EXHIBIT EE

2016-17
EVERY STUDENT SUCCEEDS ACADEMY

SUCCESS COACH GUIDE

Written and prepared by

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Reva Rindy, Lead Advisory Teacher

August 15, 2016

Hello Wonderful Advisory Staff,

This guide is meant to serve as a point of reference throughout the school year for all high school advisory teachers, now referred to as Success Coaches for the Every Student Succeeds Academy (ES2 Academy). All Success Coaches will be accountable for the processes and procedures outlined in this guide. It is expected that you will refer back to this guide when questions arise concerning specific tasks assigned.

It is our goal to utilize your unique skills as a coach, motivator, monitor, and mentor to propel our kids toward and across the finish line. While the plan is detailed in nature, please note that with any new program, adjustments will be necessary to provide the best services possible to our students as well as ensure expectations are manageable by the staff. As such, you will be encouraged to share challenges and trouble shoot solutions to ensure the success of the program and your students. Please do not hesitate to reach out when you have ideas. With all of us collaborating together, we can develop this model to be the one model other schools will choose to emulate!

We look forward to fully implementing this program with your support and skills the key to being successful.

Have a great school year!

Sincerely,

Lisa Malabago   Reva Rindy
Manager of Counseling Services   Lead Advisory Teacher

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COUNSELING/ADVISING ORGANIZATION

Lisa Malabago
Manager of Counseling Services

Aaron Castillo
Lead Counselor
NCAA Counselor 11

Reva Rindy
Lead Success Coach

Jacki Richards
Registrar

Luzmila Smith
Career Counselor 9

Gina Supola
College Board/ACT
Counselor 10

Levette McEaddy
College/12th Grade
Counselor

Jean Carter

Christina White

Gina Hames
Grad Point Admin.
NHS Representative

Miranda Shults
Reporting Coord.

TBD
Attendance Truancy
Coordinator (ATC)

Dayna White
Infinite Campus
Initial Records Processing

Lisa Malabago

Angie Smith
K-8 Counselor

Aaron Castillo

Reva Rindy

Jacki Richards

Dianne Edwards
Adjunct Mngr
Freshman Acad. Coord

Jen Obodai
Escalation Coord.

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SUCCESS COACH EXPECTATIONS

Weekly Attendance Monitoring

1. **Monitoring Attendance -** Homeroom and Advisory teachers are responsible for ensuring that attendance is being recorded and students are meeting the <u>minimum weekly requirement</u>.
   a. Every Monday, the Attendance Truancy Coordinator (ATC) will send an email with a link to the Attendance Deficient Students report in Sharepoint, which includes only students who were short on hours the previous week and information on the time they missed.
   b. The teacher will review their list of students and send out the necessary webmail for those that are missing hours and /or are in attendance alarm (see Attendance Webmail Templates)
   c. It is highly recommended that teachers check the student's log and attendance prior to calling their students to ensure all issues are addressed if contact is made. Teachers are able to review student attendance in 30 day increments.
   d. If you identify a student with habitual attendance problems, please notify the ATC, or review the Attendance Support Plan section below.

2. **Requesting Attendance Adjustments**
   a. Adjustments can be made upon the CTs request.
   b. All requests for changes will go to the ATC in the Master Attendance Adjustments IA 1876788
   c. Include: SID, Student Name, the date to be updated, and the exact hours that should be showing
   d. The ATC will make the adjustment and update the IA to confirm that all requests were completed.
   e. Deadlines
      i. All attendance adjustments must be submitted by the deadline for that reporting period, as shown in the IA description.
      ii. No adjustments will be made once the due date has passed, so you will need to inform the CT that they missed the deadline for the correction (see Attendance Webmail Templates).
      iii. Corrections for "E"s and "V"s that occur <u>on weekends</u> are exceptions and should be entered into the Master Attendance Adjustments IA for the ATC to fix.

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    iv. With our proactive approach to address attendance issues and ensure CTs are well informed of attendance policies, there will be no reason that adjustments need to be made for previous reporting periods.

3. **Caretaker Communication of Absences and Supporting Documentation**
   a. When a CT/LC communicates that a student was, or will be, absent (excused "E" or vacation "V") on a regularly scheduled school day, please follow the steps below as applicable:
   b. "E"s
      i. If the student is absent for **2 days or less**, simply note the information in the Master Absence Notifications IA
      ii. If the student is absent for **3 consecutive days or more**, communicate with the CT that supporting documentation must be received within 5 school days of the notification, or the days will be changed to Unexcused (U) absences (see Attendance Webmail Templates).
      iii. Add this information to the Master Absence Notifications IA
      iv. Potential Excused Absences
         1. Medical – if 3+ consecutive days we need a doctor's note that states the specific days to be excused and includes a doctor's or nurse's signature
         2. Death or Family Emergency – at minimum we need a letter from the CT stating that there was a death/emergency and specifying the days they will be out (an obituary, service pamphlet, or letter from the servicing funeral home are also acceptable).
         3. Other – reviewed by the ATC on a case by case basis; documentation may be required
   c. "V"s
      i. If a family will be using a Vacation (V) day on a regularly scheduled school day, communicate with the CT that the student must make up those hours on a prescheduled vacation day to avoid going into alarm (see Attendance Webmail Templates).
      ii. Vacation days are prorated based on when the student enrolls, and this information can be found in the Student Vacation Days Tracking data view.
      iii. Add this information to the Master Absence Notifications IA

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       d. NCA Master Absence Notifications 2016-2017 IA 1876812
          i. This IA is **only** to keep track of information on excused absences, documentation to support an absence, and vacation days on regularly scheduled school days.
          ii. When updating the IA include the following:
              1. SID and Student Name
              2. What the absence is for ("E" or "V") and the date(s)
              3. What instruction was given to the CT (if applicable)
              4. Upload supporting documentation (if applicable)

For additional attendance information, please see:

See Appendix 1 – Special Procedures and Unique Attendance Situations

See Appendix 2 – Attendance Resources

See Appendix 3 – Attendance Webmail Templates

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Bi-weekly (weekly) Contacts:

- One call to each advisory student *every other week*
  - Advisory student contract requires they call you to ensure greater level of communication
  - Call schedule will be in place (see Appendix 4)
  - Non responsive and contract violation policy will be in effect
    - After two attempts and one webmail receipt requested, please report as non-responsive
    - Non-contact from student is a contract violation and will be reported in discipline dataview (see Contract Violation Policy Appendix 5 and Contract Violation Webmail Template Appendix 6)
- All Phone calls following welcome call
  - Set up default log to reflect the following categories (categories can easily be removed if they do not apply to contact).
    - Instructional ~ Intervention Tier II, Behavior, RTI Progress Monitoring Data (can add specific subjects discussed as applicable from individual calls)
    - Advising ~ PLP, Academic Progress, Graduation Recovery Plan (can add other items as applicable from individual calls)
    - Be sure to add in escalation contact information if student is in escalation at time of call (under School Milestones)
  - Contact content should be summative in nature and address any goals discussed
    - Write with other teacher readability in mind
      - Brevity is appreciated
      - Detail as needed
      - To ensure collaborative efforts, we need to communicate expectations that can be reinforced by others.
    - Because these are being logged as PLP contacts, remember that they are viewable by caretakers as well.
      - Avoid naming individual teachers
      - Keep tone unbiased
- Monitoring Call List
  - Student are expected to call but we need to call as well
  - Keep record of who you have spoken to on schedule and who has not called/been called

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- o Report any non-contacts as per Unresponsive/Discipline policy for ES2 Academy students. (see Contract Violation Policy Appendix 5 and Contract Violation Webmail Template Appendix 6)

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Bi-weekly (weekly) LiveLesson®:

- Each advisor will host one LiveLesson every week on an alternating schedule to the call schedule.
    - Content will be discussed at weekly staff check in. Collaboration and cooperation is encouraged to provide consistency across program.
    - Each LiveLesson should contain a "mini lesson" of approximately 5 minutes (record this mini lesson as a resource) – See Appendix 7 for list of potential topics to cover throughout school year
    - Each LiveLesson will allow ample time to discuss challenges and set goals for the following week's call. (this time should not be part of recording – if you forget to stop recording, it is possible to edit this part out)
    - Goal setting in LiveLesson should make use of poll pod to record goals for ease of collecting and pasting information.
- Post all recordings in your message board and webmail to your students on the day of the LiveLesson.
    - Students who do not attend have 24 hours to send a response indicating they viewed the recording.
    - Students must submit their goal via webmail within 24 hours.
- Data from goal setting poll must be input into the PLP dataview.
    - Data entry should always have most recent entry on top.
    - Include date for every goal entry.
- Attendance for LiveLesson should be logged within the same day lesson is conducted.
- Student who miss LiveLesson and do not reply to webmail recording within 24 hours should have contract violation noted in Discipline dataview.

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BEHAVIORAL (RTI)

Every Student Succeeds Contract Implementation

The ES2 Academy placement for students is considered to be a Tier II behavioral intervention for students. As such, the initial implementation and data entry for each student will be time consuming, but once accomplished, will remain in place for full year, or until exit from ES2.

- All students in Success Coach case load will receive a contract webmail August 22.
    - Sent Must Read, Read Receipt Requested
    - Use template webmail (see appendix 8)
    - Use Every Student Succeeds Contract as attachment (see appendix 9)
- Initial Data Entry Due by Sept 1 and within 2 days thereafter
    - Cohort Information Dataview
        - Complete Graduation Recovery Plan section of dataview
        - Do not complete "Verification" check box or IA number

- Personalized Learning Plan Dataview
    - Complete Behavioral Intervention Section of dataview

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- Remember that the Behavior progress notes can be read by student and caretaker

2016-2017 Behavior Information

Behavior Services:

Behavior Implementation Tier: Tier II Behavior Intervention Assigned ▾

Always begin a notes box entry with date. Most recent entry on top.

Behavior Progress Notes:

9/29/16 – ST goal achieved. New goal: spend min 45 min. on every math lesson this week.
9/15/16 – ST goal: Attend one session of Peer Tutor for Geometry this week.

2016-2017 Behavior Information (Teacher Only)

Behavior Intervention Teacher: Ms. Rindy

Behavior Follow Up Date: 09/05/2016

Last Behavior Progress Monitoring:

Days since last Behavior Progress Monitoring:

Optional Behavior Notes:

ES2 Contract implemented 8/29 (see upload)

Uploaded Behavior Documents:

Add Files

Please use .doc, .docx, .jpeg, .jpg, .pdf, .xls, or .xlsx format. File size may not exceed 20 MB. Your file(s) will not be associated with your account until you save this page.

- New Students After August 22
  - Check new student list daily
    - Send contract as above (read receipt, must read)
    - Complete initial data entry within 2 days.

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ONE TIME OCCURRENCES

Welcome Calls

- Begin with "pre call" content helping student see you as a person and you to see them as one rather than just a student and a teacher.
  - Choose 2 or more questions to engage in conversation before launching into welcome call task mode:
    - What was the highlight of your summer?
    - If you could live anywhere, where would it be and why?
    - What is your biggest fear?
    - What motivates you to work hard?
    - What is your proudest accomplishment?
    - What makes you laugh most?
    - Can you tell me a favorite joke?
    - What was the last movie you went to? What did you think?
    - If you could choose to do anything for a day, what would it be?
    - What would you sing at Karaoke night?
    - What would you rather do: wash dishes, mow the lawn, clean the bathroom, or vacuum the house?
    - Would you rather be at the beach or in the mountains and why?
    - What is your favorite book, movie, or television show and why?
    - Tell me about your favorite teacher and why they are your favorite.
    - If you could do anything you could dream up, what would you plan to do for the future?
    - What is your least favorite subject and what would make it better?
    - What brought you to online school?
    - If you were a teacher, what would you do to inspire your students?
  - Be sure to share about your favorites too! Show them you are human.
- Follow welcome call protocol from here. (see Welcome Call Checklist Appendix 10)
- Welcome Call Logging
  - Welcome/ES2 Academy Informational Call
    - Log as SST/RTI ~ Tier II Behavior Entry, Advising ~ PLP, Graduation Recovery Plan, School Milestones ~ Welcome Call

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End of Year Call

- Just a "goodbye, have a great summer" call
- Placements will already be handled by school counselors (yes we are going to try again this year!)
- If a placement question comes up or a change to schedule is requested, please refer to school counselor.
    - Take down detailed request, i.e. Drop Digital Photography and add HS Digital Arts.
    - If change is okay per graduation plan and credits needed, counselor will make change and email confirm.
    - If change impacts graduation plan and credit accrual for a specific area, counselor will contact student to discuss.

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OTHER POLICIES AND PROCEDURES

Unresponsive Student Procedure

1. **Resources**
   a. IAs
      i. IA # 1876837 Truancy (Unresponsive) Lockouts Grades K-5
      ii. IA # 1876840 Truancy (Unresponsive) Lockouts Grades 6-8
      iii. IA # 1876842 Truancy (Unresponsive) Lockouts Grades 9-12
   b. Sharepoint > NCA > General Documents > Truancy
      i. Truancy Unresponsive Students 2016-2017
      ii. Truancy Unresponsive Webmail Template
   c. Connexus > 2016-2017 School Handbook > NCA State-Specific School Handbook Supplement

   "When a student misses two-way contact with one or more of their teachers, s/he is considered to be truant for that class or classes, unless the absence has been excused, for a valid reason, by the teacher, assistant principal, or principal. Upon a missed contact, including phone contact, the teacher(s) will send a WebMail notification message to the student and Learning Coach and will continue to attempt to contact them, leaving messages requesting a return phone call, when permissible."

2. **When is a Student Unresponsive?**
   a. Teacher attempts first phone call
   b. If after 2 school days the student hasn't made contact, the teacher will attempt a 2nd call and will send a Must Read Webmail (see Truancy Unresponsive Webmail Templates).
      i. K-5 – Sent to Caretaker
      ii. 6-12 – Sent to Student, CC Caretaker
   c. If the student still doesn't make contact after 2 school days, the teacher will report the student in the Truancy (Unresponsive) IA for their grade level
      i. Student ID
      ii. Student Name
      iii. Reason for being truant (unresponsive)

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d. If a student makes contact after being reported in the IA, update the IA <u>and</u> IM your AP immediately so that the CT/Student are unlocked ASAP (if AP is unavailable send them an email notification)

e. Teachers will no longer use any data views for reporting students as unresponsive; they will only use the master Truancy (Unresponsive) IA.

3. **Lockout Procedures**

    a. All lockouts will occur on Mondays, so anything submitted after the APs have done their lockouts for the day will wait until the following Monday.

    b. First Lockout - CT

        i. On Monday the AP will lockout the CTs for students reported as unresponsive who have not yet made contact.

        ii. The AP will provide a summary list in the IA and will assign it to the Attendance Truancy Coordinator (ATC), Jeremiah Eck.

        iii. The ATC will process the first certified truancy letter to go out in the mail no later than Tuesday, and will reassign the IA to the AP letting them know when the letters will be mailed.

        iv. The ATC will update the Truancy (Unresponsive) DV.

        v. Students will have 10 school days to comply.

    c. Second Lockout – Student

        i. On Monday, the ATC will update the IA with a list of students who still have not made contact after the allotted 10 school days.

        ii. The AP will lockout the students, and will update the IA to let ATC know to send 2nd letter.

        iii. The ATC will send the 2nd certified letter, to go out no later than Tuesday.

        iv. The ATC will update the IA and DV.

        v. Students will have 10 school days to comply.

    d. School Initiated Withdrawal

        i. If students are still unresponsive after the allotted 10 school days, the ATC will update the IA with a list of students who need a school initiated WD.

        ii. The AP will follow the process to withdraw the students as 10 days whereabouts unknown.

        iii. Once the withdrawal has been finalized, the ATC will send out a final certified letter of withdrawal.

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4. **Important Notes**
    a. Before reporting any students on an IEP as truant, you must consult their case manager, or Dianne Karp.
    b. The Assistant Principal has sole discretion as to whether a lockout is completed.
    c. A lockout will not be removed until the student has contacted **all** teachers that are trying to reach him/her.

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WITHDRAWAL PROCEDURE

All homeroom teachers will be responsible for filling out the withdrawal DV 2016-2017 for their homeroom students. They will also have to create the Withdrawal IA and forward the IA to the appropriate AP for final withdrawal tasks.

Withdrawal cheat sheet:

What prompts a withdrawal?

> -Your AP may forward you a webmail based on your homeroom
> -You may be on the phone with a Learning Coach that states they wish to withdraw

Sample homeroom withdrawal webmail:
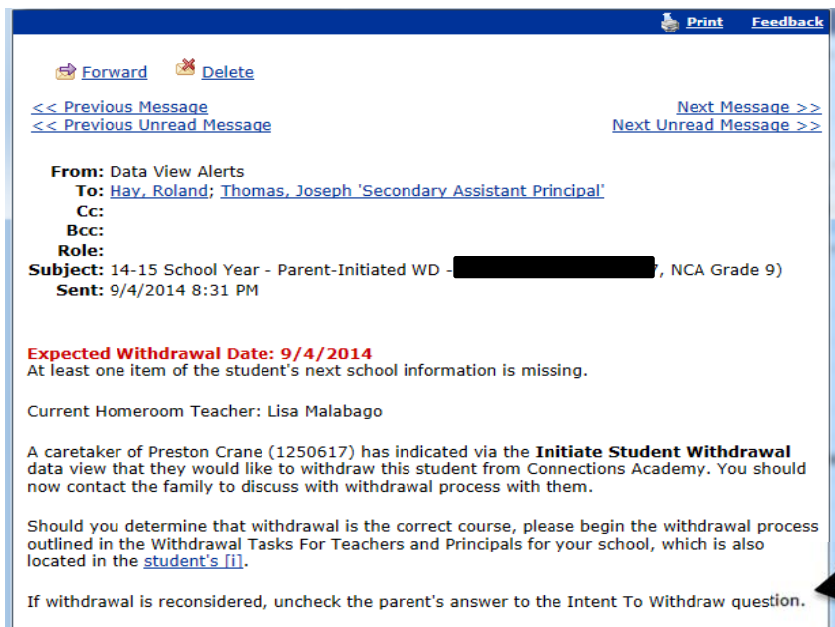
When you receive this webmail or an LC has indicated they want to withdraw, go to the bottom of the student's Data View and access the WD Tasks for School Leaders (NV) 1617 Data View.

- Unresponsive Students Report 2014-2015
- Unresponsive Students Report 2015-2016
- WD Tasks for Teachers and School Leaders (NV) 1415
- WD Tasks for Teachers and School Leaders (NV) 1516
- WD Tasks for Teachers and School Leaders (NV) 1617 -

Fill out the Data View.

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If you are not on the phone with the LC, please call to confirm the information below.

These fields are auto filled from Initiate WD Dataview. If blank, fill in your name and the date.

Current grade Level: 10
Grade Book Link: Grade Book
Is the student withdrawing from this school? ☑ Yes

Person who completed the Intent To Withdraw for this student: Victoria Neer

Has a parent/legal guardian indicated that they wish to withdraw this student from the school? ☑ Yes

Anticipated Date of Withdrawal: 09/22/2016

Please look over the contact information above, and select the proper choice below to verify the accuracy of this information. If any information is incorrect have the information updated.

Address(es): Home: 4██ White Rock Ct
(* denotes mailing address)   Reno, NV 89508*

Phone Number(s): Mobile Phone: 775-287-█████*
(* denotes default contact) Emergency Contact Business Phone: 775-851-████
Emergency Contact Mobile Phone: 775-287-1████
Emergency Contact Phone: 775-287-█████

Email: ████████████████

Address and contact information:

Is the above information correct?
○ The above information has changed.
◉ The above information is correct.

Date Caretaker indicated intent to withdraw via online form: [   ]

Confirm addresses, phone numbers, and email. **If the address has changed, mark the appropriate box and update the new information in the WD IA.**

Fill in the Parent Withdrawal Reasons Section

==PLEASE DO EVERYTHING YOU CAN TO HAVE THE PARENT TELL YOU WHERE THEIR STUDENT IS GOING TO ATTEND SCHOOL NEXT==. **You can use the phrasing, "We are required by law to report to the state where students are attending school when they withdraw from our program."** If you cannot get a parent to give you next school information, please write **unsure** for next school name.

Parent Withdrawal Reasons 2016-2017

First Withdrawal

Parent Withdrawal Reason (following first withdrawal in 1617): Mismatch Family Schedule

Next School Name (following first withdrawal in 2016-2017): North Valleys High School

Next School Type (following first withdrawal in 2016-2017): Public

Next School District (following first withdrawal in 2016-2017): Washoe County School District

The 1st IRN of the city, local, exempted village school district, community school, ESC, STEM District or nonpublic school into which the student will be enrolling (Ohio only):

Next School State (following first withdrawal in 2016-2017): NV

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Creating the Withdrawal IA:

Do NOT use the student's name in the IA title. Use their student ID number and HHID instead.

Create an IssueAware ticket

Create an IssueAware (IA) ticket with the following information:

Name: School, student name, household ID (NOT Student User ID), Withdrawing (ex. ACA Joe Student HHID 12345 Withdrawing")
System: CA Withdrawal & Returns
Component: School Code (ex. "ACA")
Type: Select "During School Year-School Initiated" or "During School Year-Parent Initiated" or "During Enrollment Process"
Status: New
Urgency: Select Important (if there are no special circumstances), Urgent (if family is difficult to contact), or Critical (if family is moving)
Affectees: Add the student so this can be documented in the user Log and so staff can easily access student information
Owner: Assign to the school leader. The IA should be re-assigned to -Default Owner- after the withdrawal tasks have been completed by t
Stakeholders: Add the student's teachers so they are aware of the withdrawal and can plan accordingly
Description: Include the student's name and student's user ID, the household's contact information (found at the top of this Data View ~ reference. Also add any pertinent notes on the withdrawal process (date family is moving, include new or forwarding address and contac

Appropriate personnel from Enrollment, Fulfillment, Returns, and school administration will be added as automatic Stakeholders. DO NC use the IA to track returns and close when all items have been received. After the IA is assigned to Returns, the Returns department will co equipment and/or curriculum.

Note: If the Caretaker indicates that they are withdrawing at a future date, you should set a Target Date in the IA and also select a Remind action is required.

Document the IA number below. The link field will take you directly to the specified IA, if it already exists. ASSETS assigned below (deskto the Withdrawal IA created.

Once the IA is created, place the IA # in the box.

Desktop:	{1}
Laptop:	{0}
Withdrawal IA #:	1372237
Link to Withdrawal IA:	Withdrawal IA for

Create a Progress Report

Create a Progress Report

A **Progress Report** must be created. Only include courses that you wish to award full credit. Final course grades and credit va stages have been set.

Please indicate the date on which the student's Progress Report was created and published:

Date Progress Report Created/Published: 09/20/2016

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THE REST OF THE WITHDRAWAL DATA VIEW WILL BE FILLED IN BY THE APPROPRIATE ADMINISTRATOR

Sample Withdrawal IA:

Issue ❓

Issue ID:	[ ] Find

Call Timer: Start | Stop | Enter Duration

➤ **Name:** NCA - ST ID 984568 - HHID 56895 - Withdrawing

➤ **System:** CA Withdrawal & Returns ▾   **Status:** New ▾ ◀

Location: ▶ Connections Education ☐ Sub-locations?

➤ **Component:** NCA 9-12 (NV) ▾   **Urgency:** Important ▾ ◀

➤ **Type:** During School Year - Parent Initiated ▾   **Target:** [ ] 📅 [ ] ⏰

Private? ☑ ◀   **Due:** [ ] 📅 [ ] ⏰

📎 Add User 📎 Add me as a stakeholder

Owner: Neer, Victoria ▾

Stakeholders: Appleton, Cassandra ⊖   Benet, Anna ⊖   Bucket, Asset Freeze ⊖   Bucket, Danger ⊖   Bucket, Invoice ⊖   Bucket, Pending Pymt- Curr
Bucket, Pending Pymt- Equip ⊖   Bucket, Withdrawal and Returns ⊖   Bunger, Gina ⊖   Cannon, Holly ⊖   Cunanan, Kervin ⊖   Defaul
Desormeaux, Nikisha ⊖   Diggs, Antonio ⊖   Fricke, Russell ⊖   Gilbert, Ashley ⊖   Hanlon, Kelly ⊖   Harney, Brenda ⊖   Hobson, Ken
Leahy, Mairin ⊖   Lopez-Nguyen, Oanh ⊖   May, Holly ⊖   Moreland, Autumn ⊖   NEW, Withdrawal IA's ONLY ⊖   **Neer, Victoria** ⊖   Pe
Ponton, Daniel ⊖   Richards, Jacqueline ⊖   Robinson, Kaitlyn ⊖   Ruffin, Brian ⊖   Shults, Miranda ⊖   Smith, Keith ⊖   Somerville, I
SystemUpdates, SupplyChain ⊖   White, Tom ⊖   Winters, Veronica ⊖

Reporters: None

Affectees: ████████, Miguel ⊖ ◀

Call Timer: Start | Stop | Enter Duration

Description:

Reason for Withdrawing: Mismatch Family Schedule
Next school: North Valleys High School
Next school state: NV
Date Progress Report published: 9/20/2016

LAST STEP TO FINISH THE WITHDRAWAL!
Create a log note for the student indicating that a withdrawal IA has been created for the student. This will let teachers who might try calling know the student is withdrawing without cluttering their email.

Steps to create the WD IA:
1. Name the IA: NCA – Student ID # - HHID # - Withdrawing
2. Fill in all appropriate drop down menus as indicated in the sample
3. Mark the IA as private
4. Make the student the "affectee" by using the add user icon. (Must select NCA using the arrow next to Connections Education)
    DO NOT ADD TEACHERS TO THE IA
5. Make the appropriate principal the owner using the Add User icon
        9th and 10th grade – Victoria Neer
        11th and 12th grade – Joseph Thomas
6. Include the following in the IA description:
        -Reason for Withdrawing:
        -Next school:
        -Next school state:
        -Date Progress Report published:
7. Click Save and Finish
8. Copy and paste the IA # into the WD Data View

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TRANSFER GRADE POLICY

To ensure that transfer grades are entered equitably and in the best interest of student success, the following policy has been created for the 2016-2017 school year.

Students who have a transfer grade:

Upon receipt of the new student notification on your homepage, **transfer grades must be entered within 24 hours**. Check the Google Sheet for the name of your student to identify when they exited their previous school. Google Sheet will be updated and teacher notified when transfer grades are available there. EVEN IF YOU HAVE NOT RECEIVED THE ACTUAL TRANSFER GRADE YET, PLEASE DROP LESSONS IMMEDIATELY if the new student spreadsheet indicates that transfer grades will be coming. In the case that transfer grades haven't been received yet, lessons must be dropped within 24 hours, and then teachers can go back and add transfer grades as soon as those are received.

Advisory teachers will be responsible for following up with teachers to ensure all transfer grades have been entered within the 24 hour time frame. Concerns should be brought to the attention of the Assistant Principal immediately.

Process for teacher (purely information for Advisory Staff)

All lessons and assessments should be dropped to the student's start date using the student's lesson completion link on the student home page (do not simply drop assessments from the grade book; this will not drop the corresponding lessons). Teachers may also use discretion when dropping lessons and drop an equitable amount of lessons from the gradebook to prioritize for units that contain critical essential skills.

Add up all possible points in each category for what is being dropped out of the student's gradebook. Create a custom assessment for each category dropped from the gradebook. Assign a score proportional to the transfer grade score.

> **Example:** Student Wednesday Addams transferred into Mr. Bueller's English class with a 75%. Mr. Bueller skipped 30 quick checks for precious, sweet Wednesday. The Quick Checks were worth 3 points each for a total of 36 points skipped for Quick Checks. Mr. Bueller will now create a custom assessment labeled Quick Check Transfer Grade that totals 36 points. He will assign 27 points to account for the 75% transfer grade. He will do this for

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each category dropped for Wednesday Addams. When he is done, Wednesday should have an overall score of 75% if done correctly and/or if she has not already begun work in the class affecting the overall score.

Students who do NOT have a transfer grade (You may choose this option as well for students with failing transfer grades):

If a student enters before the 12th week of instruction, drop all assignments to the student's start date using the student's lesson completion link on the student home page (do not simply drop assessments from the grade book; this will not drop the corresponding lessons). Student will begin working in line with his/her classmates.

-Teachers may also use discretion when dropping lessons and drop an equitable amount of lessons from the gradebook to prioritize for units that contain critical essential skills.

If a student enters the 12th week of instruction or later, drop 40% of the curriculum using the student's lesson completion link on the student home page (do not simply drop assessments from the grade book; this will not drop the corresponding lessons). If a student can show proficiency with 60% of the curriculum, then they have earned credit for the course according to the standards set forth by the Nevada State Department of Education.

-Teachers may also use discretion when dropping lessons and drop an equitable amount of lessons from the gradebook to prioritize for units that contain critical essential skills.

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TRUANCY POLICY

A student is considered to be 10 days whereabouts unknown if they have not completed any lessons or assessments or had any synchronous contact with a staff member for 10 consecutive school days (excluding holidays, breaks, and weekends). 10 days whereabouts unknown means we cannot locate the student. If we've communicated with someone in the family and they can tell us where the student is, then that is not 10 day whereabouts unknown. 10 day whereabouts unknown should only be used for students who we've attempted multiple RECENT contacts, neither the student nor the learning coach are logging in, and we don't know where they are. HOWEVER, please use your professional judgement regarding students who are attempting to escape the system and are using our school to hideout. Please address those concerns immediately with administration.

Please get in touch with the ***homeroom or advisory teacher*** immediately if a student is 10 days whereabouts unknown.

Advisory teachers: upon review of the student's information, please either reach out to the family or process a 10 day whereabouts unknown withdrawal. If you feel that the child's well-being is at stake or you have any other questions or concerns, please contact an administrator immediately.

R0414

PLAGIARISM POLICY

This is merely informational for you regarding plagiarism policies for this year.

At NCA we believe that teachers should have the flexibility to handle plagiarism within their classroom as they see fit unless administrative support is warranted. Teachers may follow the plagiarism policy as outlined in the handbook, OR teachers have the flexibility to assign a zero to an assessment or portion of an assessment contingent upon contact with the student to provide support and an opportunity for the student to show mastery of the essential skills and earn credit in their courses.

For teachers who wish to assign a zero contingent upon student contact:

Please make the following comment in the comments box within the assessment or portfolio:

Student response does not show mastery of the essential skills. Please contact INSERT TEACHER NAME immediately at INSERT PHONE NUMBER to earn credit for this response.

When contact is made with the student, please go over the plagiarized assessment and allow the student the opportunity to show mastery of the skills and earn all or partial credit for the assessment (or portion of the assessment) that was plagiarized.

> Best Practice Tip: Allow full credit "redemption" with a first offense. This can help a student learn to trust the system and deter from further infractions due to the positive relationship that is built.

Teachers have discretion to implement this procedure with multiple plagiarism infractions if they wish, or they may escalate to the plagiarism policy as outlined in the handbook.

For teachers who wish to follow the plagiarism policy as outlined in the handbook:

1st offense: Using the template provided, webmail evidence of plagiarism violation to Caretakers, Learning Coaches, and the student making sure to BCC all of the student's teachers on the webmail. Partial loss of credit is possible.

> Best Practice Tip: Teachers are allowed full discretion on credit earned for plagiarized work. Teachers can absolutely award full or partial credit if a student shows mastery of essential skills.

2nd offense: Using the template provided below, webmail evidence of plagiarism violation to Caretakers, Learning Coaches, and the student making sure to BCC all of the student's teachers on the webmail. Full loss of credit is possible.

> Best Practice Tip: Teachers are allowed full discretion on credit earned for plagiarized work. Teachers can absolutely award full or partial credit if a student shows mastery of essential skills.

3rd offense: Refer to administration. Please follow the procedures outlined in IA (1887416). Full loss of credit is possible; however, it is at teacher's discretion if partial credit can be awarded if a student shows mastery of essential skills.

Offenses beyond the 3rd offense: Please follow the procedures outlined in IA (1887416) for student referral. Full loss of credit is possible.

> Best Practice Tip: Teachers are allowed full discretion on credit earned for plagiarized work. Teachers can absolutely award full or partial credit if a student shows mastery of essential skills.

R0416

REGISTRAR TASKS

1. DMV Attendance Forms
    a. Requesting
        i. Requests are reviewed and fulfilled, pending the review, weekly on Wednesdays. If a request comes after Wednesday, it will be reviewed the following Wednesday.
        ii. Requests MUST be made by the Caretaker (CT) on the account. Non-Caretaker Learning Coaches and Students cannot request this form as it in an official document.
        iii. Requests must be made in the form of a webmail to Jacqueline Richards "Registrar."
    b. Approved
        i. If approved, a copy will be sent to the CT via webmail, and the original will be mailed to the mailing address on the account.
        ii. Due to FERPA, forms will not be emailed to an outside email address, or mailed to an address that is not in Connexus and listed as the Household's mailing/home address.
        iii. A copy will be made for the student's file.
    c. Denied
        i. Depending on the student's grades, attendance, participation and contacts statuses and their enrollment status, a form may be denied.
        ii. As long as the student remains enrolled and improves to an acceptable status in the above categories, their CT can re-request the form in the future.
        iii. A webmail response will be sent to the CT informing them why the form was denied, and the High School Assistant Principal will be included in the message.
2. Work Permit Applications
    a. Caretakers must provide the form.
    b. Form should be mailed or webmailed to Registrar, so it can be properly reviewed and logged.
    c. Caretakers must complete the student section before submitting the form.
    d. Forms will be mailed back to the CT to the mailing address on the account only, as they require an original signature, so copies are not valid.
    e. A copy will be placed in the student's file.
3. Official Transcript Requests
    a. Graduates and student's applying to Colleges or Universities

R0417

       i. In order to send an Official Transcript, we require a written request.

      ii. Request forms are available in the virtual library, or the Registrar can provide you with the form to provide to your student/their caretaker. The form must be signed by the CT on the account, unless the student is over 18, in which case, they can sign the form.

     iii. If a student or caretaker requests a transcript be sent, please provide them with the form to save time in assuring a transcript can be sent as soon as possible.

  b. Withdrawn and Transfer-Outs

       i. Students who are leaving NCA to go to another school do not need an official transcript to enroll, an unofficial transcript is sufficient.

      ii. See instructions below for requesting/accessing an unofficial transcript.

     iii. Once a student has enrolled elsewhere, the new school will need to request records and an official transcript.

  c. Other Circumstances

       i. If a CT or a student requires an official transcript for other situations, insurance discounts for example, they would need to complete the Official Transcript request form, as described above, and submit it to the Registrar.

  d. Official Transcript Requests are traditionally fulfilled weekly on Wednesdays, unless there is an urgent need for one sooner.

  e. A copy of the request will be placed in the student's file.

4. <u>Social Security Benefits and Proof of Enrollment</u>

  a. Please ALWAYS refer parents to contact the Registrar directly in regards to these forms.

  b. There are a lot of requirements and specifics involved in ensuring the accuracy and completion of these forms, and many families rely on the funds that are provided from the Social Security Administration. Ensuring they are completed accurately the first time is very important.

  c. Parents may ask information on what to send or where to send them, please just tell them to contact the registrar directly for specific instructions.

5. <u>Unofficial Transcripts</u>

  a. Prior to Withdrawal

       i. Caretakers and students have the ability to access their own transcript by going to the Gradebook (A+ symbol) and selecting

R0418

High School or Full Transcript (for grades K-8) at the top of the page.

ii. Please provide instructions or walk them through this to assist with this as many calls come in for this reason.

b. After Withdrawal

i. Caretakers will need to contact the school office, not the corporate office. Speaking to the Registrar directly is not required.

ii. Caretakers will be instructed to verify specific information and then will be given the option of having the unofficial transcript and exit grades (if applicable) emailed or mailed directly to them.

iii. Faxing unofficial transcript at the parents request, or sending them anywhere other than the email address or mailing address on the student's account is not allowed, as they cannot be verified.

c. Unofficial Transcripts can be sent to another school at the school's request, as long as they provide a request on their school's letterhead.

6. <u>Records Requests and Transfer Grades</u>

a. Records Requests

i. Student records are requested as soon as a student enrolls.

ii. Records cannot be requested prior to enrollment, as this provides the previous school with proof that a student has enrolled. Caretakers are responsible for submitting their own enrollment documentation.

iii. Records are requested from the previous school/district information that was provided by the Caretaker upon enrollment, and proof of the request is recorded in a Data View.

iv. If you want to know the status of this, please contact the Registrar.

b. Transfer Grades

i. Due to the volume of records that arrive at the start of the school year and throughout the year, there is not always the opportunity for the immediate processing of all of the records that come in.

ii. There is no guarantee when and if we will receive records from the previous school/district and what we receive can vary. We are at the mercy of the other school/district and their processes.

iii. If a teacher requires transfer grades and they were not provided upon enrollment, they will need to request that the Caretaker obtain them and provide them to the student's Homeroom/Advisory Teacher, to disperse to the other teachers for that student.

7. <u>Logging</u>

R0419

a. All of the above requests and form completions will be entered into the student's log, with the exception of Records Requests, which are in the Data View as described above.
b. Please check the log before contacting the registrar to see if a request or form completion has been taken care of.

R0420

APPENDICES

Appendix 1 – Special Procedures and Unique Attendance Situations

Appendix 2 – Attendance Resources

Appendix 3 – Attendance Webmail Templates

Appendix 4 – Bi-weekly Call Schedule

Appendix 5 – Contract Violation Policy

Appendix 6 – Contract Violation Webmail Template

Appendix 7 – LiveLesson Topics for ES2 Mini Lessons

Appendix 8 – Contract Implementation Webmail Template

Appendix 9 – Every Student Succeeds Contract

Appendix 10 – Welcome Call Checklist for ES2

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Appendix 1-Special Procedures and Unique Attendance Situations

1. **Attendance Support Plan**
   a. ***This is only for high school students who are responsible and doing their work, but whose CTs refuse to regularly enter attendance after multiple conversations for whatever reason.***
   b. The Homeroom or Advisory teacher attempts a minimum of 3 conversations with the CT to try and get them to enter attendance.
   c. If the CT doesn't comply, the Homeroom or Advisory teacher can discuss with the student the possibility of being on an Attendance Support Plan, including the following requirements:
      i. Keep up with the minimum hours and participation requirements
      ii. Track daily hours on a template we will provide
      iii. Webmail to the ATC every Monday the hours they tracked for the previous week (Monday-Sunday)
   d. If the Homeroom or Advisory teacher feels the student would be responsible and will benefit from this plan, they will create an IA
      i. Name: NCA SID Attendance Plan
      ii. System: Schools
      iii. Location: NCA
      iv. Component: NCA
      v. Type: Attendance
      vi. Status: Ongoing Log
      vii. Urgency: Important
      viii. Private? Yes
      ix. Stakeholders: Principal, AP, student's teachers, Jacqueline Richards, Miranda Shults, Jeremiah Eck, IEP Case Manager, grade cluster Counselor, Lisa Malabago
      x. Affectees: Student
   e. Assign the IA to the ATC, Jeremiah Eck, letting him know you feel this student would benefit from the Attendance Support Plan.
   f. The ATC will contact the student to introduce themselves and webmail the following:
      i. Guidelines/expectations
      ii. Attendance Log template

R0422

g. The ATC will also send a certified letter to the CT advising them that the student is on an Attendance Support Plan.

h. When the ATC receives the weekly attendance logs from the student they will do a quick check to make sure the student is participating and will enter the attendance in Connexus, and add it to the IA.

i. If the student doesn't comply with the plan
   i. Student doesn't submit their logs
      1. 1st Infraction – ATC contacts the student to remind them of the requirements of the plan
      2. 2nd Infraction – the Homeroom or Advisory teacher contacts the student
      3. 3rd Infraction – the AP is involved and the plan reevaluated if necessary
   ii. Student seems to be falsifying hours
      1. If the ATC feels the student is falsifying their attendance hours, they will send the IA to the Homeroom or Advisory teacher to notify them.
      2. The Homeroom or Advisory teacher will need to review participation and reach out to the student for clarification as needed.
      3. The Homeroom or Advisory teacher will then return the IA to the ATC with their findings and guidance on updating the attendance, if needed. This process can also be used if the Homeroom or Advisory teacher observes that the attendance doesn't seem to accurately reflect the student's participation.
      4. If falsification is chronic, the AP will be notified for additional action and review of the attendance plan.

2. **Completing Courses Early**
   a. If a student is to remain enrolled at NCA, but finishes courses before the end of the semester, they are still responsible for meeting attendance requirements through the end of the school year.
   b. If only some courses are finished early
      i. If a student finishes one or more of their courses early, they should apply extra time to their remaining courses to meet the minimum hourly requirement.
      ii. An additional option is to have the student redo lessons, assessments, etc. to raise their grade in a course.

R0423

    c. If all courses are finished early

       i. Students who will finish all courses early should be identified as soon as possible in order to decide the best course of action. The amount of time between when the student finishes their courses and the end of the semester will help determine the option you take.

      ii. Option 1 - Resubmitting work

          1. Short term option, when very little time is left before the end of the semester

          2. Have your student redo lessons, assessments, etc. to raise their grades

     iii. Option 2 – Create extra credit assignments

          1. A week or so of school is left, and the other options aren't possible or don't provide enough work

          2. Give the student an assignment that is fun, will keep them active, and will give them the opportunity to use what they've learned

          3. Have the student/caretaker log the hours and touch base with you on the activity (weekly, every 2 days, a Webmail on Friday highlighting the week, etc.) to log the activity so there is a record for the state

          4. Read a book and write an essay

          5. Plan a trip to a foreign country that requires finding out about the culture, geography, creating an itinerary, converting currency, cost of travel, meals, shelter, and activities, etc.

          6. Provide other resources, such as math sites where students can play and practice math skills at the same time

          7. Promote healthy habits by having them continue to do physical activities and send in logs, so they can boost their attendance hours without sitting in front of the computer for hours

     iv. Option 3 – add Elective courses or open a course early

          1. Long term option, when the student is finished weeks before the end of the semester

          2. Contact your Assistant Principal/Principal for confirmation that this is a viable option for the time remaining in the semester

R0424

3. Follow proper procedures for adding an elective or requesting a course to open early
4. Elective courses close 30 days prior to the last day of school and might not be an option
5. Some courses for the next school year might be eligible for students to start at the end of the current year, and the work would transfer over for the next year
6. Some students in lower grades may finish their grade level coursework early in the year, and you should clarify how to properly address these students with your AP/Principal

v. Option 4 – Excused Absence
1. Some situations may warrant a Principal approved excused absence for the remainder of the semester
2. One example is that a family may be finishing the semester early for travel purposes, such as a summer trip
3. Caretakers should present a written request to have this absence excused by the Principal
4. If approved, the ATC will update the attendance weekly in Connexus and Infinite Campus to show the absence as Excused
5. This option is not ideal and should only be used in rare cases where the student will not be able to do work due to the situation, since excused absences still count as an absence for state reporting and reduce our attendance rates

R0425

Appendix 2 Attendance Resources

Issue Aware Tickets:
- IA # 1876788 NCA Master Attendance Adjustments 2016-2017
- IA # 1876812 NCA Master Absence Notifications 2016-2017

Sharepoint > NCA > General Documents > Attendance Monitoring

- Attendance Procedures 2016-2017
- Attendance Deficient Students Report
- Attendance Webmail Templates
- Attendance Basics for Caretakers and Learning Coaches

Virtual Library > 2016-2017 School Handbook > NCA School-Specific Handbook Supplement

- 3.4.2 Required Instructional Hours (p 7)
- 4 Attendance (p10-15)

Student User Overview > Tools > Attendance

Student Data Views

- Accountability Radar
- Escalation (Students with Serious Issues)
- Full Attendance History
- Student Vacation Days Tracking

R0426

Appendix 3 Attendance Webmail Templates

Missing Attendance
Subject Line: Attendance Issue
Dear Caretaker,

It has come to my attention that your student's attendance for last week does not meet the minimum hourly requirements, as stated in the school handbook located in the Virtual Library. Although Nevada Connections Academy is not a traditional program, it is a public school that requires continuous student participation and attendance. We are also required by the state to send in attendance data on a routine basis, so as the Caretaker or Learning Coach, logging your student's hours daily is very important, and a school requirement.

It is our goal to provide your student with an excellent education, and you can help us by working with your student to meet the minimum hourly requirements and logging this attendance daily. If you still have attendance to enter for last week, we ask that you please do so as soon as possible.

If you have any questions about the requirements or need assistance with entering hours, please feel free to contact me. Thank you.

Attendance Alarm
Subject line: Approaching Alarm Notification (or "Alarm Notification")
Dear Caretaker,
I see that your student is presently Approaching Alarm (or "in Alarm") for attendance. This means that you are either not marking attendance or your student is not meeting the minimum weekly attendance requirements. Although Nevada Connections Academy is not a traditional program, it is a public school that requires continuous student participation and attendance. We are also required by the state to send in attendance data on a routine basis, so as the Caretaker or Learning Coach, logging your student's hours daily is very important, and a school requirement.

It is our goal to provide your student with an excellent education, and you can help us by working with your student to meet the minimum hourly requirements and logging this attendance daily. If you still have attendance to enter, we ask that you please do so as soon as possible.

R0427

If you have any questions about bringing your student out of Approaching Alarm (or "Alarm"), attendance requirements, or you need assistance with entering hours, please contact me. Thank you.

Excused absences for 3 or more consecutive days - Medical
Subject Line: Excused Absence
Dear Caretaker,
Thank you for letting us know that your student was/is absent for medical reasons. In order for these days to be excused we must receive a note signed by a doctor or designated official that specifies the days to be excused. If we do not receive this documentation within 5 school days we will need to change these absences to "U", for unexcused absence.

If you have any questions, please contact me. Thank you.

Excused absences for 3 or more consecutive days – Death or Family Emergency
Subject Line: Excused Absences
Dear Caretaker,
Thank you for letting us know that your student was/is/will be absent. Please let us know if there is anything we can do to help support your student during this time.

In order to excuse this absence, we ask that, at your earliest convenience, you send us a letter stating that due to a death or family emergency your student was absent. Please include the exact days of absence and sign the letter by hand. This will help us ensure that your student's absence is supported and their attendance record is complete.

If you have any questions, please contact me. Thank you.

Vacation days on regularly scheduled school days
Subject line: Vacation Days
Dear Caretaker,
Thank you for notifying me that your student took/will be taking a vacation day on a regularly scheduled school day. This is just a reminder that students are allotted enough vacation days to cover all school scheduled days off, so you will need to have your student make up the time by having them work on a school scheduled day off, to avoid going into alarm for too many vacation days. You can find information on

R0428

available vacation days in your student's data view , under Student Vacation Days Tracking.

If you have any questions, please feel free to contact me. Thank you.

Requests to update attendance past the deadline
Dear Caretaker,
I received your request to have your student's attendance updated; unfortunately it is past the deadline for reporting this information to the state. If you have any questions or concerns, please contact the Attendance Truancy Coordinator**, *???, at 775-826-4200, ext. 306*.** Thank you.

We are in the process of hiring a new ATC. As such, this name will be updated once a new hire is in place.

R0429

Appendix 4 Bi-weekly Call Schedule

To be added

R0430

Appendix 5 – Contract Violation Policy

All ES2 students will be monitored for following the responsibilities outlined in the ES2 contract. Violations will be reported in the Discipline dataview following the proceeding guidelines:

Violation #1:

Complete the "Action" section of the discipline dataview as outlined below:

Action 1

Date of Offense:

09/27/2016

Reported By:

Reva Rindy

Action Taken by Reporter:

Issued warning

Offense:

Other

Details of the Action:

ES2 Contract Violation - Student did not attend Check in Live Lesson on 9/26
1st offense - send warning webmail

Consequence:

Warning

Webmail template is available in Appendix 6

R0431

Violation #2

Complete the "Action" section of the discipline dataview as outlined below:

Action 2

Date of Offense:

09/30/2016

Reported By:

Reva Rindy

Action Taken by Reporter:

Parent conference

Offense:

Other

Details of the Action:

ES2 Contract Violation - Student did not attend any content area live lesson this week of which 2 are required.
2nd offense - phone call to CT and ST and webmail sent.

Consequence:

Warning

As indicated above, this action requires a phone contact with both CT and ST. Please log calls under the following:

> Administrative – Disciplinary, and issue (attendance, contacts, participation, etc) Use that category in addition to the relevant RTI and Advising categories used as default.

Once call(s) are complete, mail webmail template for Contract Violation #2. The administration will place a banner message on the CT homepage.

R0432

Violation #3

Complete the "Action" section of the discipline dataview as outlined below:

Action 3

Date of Offense:

10/07/2016

Reported By:

Reva Rindy

Action Taken by Reporter:

Referred to program manager/site coordinator ▾

Offense:

Other   ▾

Details of the Action:

ES2 Contract Violation - Student did not return bi-weekly check in call to Success Coach.
3rd offense - referred to administration for conference.

Consequence:

Other   ▾

No webmail notification will be sent with the 3rd violation. Instead, please add a log note indicating that student has 3rd ES2 Contract violation.

Please also send a webmail message to Victoria Neer to notify her of the 3rd contract violation.

R0433

Appendix 6 – Contract Violation Webmail Template

Violation #1 –

Subject Line: ES2 Academy Contract Violation

Dear *Caretaker and Student, please input names*

Student name has violated his/her ES2 contract agreement with the following infraction:

Cut and paste only the item(s) for this warning:
Student is behind by 10 or more lessons in his/her planner.
Student did not attend at least 2 core class LiveLessons (or submit recording code words) this week.
Student did not attend his bi-weekly check in LiveLesson (or report his goal after viewing recorded LiveLesson)
Student did not return bi-weekly check in call with his/her Success Coach.
Student used the internet to copy answers on his/her English unit test.
Student attendance does not meet weekly expectations.

Nevada Connections Academy teachers are committed to creating a learning environment in which a student can succeed; however, it is up to the student to commit to this learning environment with a sense of ownership and responsibility in order to achieve success.

As this is the student's first offense, this is his/her official warning. Further contract violations will result in additional administrative action.

If you have any questions about the requirements of the ES2 Academy Contract, please feel free to contact me.

Sincerely,

R0434

Violation #2 –

Subject Line: ES2 Academy Contract Violation – 2nd Offense

Dear *Caretaker and Student, please input names*

Student name has a second violation on his/her ES2 contract agreement with the following infraction:

Cut and paste only the item(s) for this warning:
Student is behind by 10 or more lessons in his/her planner.
Student did not attend at least 2 core class LiveLessons (or submit recording code words) this week.
Student did not attend his bi-weekly check in LiveLesson (or report his goal after viewing recorded LiveLesson)
Student did not return bi-weekly check in call with his/her Success Coach.
Student used the internet to copy answers on his/her English unit test.
Student attendance does not meet weekly expectations.

As discussed in our call recently, it is imperative that *student name* makes every effort to abide by his/her contract agreements. The items listed in the contract are not negotiable but are in place to ensure *student name's* success in school.

As this is the student's second offense, this serves as an official notice to parent and student. Further contract violations will result in referral to the HS assistant principal for a required conference. Continued contract violations may result in withdrawal from our program.

If you have any questions about the requirements of the ES2 Academy Contract, please feel free to contact me.

Sincerely,

R0435

Appendix 7 – LiveLesson Topics for ES2 Mini Lessons

Setting up appointment and recurring appointments in the planner.

Schedules and time management

Using your gradebook to monitor your progress.

More to come . . . .

R0436

Appendix 8 – Contract Implementation Webmail Template

Subject Line: Every Student Succeeds Academy Contract – J. Smith *(add student name when sending)*

Dear Caretaker and Student,

Nevada Connections Academy is introducing a new program designed to assist students in recovering credits and developing the habits necessary to be successful in online learning. Your student has been enrolled in this program, the Every Student Succeeds Academy (ES2 Academy), based on his/her need for credit recovery.

Upon reading this webmail, you are indicating your agreement to the attached contract (both for the caretaker and student). While we have supports in place in the form of a specially assigned Success Coach, dedicated credit recovery teachers, and administration committed to help your student succeed, we do need the commitment of our learning coaches and students to make this program successful. Your commitment paired with ours will lead to success.

If you have questions about the requirements outlined in the attached contract or do not feel that you can agree to the commitments outlined therein, please contact me at your earliest convenience to discuss. Please note, however, that enrollment into the program and commitment to the contract requirements is not optional.

I look forward to working with you as your success coach this year!

Sincerely,

R0437

Appendix 9 – Every Student Succeeds Contract

Please do not use this example. We will be sending the pdf contract.

NEVADA CONNECTIONS ACADEMY ®

Every Student Succeeds Academy

2016-2017 Student Contract

Student Name:_____ **Date:** _____

Learning Coach(es): _____

At Nevada Connections Academy, we believe that every student has the ability to achieve success in school. To help students who are credit deficient, we have developed the Every Student Succeeds Academy (ES2 Academy) which provides support to help students recover credit and increase their chances of graduating on time. Based on your academic record, you have been placed into this program to help you succeed . Your Success Coach, teachers, administration, and learning coach(es), will regularly monitor your progress to ensure your success here at Nevada Connections Academy. As a student, you are expected to adhere to the terms of the contract which is explained in detail below. Please note that your adherence is REQUIRED and failure to do so may result in your removal from any and all of NCA's academic programs. Also, please note that all requirements in NCA's Student Handbook still apply.

In order for a student to be successful in the ES2 Academy, the following expectations **must be met each week**:

1. **Lesson Completion:**
   Student must complete all of their daily lessons in their planner each week. Lack of lesson completion is equivalent to truancy in the online environment.
       -Students who fall 10 lessons behind will be placed on academic warning.
       -Students who fall 20 lessons behind will be referred to administration for disciplinary action regarding truancy.
2. **Live Lesson Attendance:**
   Student must attend a minimum of TWO core class LiveLessons per week.
       -If attending a LiveLesson synchronously is not possible, student must **obtain prior approval** from his/her success coach, **watch the LiveLesson recording**, then **send the code word** embedded within the LiveLesson recording to the Success Coach Advisor within 24 hours of when the LiveLesson occurred.
   Student must attend bi-weekly check in meetings on Mondays with Success Coach.
       -These are short goal-oriented meetings designed to help students with planning for their personal and academic success.
       -The schedule for bi-weekly check ins will be webmailed to students and caretakers as well as placed as ongoing appointments on student planners.

R0438

3. **Communication:**
   Student is required to complete a bi-weekly call with his/her success coach. Bi-weekly call schedules will be set up between students, caretakers, and their success coaches.
      -Student will communicate with teachers by replying to all webmails and returning all phone calls within 24 hours.
      -Student will webmail teachers or telephone when a question about coursework arises.

4. **School Honor Code:**
   Student will abide by the school honor code on all assignments.
      -Student will not use other work from the Internet, a friend, a family member, or any other outside source and present it as his/her own.
      -Student will contact teachers if questions about tests, essays, or other school assignments arise rather than looking to the Internet for answers.

5. **Set Schedule:**
   Students are required to submit a weekly schedule indicating hours they will be working on lessons (minimum of 6 hours per day as per state requirements for attendance).
      -These schedules should overlap at least part of their day with teacher availability.
      -The Success Coach will keep all schedules and any changes must be submitted to Success Coach in writing.

6. **Caretaker Requirements:**
   The caretaker/learning coach will ensure that the following items are completed a minimum of once per week:
      -Mark student attendance (28 hours minimum required per week)
      -Check student gradebook and progress
      -Discuss overdue lessons that appear on the Learning Coach home page with student
      -Return contacts from school staff within 24 hours

Nevada Connections Academy teachers are committed to creating a learning environment in which a student can succeed; however, it is up to the student to commit to this learning environment with a sense of ownership and responsibility in order to achieve success.

Failure to abide by this contract may result in removal from the Every Student Succeeds Academy, referral to administration, and/or potential withdrawal from the school.

This contract is sent by the Success Coach Advisor to both the student and learning coach(es). The read receipt, received by the Success Coach Advisor upon the opening of the webmail in which this contract was sent, acts as an electronic signature that all parties agree to the contents of this contract unless otherwise noted with written documentation from the learning coach.

R0439

Appendix 10 – Welcome Call Checklist for ES2

After Welcome Call Pre Call chat, please review the following:

Open the Student Start up Tasks Dataview . . .

- ☐ Discuss the ES2 Contract requirements with ST/CT
- ☐ Complete Behavioral RTI data entry in the Cohort Information dataview (as applicable)
- ☐ Review how to record attendance and explain attendance requirements.
- ☐ Emphasize the importance of marking lessons complete and entering attendance daily.
- ☐ Discuss your LiveLesson® Session schedule and expectations.
- ☐ Discuss your bi weekly call schedule and expectations.
- ☐ Confirm contact information and review order aware (section D on start up tasks)
- ☐ Confirm completion of orientation courses. If not complete, request CT/ST to complete ASAP (section E)
- ☐ Document Strengths, Goals, and Interests (for goals, this can be an overarching goal for now). We will write incremental goals in our bi weekly LiveLessons. (section F)
- ☐ Discuss and confirm Honor Code Acknowledgement. If not done, read it to CT/ST and ask if you can mark this box for them. (section G)
- ☐ Confirm Courses with Student. Take time to view courses with student. In many cases, changes are not possible due to graduation requirement needs, however, if student feels that there are any errors, please send webmail to counselor (section H)
- ☐ Establish regular contact – ST knows he/she must call bi-weekly. Set up specific day/time for those contact, i.e. 2nd and 4th Tuesdays of each month at 9am. Note specific times in the notes column *(if you only type the time and nothing else, we can then create a report showing what days/times to call all of your students.)*
- ☐ Ensure post-graduation plan s are in place on the appropriate drop down list.

For New to NCA Students only:

- ☐ Review key icons in Connexus and how to access each area: WebMail, LiveLesson, Section Message Boards (if applicable), Teacher Communication Data Views.
- ☐ Ensure families know where to find answers (e.g., in the School Handbook, Connexus Help, and Student Tech Support).
- ☐ Inform families that virtual learning can cause feelings of isolation for some students if they are not involved in social activities outside of school. Encourage participation in sports, music lessons, Boy/Girl Scouts, church groups, homeschool associations, and other social opportunities.
- ☐ Encourage families to participate in socialization opportunities within your school, such as clubs, field trips and social get-togethers, typically shared on the announcements tab of their home page in Connexus.

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