachers and virtual school student services. Truancy may result in a formal truancy petition being filed and/or removal from the JEDI Virtual School.
- Follow all policies as set forth by the local school district and JEDI Virtual School when attending classes in buildings or at extracurricular activities.

Parent or Guardian Agreement of Responsibilities

As a parent/guardian, I understand that I am an important part of my child's learning team. As part of my child's learning online and participating in the virtual school, I agree to the following:

- Ensure my child is progressing each day and communicates progress to the JEDI Virtual School.
- Follow all rules and policies set forth by the JEDI Virtual School.
- Contact my assigned JEDI Student Services Representative with any questions or concerns.
- Follow the procedures for required state testing and local assessment.

Our signature indicates that we have read and understand the JEDI Virtual School Student & Family Handbook, and agree to the conditions stated within. We also acknowledge that we have received a copy of the student and family handbook for the school that our child may also attend for traditional classes or building functions.

Student **Digital** Signature:

Print Name here:

Signature Here:

Date: / /

- I agree that my electronic signature is as legally binding as my handwritten signature.
- I agree to follow the procedures for the iReady Diagnostic Testing.
- I understand the guidelines for termination of open enrollment due to failure to participate.

Parent or Guardian **Digital** Signature:

Print Name here:

Signature Here:

Date: / /

- I agree that my electronic signature is as legally binding as my handwritten signature.
- I agree to follow the procedures for the iReady Diagnostic Testing.
- I understand the guidelines for termination of open enrollment due to failure to participate.