Exploring Staffing Models

Online and Blended Learning in Wisconsin

Written by

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Wisconsin
Digital Learning Collaborative
Innovate. Collaborate. Educate.

About Wisconsin Digital Learning Collaborative

The Wisconsin Digital Learning Collaborative (WDLC) is a unique statewide partnership with a mission to "Provide equitable access to high-quality online and blended learning resources throughout Wisconsin." This partnership results in every student in any school district with access to quality online and blended learning offerings. It also provides digital learning resources for teachers to use in their classrooms. Access to online courses, technology, and resources are available to districts through the WDLC regardless of size, geography, or learning model.

The WDLC consists of three collaborating organizations. The Wisconsin Virtual School (WVS) provides supplemental online courses, as well as, services to support the planning and implementing of digital initiatives to a large majority (200+) of the school districts across Wisconsin. The Wisconsin eSchool Network (WEN) is a consortium of 28 partners that provides access to online courses, technology, operational support, digital learning professional development, and other services to its members. Together, WEN and WVS form the foundation of the Collaborative. The third organization, the Department of Public Instruction (DPI), provides quality assurance and helps raise awareness of WDLC. It also provides some fiscal support through the segregated universal service fund administered by the Wisconsin Department of Public Instruction.

In addition to the WDLC representing the digital learning interests of all districts, it also leverages shared knowledge and best practices to reduce costs. It offers a wide variety of resources, services, and benefits that districts need in order to offer online and blended learning options to students.

See end of report for full list of WDLC district and affiliate partners.

About Virtual Learning Leadership Alliance

The WDLC is honored to partner with the Michigan Virtual Learning Research Institute as part of our collaborative partnership of The Virtual Learning Leadership Alliance (VLLA). With a commitment to quality the VLLA is an association of the chiefs of virtual programs that provides collegial support and collaborative opportunities to the individual members and member organizations to share resources, services, and expertise. This project is one of many collaborative projects related to the VLLA. The WDLC would like to thank the Michigan Virtual Learning Research Institute for our partnership in studying our partner practices across Wisconsin.

About Michigan Virtual Learning Research Institute

In 2012, the Governor and Michigan Legislature passed legislation requiring *Michigan Virtual*^TM, formally *Michigan Virtual University*®, to establish a research center for online learning and innovation. Known as *Michigan Virtual Learning Research Institute*® (*MVLRI*®), this center is a natural extension of the work of *Michigan Virtual*. Established in 1998, *Michigan Virtual's* mission is to advance K-12 digital learning and teaching through research, practice, and partnerships. Toward that end, the core strategies of *MVLRI* are:

- Research – Expand the K-12 online and blended learning knowledge base through high quality, high impact research;
- Policy – Inform local, state, and national public education policy strategies that reinforce and support online and blended learning opportunities for the K-12 community;
- Innovation – Experiment with new technologies and online learning models to foster expanded learning opportunities for K-12 students; and
- Networks – Develop human and web-based applications and infrastructures for sharing information and implementing K-12 online and blended learning best practices.

Michigan Virtual dedicates a small number of staff members to *MVLRI* projects as well as augments its capacity through a fellows program drawing from state and national experts in K-12 online learning from K-12 schooling, higher education, and private industry. These experts work alongside *Michigan Virtual* staff to provide research, evaluation, and development expertise and support.

Introduction

This report explores four unique staffing models in Wisconsin's online and blended learning landscape. Featured programs were selected by John Jacobs, CEO of Wisconsin eSchool Network. These programs include 21st Century eSchool, Racine Unified School District, Baraboo School District, and Rural Virtual Academy. Representatives from each of these programs shared insights for this report so that other programs can learn more and understand the advantages and disadvantages of their staffing structure. John Jacobs, CEO of Wisconsin eSchool Network, emphasized, "With the mission of honoring local autonomy, programs have varied objectives, goals, and desired outcomes, all of which impact the staff models of the WDLC partners. Our goal is to help inform partners to see the options before them." Before going into the program profiles, below is an infographic that provides a visual representation of the content of this report.
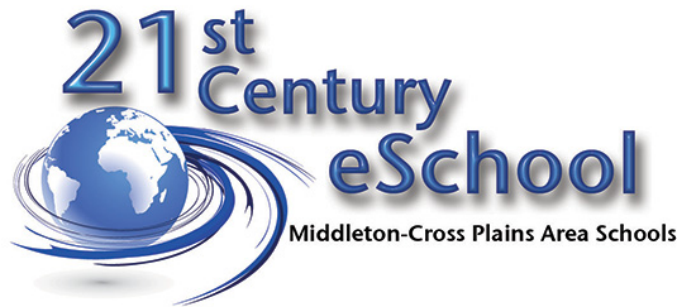

Large version available from http://www.wisconsineschool.org/media/81276/staffing-model-infographic.pdf

21ˢᵗ Century eSchool, Middleton-Cross Plains Area School District
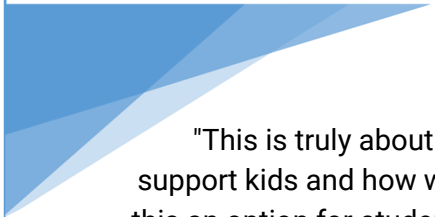*Charter School Collaborating with District Administration Using District-wide Staff*

The 21ˢᵗ Century eSchool is a charter school situated in Middleton-Cross Plains Area School District. Because they are part of the district, their staffing model enables them to employ district-level teachers and administrators. This frees up the need to have additional staff for the Charter School itself, and it also capitalizes on the talent that is already available in the district.

In their sixth year of operation, 21ˢᵗ Century eSchool is a K-12 fully blended program. The elementary level is an enriched virtual program where the students come to the school building as needed for project-based learning and additional support from the teachers. At the middle school level, students begin to take courses with content-certified online teachers, and the teacher with whom they worked at the elementary level stays on with them in middle school as a case manager. At the high school level, the work is done primarily online, and students are required to come into the school building at least once a month. The program administration is considering increasing the amount of time that students are required to come into the building, especially at the beginning of the program's relationship with the students. This shift in the program would help to establish that the building is a place where students can come, get help and team up with other students so that they have more of the supports they need to be successful. In addition to the fully online option, all of the high school students in the district are able to enroll in up to two 21ˢᵗ Century eSchool courses to supplement their learning. These students can work in their online courses in a resource lab and/or outside of school. All of those students have a certified teacher with whom they're working.

Specifically, their staffing model approach to their instructional model varies at each level of their school. At the elementary level, there is a full-time online teacher who also does the enriched components face-to-face. All of the other middle and high school teachers are primarily teachers in brick-and-mortar classrooms who teach online as either one of their teaching sections or in addition to their teaching sections. Within the program's handbook, the program is set up so that the teachers can be asked to teach online for one of their teaching sections for up to 30 students; this would be similar to what they would be teaching in a face-to-face class. The district can also ask these teachers to teach those 30 students in three different classes, so, for instance, they might have 10 students in Algebra 1, 10 students in Algebra 2, and 10 students in Pre-Calculus, and that would still all be considered one section.

They also have a number of teachers who could be teaching anywhere from one to 10 students in online courses, so these teachers get paid a stipend to teach the class based on the number of students enrolled. This option has provided some huge benefits to the district, especially when students only need part of a full class, such as second semester of Algebra 1. Instead of a full-time teacher taking this student on in addition to their own full-time course loads, a different teacher or the same teacher picks this up as an additive; in this scenario, students can work online or face-to-face in order to get help. This allows for district teachers to be teaching students in the district, making it easier for the student to connect with the teacher. From an on-boarding perspective for teachers, it has allowed them to approach this in a digestible way for those who are new to online teaching. It gives new teachers time to navigate the systems with just a couple of enrollments, and then once the teachers have done that a few times, they're more comfortable taking on more students. Principal Jill Gurtner emphasizes that while the teachers' initial involvement in the program will not pay off for them monetarily, the more and more comfortable the teachers become, the more and more students they will be asked to teach in the online setting, and thus, their stipend will continue to grow.

> "This is truly about how we can support kids and how we can make this an option for students and their families who need or want it and make sure that it's a comparable program to what all of our students are getting."
>
> Jill Gurtner
> Principal

This approach has truly helped the administration grow interest in the program because it allows teachers to try online teaching without being thrown in too deep. It also is a huge help for the teachers who are blending learning because they have a cadre of teachers who have learned how to work intensely in the learning management system, who understand how to use digital resources and how to edit within a digital learning environment, so it is helping the district support their blended learning implementation as well. It has also helped immerse teachers so that when parents have questions about how their students are learning, the teachers are more knowledgeable about talking through the nuances of the program when it comes to learning in the digital environment. This also has alleviated the need for the administrators of the program to have to go back to teachers who are outside of the district if the teachers are not performing in a way to help their students be successful; the teachers are in district and are able to be coached when not meeting evaluative standards. This is also peace of mind for parents too in that the teachers are in district and are being held accountable by the district administration.

When the teachers sign up to teach an online course, they are enrolled in the professional development curriculum made available through the partnership with the Wisconsin Digital Learning Collaborative; they have two courses, one for preparing teachers to teach in a blended environment and one for the online environment. These courses run during the summer and are

for in district teachers only. Within the courses, the administration can sense which teachers would be a good fit for online teaching. They have also used Wisconsin eSchool Network materials to help teachers get up and running for working within the systems and making modifications and adding digital resources in the learning environment. The team of teachers meet once a month face-to-face in an unstructured format. This is a voluntary gathering, and it has been more of an informal get-together to allow teachers the opportunity to meet other online teachers to talk about challenges that are faced and some tricks, tips, and strategies to work through those challenges. It has turned into a collegial share-out. They also have a counselor who helps teachers just in time when needed throughout the school year. As more and more teachers are teaching online, the support system has become more organic in that teachers tend to go to other teachers to get help as they run into situations where they need guidance rather than going to the program administrators.

One of the challenges that the administration would like to work on is the buy-in for following protocols across the program because for most of their teachers, online teaching is one small part of their job. Because of that, the teachers might make mistakes since they might not have the time to keep up with the number of changes that happen throughout the school year. While the administrators want to be understanding of this, they also want to ensure that the teachers are not downplaying the importance of the online teaching part of their job. While the administration appreciates the much-more grassroots way the program has been developing recently, they are thinking of ways to develop a more systematic way of checking in with their teachers to ensure the program protocols are being followed. The administration believes that improving the Wisconsin eSchool Network resources and the program's ability to use the digital tools to disseminate programmatic information and check for understanding of the staff will help to solve these issues.

For anyone who is interested in replicating this program, Gurtner emphasizes the need to have a professional learning environment that fully organizes and utilizes the resources that are needed in a just-in-time format for online teachers. Additionally making sure there is a way to establish quality across the program and accountability for the maintenance of the program protocols is essential. She emphasizes starting with people who are excited and willing to teach online and to really highlight the benefits of the program from a teacher's perspective. Principal Jill Gurtner says, "This is truly about how we can support kids and how we can make this an option for students and their families who need or want it and make sure that it's a comparable program to what all of our students are getting."

Digital & Virtual Learning, Racine Unified School District
Virtual Learning Department Embedded Throughout District

Digital & Virtual Learning in the Racine Unified School District has no virtual school, but they do have a department that offers digital and online learning opportunities. Teaching contracts across the district are written so that the teacher takes on additional duties as an online teacher. This provides the opportunity for this model to have a lower teacher-student ratio since all teachers are brought into this opportunity when they sign their contract.

In terms of their program, they have opportunities for students to take classes all online, but their program is primarily for students who are wanting to supplement their face-to-face learning with online courses. They are moving toward personalized learning plans for students because they see a demand from students to customize school the way that fits best for them. They want to provide students the option to take the courses they want in ways that met their needs. Some of the reasons for this shift in their approach to their learning environment had to do with students who shared stories, for example, of being teased because of gender identity, of having classes move too fast for their learning process, of experiencing high anxiety that caused outbursts and being asked to leave the classroom, and of struggling with less mature students interrupting the learning process. Director of Digital and Virtual Learning James O'Hagan emphasized, "All of these students wanted an alternative to traditional school and our district wanted to meet them where they are. We're trying to rewrite the negative connotation of alternative learning, and to us it's just a different way for students to meet their learning goals. By doing this with a personalized learning plan, the students are able to take more control and directive over their learning."

They pay their teachers for each student that enrolls in the online course, $225 per student. The goal here is to give most of the per pupil funding back to the teacher. This allows Racine to attract a very large teaching pool, which also in turn keeps the teacher-to-student ratio low. Most of the teachers will have five or less students. They do have situations where teachers have more students; typically, this is because the teacher is one of the few teachers who is certified in a high-demand content area, for instance, AP Computer Science. There is one teacher certified in the state for that subject area, so his enrollment number is very high. They try to keep the ratio low so that the experience is more personalized.

Before teachers start teaching online for Racine, the teachers are required to complete Digital Strategies & Teaching Online made available through the Wisconsin Digital Learning

Collaborative. They also have to have a content-specific license. There are a number of ways the program recruits teachers. They put out notices as to when the courses are going to be offered. They also have a network of mentor teachers in the high schools who help to bring the online teaching opportunities to light for other teachers. Most of the classes are taught in the district except for AP Art and German because they don't have a certified teacher for those courses. They've diversified the staff so much that they can almost cover every course at the state level with their own teaching pool.

The advantages of the staffing model is that it allows them to have a low teacher-to-student ratio since there is a large teacher pool. Currently, they have over 100 teachers qualified to teach. They have capacity to take on many more students as opposed to other schools who have dedicated FTEs to teach students online who might be at their teacher-to-student ratio max. Having this flexibility to grow also allows them to be more nimble since they're not built into a virtual school model. For example, they have been providing their fifth grade math students an option to take a sixth grade math course for credit. They have found that some of the schools have enough students where they could run their own class, which has allowed for a more blended experience. So it's providing the teachers the opportunity to try what they've learned online and apply it to a blended experience. This allows them to meet their students' needs and not be tied to one way of doing things.

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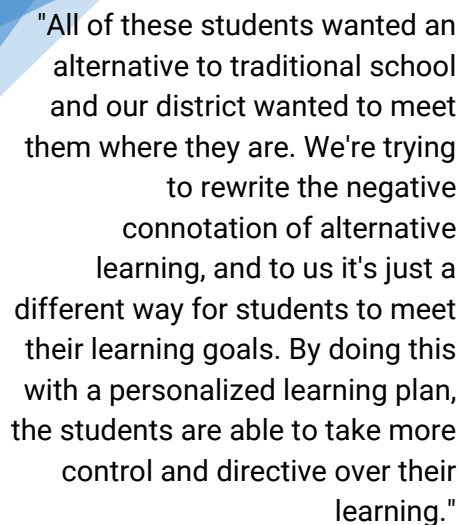>
> James O'Hagan
> Director of Digital and Virtual Learning

The disadvantage now is based on the premise that Racine offers many different options for their students. So now they are trying to focus on making every experience meet the needs of each student. While they offer training via the state-level course, an area in which they would like to improve would be that of providing teacher supports and mentoring. Because the program is decentralized, over 100 teachers in separate schools, it would be difficult to bring everyone together for PD, but through the mentor network, they work closely with the teachers. They have an administrative assistant and a coordinator in their office who help with the program and the teachers. Up to this point, the teachers have not requested much support. Another area in which they would like to improve is in the area of course options. In this program, which is a state-level program, everything is done in a paper-based format. When a student wants to take a course outside of their district, the paper-based process takes about six weeks to turnaround; thus, they want to improve upon that part of the program.

For anyone who is contemplating implementing a program like this one, the main focus is to operate as a program that is embedded into the schools rather than starting up a whole school, which they felt would have been difficult to sustain at the level they are currently operating. The way that they've been able to grow within district has allowed them to start offering full-time options to students. Up until this year, they weren't offering a full-time option for students; it has only been one to two classes per student unless a student had a compelling need, such as being home bound or going overseas for a number of months. It has been easier for them to start small and grow rather than start big and scale back; giving themselves the time to grow gradually and build the capacity has been instrumental in their work, especially with teachers.

The program is starting to look into offering courses to students outside of Wisconsin, including connecting with Foxconn, a Taiwanese company, who wants to construct a base campus in Wisconsin. This would allow the students who were in Taiwan to make connections with the district as well as teachers and other students. Bridging the gap, they could start the Racine experience before transferring to the U.S. which they can apply to their transcript.

Online Learning, Baraboo School District
Program within the District Solely Using FTE Allocation of Existing Staff

Similar to Racine, Baraboo School District also uses FTE allocation of their teachers for their online courses. They offer these teaching opportunities in a variety of ways, including supplemental (in addition to F2F courses), blended (online/digital mixed in with their F2F courses), and fully online.
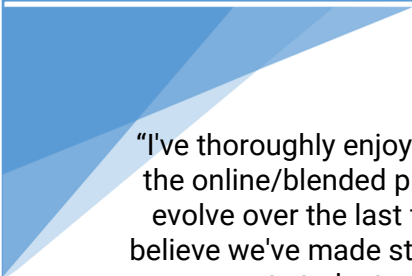

Online programming started in Baraboo in the 2009-2010 school year. At that time, the district's program was strictly online and used as a supplement for high school students. There was some credit recovery as well, but they had limited offerings because they hadn't yet connected with OdysseyWare (OW) as a vendor. In 2013, the program's offerings were expanded to the middle school as a supplemental option while they continued the supplemental and credit recovery format at the high school level. Also during this year, the program's WEN partnership began exploring the blended learning format. Their business/computer science department found this a natural fit, and they currently offer two of their most popular courses in the blended format including Personal Financial (required for all students) and Game Design, as well as a 9th grade required Economics course.

Additionally, they have changed their credit recovery program for English and math. Now they build these options into the school day so that students can be enrolled in the classroom with their English and math teacher, versus in a lab setting without their teacher. They achieve this through a blended model using Florida Virtual School (FLVS). This was a decision made by the

teachers based on the types of activities and assessments offered. Teachers like that there is more writing involved with the FLVS courses and fewer multiple choice type assessments. They have also started offering a full-time online option for students in grades 7-12. They did this gradually, starting with high school first, and grades 7 and 8 were board approved this past April. In the next year, the district administration will research and determine if a K-6 option is worth pursuing.

For the purposes of this report, their staffing model is built into their teachers' full-time schedules, so the teachers' online and blended duties are part of their contract rather than an add-on to it. The number of teachers varies from year to year. In any given year, they have between three to fifteen online/blended teachers, who typically get one block/period during their school day that is designated their "online" time. Blended teachers meet face-to-face with students. The only FTE dedicated specifically to online learning in Baraboo is the Online Coordinator's, Shelly Gilmore. In 2013-14 and 2014-15, there was an educational assistant who served as registrar and a coach, but this position was eliminated.

This staffing model was set up first as a supplemental one, and it seemed like a natural fit that the teachers were not full-time either. The middle and high school principals use this staffing model as an option to help build schedules for teachers. If there is a gap and a teacher does not have enough face-to-face sections to be 1.0 FTE, the district offers online teaching as a way to get someone there. When they have more local teachers, there are definite advantages to their students. There is more flexibility about end of semester terms; teachers can meet with struggling students face-to-face, and they are able to provide better accommodations for special education students. Additionally, with larger numbers, they are able to run one training session that includes all staff.

> "I've thoroughly enjoyed watching the online/blended programming evolve over the last four years. I believe we've made strides in how we support students and think we should consider changes in our staffing model as we continue to increase enrollment requests, use these enrollments to support alternatives to traditional school, and pursue online options for grades K-6."
>
> Shelly Gilmore
> Online Coordinator

When they have fewer local teachers, it typically means they will have fewer seats available for students to take online courses. It's more challenging to connect struggling students with teachers in other districts, and they have less flexibility to accommodate students' needs. Teacher training sessions are changed to 1:1 meetings, which takes up more time in the long run. Another disadvantage is that they don't always keep the same teachers from year to year. As an example, they've had new teachers at the middle school level for each of the past four years.

According to Shelly Gilmore, Online Coordinator, the staff like the model; however, they have been exploring options where a teacher can receive a separate stipend or pay for overload. They foresee this as a need as their online programming becomes more popular with a budget that stays the same. The program has asked for teacher feedback for these options, but usually through informal conversation rather than a formal survey. Teachers are in support, but feel they need to be compensated fairly. If someone was going to implement this same model, the budgetary items should be very clear to administrators and school counselors. The more local teachers in the program, the more seats will become available financially to accommodate student requests for online enrollments.

In terms of things to change, they foresee a need to look beyond their current staffing model to offering a stipend or overload for teachers, as mentioned above. In 2017-18, for instance, they will be down to one statewide teacher and their blended teachers, so there will be no teachers online who are local. This will be a big impact to the number of seats they offer to middle and high school students. Gilmore says, "I've thoroughly enjoyed watching the online/blended programming evolve over the last four years. I believe we've made strides in how we support students and think we should consider changes in our staffing model as we continue to increase enrollment requests, use these enrollments to support alternatives to traditional school, and pursue online options for grades K-6." Examples of position descriptions are included in Appendix A.

Rural Virtual Academy, Multi-District Charter School Consortium
Program within the District Solely Using FTE Allocation of Existing Staff

The Rural Virtual Academy has a dual model approach in which they employ their own RVA staff and then have a multi-district shared staff approach in a consortium style set up. Because they share this staff across multiple districts, there can be more seats for students and lower class sizes.

The Rural Virtual Academy (RVA) is a PreK-12 virtual charter school serving children throughout the state of Wisconsin. They operate in consortia with 20 school districts and provide learning options from completely offline to completely online. In grades 7-12, they offer synchronous, daily, direct instruction to their students. They also operate a second arm of their school where they provide the content and professional development to brick and mortar teachers in their consortium to develop and expand flexible blended learning solutions for all students.

Their staffing model consists of both having their own RVA school employees and shared staff from their consortium. They are not an independent charter, and all RVA staff are employees of

the authorizing school district. When they share staff in the consortium, it is mainly in their direct instruction classes where they have teachers providing content instruction through an online classroom platform while students login and attend virtually.

By sharing staff, they were able to keep staff costs minimized, offer reduced class sizes, and provide an avenue for consortium partner districts to utilize staff to provide instruction where they may have had section sizes otherwise too low to run in their brick and mortar classrooms. They provide a $5,000 per teacher, per section, reimbursement to districts willing to share staff.

They are the only virtual charter that operates in consortium with this many districts in Wisconsin, providing daily direct instruction and sharing staff. The advantages for this program staffing model are many. It is fiscally responsible in that it keeps staff costs low, it provides opportunities and access to utilizing digital curriculum to teachers that may not otherwise have the opportunity, and it allows them to deliver direct instruction. The only downside is that they have a large number of teachers that only teach one section of classes, which causes a large amount of annual revolving professional development. This model has been well-received by staff, and the administration has had no complaints or concerns from staff or participating school districts.

When providing guidance to other programs who are thinking about implementing a model like this one, Principal Charles Heckel, emphasized the following:

> Cooperation always beats being competitive. Districts do not have to re-invent the wheel when developing virtual schools/ programming. Look for creative ways to develop and utilize shared service agreements to bring together shared staffing models that can be of mutual benefit. I believe the key reasons why the program has been successful is because of the cooperative nature of operating in consortium. By acting in consortia, all members have a vested seat at the table wanting the program to operate at the highest accountable levels both educationally for students and fiscally for tax payers.

Resources and Contact Information

The four programs featured here have a different way of approaching their staffing models, some with full-time employees dedicated to it and others who supplement the program staff with district-based teachers. From these models, the field can learn the variety of strategies programs use to understand what works best for providing students with online and blended learning options. The resources shared from the programs are available in the Appendix. They have also opened communications for anyone who is interested in learning more:

21st Century eSchool
Jill Gurtner, Principal
jgurtner@mcpasd.k12.wi.us

Baraboo School District
Shelly Gillmore, Online Coordinator
sgillmore@barabooschools.net

Racine Unified School District
James O'Hagan, Director of Digital and
Virtual Learning
james.o'hagan@rusd.org

Rural Virtual Academy
Charles Heckel, Principal
charles.heckel@ruralvirtual.org

Appendix

Baraboo School District

Online Coordinator Position Responsibilities

- Support the mission for the online program and the Baraboo School District and develop a vision for growth and development.
- Prepare the budget for the online program. This includes district purchases and keeping track of networked students serviced and Baraboo students sent to network teachers.
- Train online teachers to use the learning management system and provide on-going support.
- Recruit new teachers and promote online certification.
- Communicate changes within the Wisconsin eSchool Network and with online vendors to administrators and teachers.
- Inform students, community members, and school personnel about online and blended-learning opportunities.
- Work towards setting school board policies for online courses.
- Work with faculty to share how online courses work for their department/classroom.
- Process enrollment requests with administrators, student services and/or special education.
- Input student data into the registration program and enroll students in courses.
- Attend monthly operations and board meetings for Wisconsin eSchool Network.
- Update policies, procedures, and guidelines to reflect any changes in the Wisconsin eSchool Network.
- Monitor Baraboo students' pace and delegate mentors to monitor student pace so that parents are aware of problems.
- Collect and monitor student enrollment data and share with stakeholders.
- Meet with student services, students, and parents to resolve any issues with online courses.
- Update Orientation procedures and course as needed and grade assignments for students enrolled.
- Coordinate contracts with area schools for available online semester enrollments.
- Coordinate, purchase, and distribute supplemental resources for courses.
- Coordinate local and network section enrollments.
- Monitor course extension requests for online courses.
- Issue withdrawal grades when appropriate.
- Update the Online Learning Center website.

Online Teacher Position Responsibilities
Qualifications
1. DPI licensed teacher with online training certification.
2. Displays knowledge of online learning curriculum, assessments, and data analysis.
3. Flexibility to attend to Response to Intervention and online learning opportunities.

Responsibilities
- Course set-up which includes updating syllabus, setting up discussion groups, setting password for final exam, archiving old course sections, editing new sections.
- Send welcome email or make a welcome call to new students in the course and make sure that they understand how the course works.
- Provide feedback to students that will help them understand concepts that are difficult. Give progress reports at least once a month.
- Track "attendance" in a course. Student must submit a minimum of one assessment a week or they are considered "truant" for online purposes. Three weeks of truancy will result in removal from the course.
- Assign and grade coursework.
- Administer oral assessments periodically throughout the course.
- Coordinate exams including communicating with proctors, exam clearance (ready for exam), and supplying a password.
- Respond to student emails within 24 hours Monday-Friday or by the next Monday if the email is on the weekend.
- Grade assessments within 24 hours Monday-Friday or by Monday if assessment is completed on the weekend.
- Contact students and parents of students who are not progressing in the course. Contact should be logged in the student management system (currently Genius).
- Inform the Online Coordinator of any problem with students, parents, or network partners.

Online Mentor/Coach Position Responsibilities
Responsibilities
- Supervise a computer lab and online students.
- Help students with questions in their courses as they arise.
- Direct students to communicate with the online teacher via email, phone or chat session.
- Coordinate communication with student and online teacher when necessary to keep students moving forward in the course.
- Monitor pace charts with students about once a week and more if needed.
- Check progress reports when submitted by online teacher.
- Discuss attendance issues with students (online attendance is submitting a minimum of one assessment per week).
- Communicate with the online teacher for exam clearance and scheduling.

- Proctor exams.
- Keep online coordinator advised of issues such as difficulty coordinating student/teacher contact, student not progressing in the course, etc.

Online Registrar Position Responsibilities
Responsibilities

- Act as administrative assistant for the Online Coordinator as needed for daily operations of online programming.
- Enter student data into registration program (currently Genius) for students approved to enroll in online courses.
- Enter parent contact information and ensure parent access to assist in monitoring progress.
- Track "attendance" in a course. Student must submit a minimum of one assessment a week or they are considered "truant" for online purposes. Three weeks of truancy will result in removal from the course.
- Process academic extension requests as approved by the Online Coordinator.
- Track student data as it relates to online enrollments.

21st Century eSchool

Staffing Model
Staff
21st Century eSchool Principal

Oversees all full-time online students and eSchool staff. Responsible for program development within the eSchool and district, staff supervision, student support and intervention, and other administrative needs of the program.

21st Century eSchool Counselor

Registration, scheduling, social/emotional support, developmental programming, individual student planning and interventions, post-secondary planning, connecting families to district and community resources.

21st Century Elementary Teacher(s)

The teacher will be the primary contact for families of K-8 students. At the elementary school level, this person will provide the online instructional support, face-to-face learning opportunities, and assessment. At the middle school level, this person will serve as a virtual homeroom teacher and will monitor progress, communicate with online content teachers, and manage assessments.

21st Century Paraeducators

Provide supervision and academic support in the blended learning room and take the lead on monitoring progress of high school students. They are also your first point of contact for any general eSchool questions or technical issues. This may include: computer problems, login

information requests, questions about the program, or information regarding enrollment and/or withdrawal of your student.

Support Services

Existing district support services such as library, school nurse, English as a second language, special education, police school liaison, school to work program, reading specialist, school psychologist, school social worker, school related technology support, etc. are available to all students in the online school.

Case Manager

A Case Manager serves as the local education guide for students with disabilities. A case manager is responsible for working with the student's IEP team to develop an IEP and to communicate this plan with the student's instructional and support staff. The case manager will also work with the instructional team to provide necessary supports and accommodations based on the IEP. The Case Manager will remain in contact with the student and learning coach.

Online Teachers

Middle and high school students will have online teachers. Students are able to communicate with the online teacher through e-mail.

Learning Coach

At the elementary and middle school level, each student is required to have a "learning coach." The coach may be a family member, neighbor, friend or other community member who would encourage the student to be successful in this learning environment and keep the student progressing at a pace that is meeting the student's learning needs. This person will work closely with the elementary school teacher to establish learning goals and implement the curriculum.

At the high school level, the school counselor will serve as an online mentor, but students are also required to identify a parent or other adult who will serve as a learning coach. The school counselor will support students in identifying a person to serve in this capacity if needed.

Teacher Compensation Model

K-6 Teacher

The teacher in this full-time position will serve to support students and families in all academic areas. Instruction will be delivered through a combination of online curriculum and project based and place based learning experiences. The K-6 teacher will continue in the role of mentor/advisor for students and families in 7th and 8th grade.

Online Teachers

Beginning in 7th grade, all online courses will be taught by teachers holding specific grade level/content area certifications. These teachers will be compensated in one of two ways:

1. 0.2 of their teaching load dedicated to teaching online. In this case, they may have up to 30 students in up to three different sections of online courses.
2. They are paid an additive on a per student/per semester enrollment basis. The rate of this additive is determined based on dividing the base salary by 30 students/semester.

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Invested Partners

- Appleton Area School District
- Baraboo School District
- Grantsburg School District
- Green Bay Area Public School District
- School District of Janesville
- Kenosha Unified School District
- Kiel Area School District
- Kimberly Area School District
- Madison Metropolitan School District
- Middleton-Cross Plains Area School District
- Oshkosh Area School District
- Racine Unified School District
- Sheboygan Area School District
- Wisconsin Virtual School (CESA 9)

Affiliate Partners

- Cameron School District
- Chetek School District
- DeForest Area School District
- Franklin Public School District
- Kewaskum School District
- School District of LaCrosse
- Medford School District (Rural Virtual Academy)
- School District of Nekoosa
- River Valley School District
- School District of Superior
- Stevens Point Area School District
- Triton Network
- Watertown Unified School District
- Waunakee Community School District

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