STANDARD HIGHLIGHT

**Standard Set:** Program, Teaching, Courses: Online Programs

M2: The program provides academic services and academic advising to address learners' academic and developmental needs.

STANDARD OVERVIEW

**SAMI MANTYLA - EXECUTIVE DIRECTOR, WISCONSIN ESCHOOL NETWORK**

The Wisconsin eSchool Network (WEN) is comprised of district-level online learning programs that have varying processes and practices in place to support students and inform guardians. A combination of strategies and tools are commonly used to monitor and communicate attendance, engagement, and adequate progress. The definitions, values, and strategies are subject to local decision making. In all of the instances below the outcome is only as good as the input, expectations, and interventions across users to ensure consistent application of these measurements. The integral components are the learner and parent/guardian supports implemented to motivate students towards success.

*Note that Wisconsin eSchool Network (WEN) does not provide legal guidelines on this topic.

Examples of Student Support Strategies from programs within Wisconsin eSchool Network.

<table>
<thead>
<tr>
<th>Student Support Strategies</th>
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</thead>
<tbody>
<tr>
<td>Activity logs</td>
</tr>
<tr>
<td>Pacing charts/adequate course progress</td>
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<tr>
<td>Data analytics from Learning Management System (such as weekly progress reports)</td>
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<tr>
<td>Attendance taken in live classes</td>
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</tbody>
</table>

**STUDENT SUPPORT STRATEGIES**

- **Janesville School District:** 180
- **System Point School District:** 350
- **Green Bay Area School District:** 200
- **Muskie School District:** 170
- **Rural Virtual:** 500
HELPFUL HINTS

for putting standard into practice

THE FOLLOWING HELPFUL HINTS AND RESOURCES ARE EXAMPLES FROM PROGRAMS ACROSS THE WISCONSIN eSCHOOL NETWORK.

• Proactively work with a local team to incorporate attendance and engagement expectations into student contracts/handbooks.
• Review the data points available to your program, and ensure the data entry process has been reviewed for validity.
• Ensure all stakeholders are aware of the engagement expectations, especially those that will be engaged with holding students accountable, progress monitoring, and communicating.
• Consider including initial awareness of expectations in the Student and Parent/Guardian Orientation process.
• Reiterate expectations with various touch points including: newsletters, course “Welcome” folder, etc.
• Determine local process for addressing students that exceed expectations, and for students that fall short.
• Make an effort to personalize template communications to foster relationships.

PROFESSIONAL DEVELOPMENT

SUPPORTS AND INTERVENTIONS:

• Establish and have students sign a Student Agreement that includes online attendance
• Set up 1-on-1 discussions with student
• Reach out to parent(s)/guardian(s) through letters, phone calls, emails
• Develop improved education plans
• Ask the student to develop a plan that will get them back on track
• Implement supervised working sessions
• Set up meetings for students with counselors and administration
• Invoke state-wide non-participation
• Invite students to a physical location in order to provide more support and structure
• Email progress reports to all stakeholders involved in supporting the student (sample)
• Involve district truancy (specifically for supplemental programs)
• Establish team of educators to help get the student back on track

RESOURCES to support standard use (mostly practical)

Links to WDLC Case Studies:
• Online Attendance
• Student Support Strategies

Author/Organization Bio

Sami Mantyla is the Executive Director for Wisconsin eSchool Network (WEN). Previous to this role, her primary focus was supporting WEN programs to ensure partner success. WEN partners with districts and schools who believe that online and blended learning is a learning model that can elevate the role of the teacher and offer unlimited choices for students regardless of any constraint or aspiration. Our most successful partners hold a comprehensive vision for online and blended learning. Beyond addressing immediate concerns like credit recovery or retention, these districts are striving to create environments where every learner thrives—within the school and beyond.

Check out the NSQ Professional Learning Portal and NSQ Website for more resources at www.NSQOL.org