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<http://wiva.k12.com>

WIVA-PARENT/LC PARTNERSHIP

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WIVA-PARENT/LEARNING COACH (LC) PARTNERSHIP

What is a School and Learning Coach (LC) Partnership?

A School and Learning Coach (LC) Partnership for Achievement is an agreement that learning coaches and teachers make to keep the child's academic success as the mutual focus. It explains how LCs and teachers will work together to make sure all students reach grade-level standards. This partnership also commits to an environment of mutual respect in all communications. Teachers/Staff will respect the role of the learning coach as an integral component to the student's success at WIVA; learning coaches will offer respect to the teachers as knowledgeable professionals in their field.

This partnership will:

- ◇ keep focus on student learning and growth of the child
- ◇ link to goals of academic expectations
- ◇ describe how teachers help students develop skills using high-quality instruction and lesson mastery
- ◇ share instructional strategies with parents
- ◇ explain best practices for teacher-learning coach communication regarding student progress
- ◇ create opportunities for parents to volunteer

Our Launching Point

The staff of WIVA developed this School_- LC Partnership for Achievement with our students as the focus. Administrators and teachers have defined academic expectations and learning targets, learning coaches have contributed specific home-based learning strategies, and years of partnership with our students and families has guided us in areas that will continue to improve student achievement (i.e. consistent engagement, mastery of content, responsiveness, etc.). Meetings will be held each year to review the partnership guidelines listed within this document.

COMMUNICATION ABOUT STUDENT LEARNING

WIVA staff and teachers welcome communication with our families!

Communication includes:

- ◇ K-Mail,
- ◇ telephone (leaving voicemail when necessary),
- ◇ OLS school announcements,
- ◇ WIVA website,
- ◇ newsletters,
- ◇ workshops (in-person and online via Blackboard Collaborate), and
- ◇ parent- teacher conferences.

BUILDING PARTNERSHIPS

Please join us for LCU! – Learning Coach University! - and K12 Parent Workshops through-out the year! These sessions were developed based on LC requests!

Parent volunteers and leaders are needed!

Through our parent-organized events, regional events and activities, and online LC support, there is something for everyone!

Please contact Mrs. Johnson (608.838.9482 ext. 1110) if you are interested in being a volunteer at WIVA.

Special Instruction from Special Programs Mgr.:

Supplementary aides and services within the IEP that the LC will assist with:

- ◇ breaking lessons into smaller parts
- ◇ encouraging the student to take a break
- ◇ reading tests aloud
- ◇ requesting additional time on a test
- ◇ creating a daily schedule to assist with structure and consistency
- ◇ restating or clarifying directions
- ◇ providing positive feedback and encouragement
- ◇ acting as a scribe for written responses
- ◇ working with teachers to re-teach a concept/idea student does not yet understand



SPECIAL PROGRAMS MANAGER

Becky Eberhardt

SPECIAL EDUCATION TEACHERS:

Amy Bowar-Litten (K8)

Shawn Daniels (HS)

Lisa Goldschmidt (K8)

Ellen Grissom (K8)

Rhonda Howard (HS)

Diane Lambert (K8)

Craig Seeman (HS)

Jodie Wolff (HS)

Kate Zuleger (HS)

Partnership of the Parent/Learning Coach (LC) -

The learning coach (LC) is someone who facilitates learning in the virtual environment through guidance and support. He/she works for the student to enhance their learning experience and to ensure the child is working to his/her potential. The LC plays an even more critical role for students with Individualized Education Plans (IEPs). While the learning coach is not obligated to provide a free appropriate public education (FAPE), he/she plays an important role in meeting the student's unique needs.

A child depends on the LC to create a culture for learning within the home.

I understand my role as follows:

- ◇ advocating for my child's needs and assisting my child with advocating for himself/ herself (as appropriate based on age)
- ◇ sharing baseline IEP information with the IEP team (i.e. what are my student's present levels?)
- ◇ sharing concerns about my child, as they arise
- ◇ logging into my account and my student's account on a daily basis
- ◇ creating a positive environment conducive to helping meet my child's learning needs
- ◇ ensuring my child is participating in weekly class sessions in course-related instruction, as well as small groups, as required
- ◇ communicating with teachers and asking questions related to my child and his/her IEP goals
- ◇ reading and replying to K-Mail daily and returning calls from teachers and WIVA staff in a timely manner
- ◇ sharing my observations with teachers and case managers to help identify success as well as strategies to address areas of challenge
- ◇ entering attendance for my student each day. If something will be impacting my student's schooling, such as illness, vacation, family circumstance, etc., I will talk to my child's teacher about it.

WIVA OFFICE

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By completing the Parent Partnership survey, you are indicating agreement to the terms in this partnership.

Online Signature Page:

[LC Signature](#)

In the Kindergarten –2nd Grade Classrooms

Teachers will:

- ◇ conduct live, weekly class sessions in Math, ELA, and Science/History that are directly related to the academic learning standards and required state testing
- ◇ conference with the learning coach and student to review student achievement, data and to set individualized goals
- ◇ assess student's progress towards grade-level standards through ADAM,PALS, work samples, and OLS assessments through the year
- ◇ enrich and remediate student's learning plans based on their individual needs
- ◇ communicate through weekly newsletters, reply to K-mail, voicemail, and be available to families as needed

Reading

- ◇ provide reading resources that meet individual needs for fluency, decoding, and comprehension
- ◇ measure reading growth data and communicate progress with parents regularly, via newsletters and individual student conferences

Math

- ◇ provide math resources that meet individual needs surrounding specific skills and concepts
- ◇ measure student growth in math skills and communicate progress with parents regularly, via newsletters and individual student conferences

Partnership of the Parent/Learning Coach (LC) - I understand my role as follows:

Time Commitment:

- ◇ planning for approximately 4-5 hours per day as active support to my child— daily academics are 10-15% of the work load is online; 85-90% is offline
- ◇ developing a daily routine that works for my family and meets the expectation of my child being a “full time” student at WIVA

Awareness of LC Responsibilities—Informed/Active LC:

- ◇ participating in any required orientation sessions that will support my child's success at WIVA
- ◇ logging in to my learning coach account and having my child log in through the student account daily
- ◇ entering attendance for my child (preferably daily, minimally on a weekly basis)

Accountability in the Home for Schooling:

- ◇ assuring reliable internet service for my child to school at WIVA online and having an alternate plan in the event service is interrupted
- ◇ working with my student to help him/her complete required work samples and submit them by the due dates
- ◇ participating in weekly class sessions as required. This may involved assisting my child with logging in to ClassConnect and using the classroom tools

Academic Integrity:

- ◇ confirming that my student is mastering academic requirements in OLS and by completing a minimum of 2-3% progress per week, as assigned
- ◇ assisting with child's completion of required progress checks as scheduled throughout the academic year
- ◇ ensuring that my child meets with his/her teacher for all required PALS and ADAM assessments throughout the school year
- ◇ conferencing with the teacher to review my child's progress and discuss individual student goals
- ◇ reviewing my student's progress towards grade-level standards through PALS, ADAM, work samples and OLS assessments

Student Engagement:

- ◇ participating in weekly class sessions in Math, ELA, Science/History, and small groups, as required. This may involve assisting student with logging in to ClassConnect and utilizing Blackboard Collaborate tools

Communication and Responsiveness:

- ◇ maintaining working phone number with voicemail at the school
- ◇ reading weekly newsletters, replying to K-mails, and returning messages from my child's teacher and WIVA staff
- ◇ communicating with homeroom teacher about family issues, questions, concerns or vacations that impact my child's schooling



VISIT THESE WEBSITES FOR PARENT WORKSHOPS AND IDEAS ON HOW TO HELP YOUR STUDENT

[WIVA Strong Start Website](#)
[WIVA General Website](#)
[WIVA-K12 Family Help](#)
<http://www.studyisland.com/>
<http://www.dpi.gov/>

K-8 ACADEMIC ADMINISTRATOR

Michael Martinsen

K-2 TEACHERS

Andrea Chodera

Ashley Mallo

Jessica Pinkall

Shawna Stueck

Angela Zak

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[LC Signature](#)

In the 3rd Grade –5th Grade Classrooms

Teachers will:

- ◇ work as partners with learning coaches to facilitate student education through the use of an Individualized Learning Plan (ILP) which will include academic and progress goals
- ◇ act as the first point of contact for learning coaches and students
- ◇ provide support to learning coaches through scheduled parent/teacher/student conferences to discuss academic and progress goals, celebrate achievements and identify need
- ◇ hold weekly office open office hours to answer questions and/or discuss concerns
- ◇ teach live ClassConnect sessions for academic growth and proficiency to required Wisconsin state educational standards
- ◇ utilize data-driven differentiated instruction in ClassConnect sessions supporting grade level standards. Data from the following sources will be analyzed to determine prescriptive/targeted instruction: OLS, work samples, Scantron, Study Island, ClassConnect sessions, and conferences
- ◇ provide weekly newsletter with updates, deadlines, expected progress and available resources
- ◇ ensure a positive learning environment that builds self-esteem and academic growth where students can succeed

Partnership of the Parent/Learning Coach (LC) - I understand my role as follows:

Time Commitment:

- ◇ planning for approximately 5-6 hours per day as active support to my child—daily academics are 15-25% of work online and 75-85% of work offline
- ◇ assisting child with logging in to ClassConnect sessions and using the classroom tools
- ◇ developing a routine that works for my family and meets the state expectation of my child being a full-time student at WIVA

Informed/Active LC:

- ◇ attending orientations, trainings and help sessions to understand the systems, policies and procedures at WIVA
- ◇ logging in to my LC account and having my child log in to do their work through their student account
- ◇ entering attendance for my child (preferably daily, minimally weekly)

Accountability in the Home for Schooling:

- ◇ assuring reliable internet service for my child to school and having an alternate plan in place before it is needed
- ◇ creating an organized learning space for my child
- ◇ submitting work samples on time throughout the quarter
- ◇ encouraging expected classroom behaviors

Communication/Responsiveness:

- ◇ reading K-mail daily
- ◇ reviewing weekly homeroom updates and responding to teachers as appropriate

Academic Integrity:

- ◇ verifying that student is mastering academic requirements in OLS and meeting progress requirements by completing 2-3% progress per week per subject
- ◇ confirming my child is completing required unit assessments timely
- ◇ ensuring my child participates in required state testing and required WIVA assessments (i.e. Scantron, Study Island prescriptive, etc.)
- ◇ participating in parent/teacher/student conferences actively

Student Engagement:

- ◇ logging in to student account daily
- ◇ working daily toward continuous progress of 10-12% a month by mastering 2-3% /week
- ◇ participating in scheduled conferences
- ◇ attending and actively participating in Class Connect as needed/ required
- ◇ exhibiting appropriate “classroom” behavior and active participation
- ◇ attending small group sessions as needed or required
- ◇ attending Open Office hour sessions for additional help from teachers
- ◇ taking ownership of daily learning and progress in studies/education
- ◇ completing prescriptive assignments in Study Island, if assigned by teacher, to address learning gaps or assess progress



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<http://www.studyisland.com/>
<http://www.dpi.gov/>

K-8 ACADEMIC ADMINISTRATOR

Michael Martinsen

3-5 TEACHERS

Jamie Burskey

Amanda Kimpel

Sara Marlborough

Lisa Martinez

Miriam Mueller-Owens

Mary Jo Pick

WIVA OFFICE

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[LC Signature](#)

In the 6th Grade—8th Grade (MS) Classrooms

The 6th-8th grade teaching team will work with students and their families to support students' success across all content areas, using data to drive instruction. The teachers' primary, key connections with families will include:

- ◇ providing effective communication through a team newsletter and monthly checklists
- ◇ preparing students for the transition from the Middle School OLS platform to the High School platform. This will be accomplished incrementally raising student accountability in the OLS in 6th grade and steadily increasing it through the 8th grade to better prepare them for the change from mastery based to grade based schooling and the pacing of high school. **Specifically, we are implementing a plan in which all unit assessments will be set to one attempt.** Depending on the outcome, the student may move to the next unit, or be required to work with the teacher to prepare for another attempt. This model, we believe, will greatly improve their success in transition to high school
- ◇ instructing standards-based small group sessions in each content area to provide remediation and/or extension.

Partnership of the Parent/Learning Coach (LC) - I understand my role as follows:

Time Commitment:

- ◇ actively participating in the support of my child (estimated 20 hrs/week) in oversight of their online work (50-60%) and offline work (40-50%)
- ◇ creating an organized learning space for my child and developing a daily school routine

Informed/Active LC:

- ◇ attending all orientations, training and help sessions to fully understand the systems, policies and procedures of WIVA
- ◇ logging in on my LC account daily and having my child logging in on their student account daily
- ◇ entering attendance for my child (preferably daily, minimally weekly)
- ◇ marking completed work daily

Accountability in the Home for Schooling:

- ◇ assuring reliable internet service for my child to school at WIVA online and having an alternate plan in the event service is interrupted
- ◇ assisting my child with logging in to ClassConnect sessions and in utilizing the classroom tools
- ◇ encouraging expected "classroom" behavior
- ◇ Submitting required work samples throughout the quarter, timely
- ◇ partnering with the homeroom teacher by attending all conferences and responding to communications within 24 hours

Communication/Responsiveness:

- ◇ reviewing and responding to K-mail daily
- ◇ reading homeroom updates
- ◇ responding to communications

Academic Integrity:

- ◇ verifying that student is mastering academic requirements in OLS by subject
- ◇ confirming my child is completing required unit assessments timely
- ◇ ensuring my child participates in required state testing and required WIVA assessments (i.e. Scantron, Study Island prescriptive, etc.)
- ◇ participating in parent/teacher/student conferences actively

Student Engagement:

- ◇ logging in to student account daily
- ◇ working daily toward continuous progress of 10-12% a month by mastering 2-3% /week
- ◇ participating in scheduled conferences
- ◇ attending and actively participating in Class Connect as needed/ required
- ◇ exhibiting appropriate "classroom" behavior and active participation
- ◇ attending small group sessions as needed or required
- ◇ attending Open Office hour sessions for additional help from teachers
- ◇ developing increasing ownership of daily learning and progress in studies/ education
- ◇ completing prescriptive assignments in Study Island, if assigned by teacher, to address learning gaps or assess progress



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[Middle School Resources](#)

[WIVA Strong Start Website](#)

[WIVA General Website](#)

[WIVA-K12 Family Help](#)

<http://www.studyisland.com/>

<http://www.dpi.gov/>

K-8 ACADEMIC ADMINISTRATOR

Michael Martinsen

6-8 (Middle School) TEACHERS

Bill Brazier, Math

Alicia Buhr, English

Melanie Heckel, Science

Jennifer Johnson, English

Rachel Kneuse, English

Jena Sherry, Math

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Online Signature Page:

[LC Signature](#)

In the 9th Grade –12th Grade (HS) Classrooms

WIVA High School is using Data Driven Instruction (DDI) to support academic growth and college and career readiness standards. This model allows a teacher to determine a classroom baseline and identify academic needs using a pre-test. Through instruction and interim assessments, students are reviewed for learning and data is used to identify areas of academic need. During this time, teachers are teaching, re-teaching, giving prescriptive support (Rx) and/or providing additional instruction and materials to support students. The final course assessment given (summative) allows teachers to reflect on student growth over the course of the semester and identify promising instructional practices in the classroom.

WIVA Goals for Student Achievement

While desiring to offer flexibility in our high school, we must also have accountability in order to offer every opportunity for **student success**. With this in mind, students need to recognize the importance of classroom pacing and will need to complete their work based on the published due dates. Students should plan to school daily and complete all assigned homework daily.

Partnership of the Parent/Learning Coach (LC) - I understand my role as follows:

As a Learning Coach (LC),

I understand my role as follows:

- ◇ ensuring that my child is logging in daily, making appropriate progress, and working to his/her potential in school
- ◇ assisting in creating an organized learning space for my child and developing a daily school routine
- ◇ confirming my child's access to stable internet access
- ◇ ensuring appropriate technology is available. The school platform does not run on iPhone, iPad, Notebooks, Kindle, Nook, smart phones, etc. My child will need a laptop or computer.
- ◇ partnering with the teachers and staff at WIVA to keep my child engaged and motivated in school
- ◇ providing a working telephone number to the school and having voicemail set up. Communicating in a timely manner is important.
- ◇ establishing accountability with my child of achieving the goals set forth in their Individualized Learning Plan (ILP)

New Families:

- ◇ setting up learning coach account and individual student account. Parent uses LC account; student uses the student acct.

Important In-School Requirements:

- ◇ ensuring my child is in attendance on both state mandated attendance days (3rd Friday in Sep., 2nd Friday in Jan.).
- ◇ making necessary arrangements for my student to complete required State testing
- ◇ completing required pre-, interim, and final assessments within my child's courses
- ◇ updating re-registration status (Spring)
- ◇ actively participating in student ILP development/update conferences

My Daily LC Tasks:

- ◇ actively participating in the support of my child/WIVA student. High school students are more independent but LC involvement is still very important. My student needs to know I am supporting him/her and have academic expectations and accountability for school in our home
- ◇ checking what was completed (progress to pacing calendar) and inspecting quality of work (gradebook) NOTE: the minimum passing grade is 60%
- ◇ verifying participation in teacher-led classes (CC sessions)
- ◇ ensuring my student is reading and responding to K-mails
- ◇ reading and responding to K-mails daily from my **LC account**
- ◇ entering attendance totals by class for my student daily (this will require collaboration with my child)
- ◇ utilizing course pacing calendars in the classrooms daily to understand where the teacher is in the classroom
- ◇ encouraging my child to participate in all live ClassConnect sessions with his/her teachers, displays appropriate classroom behaviors, and monitoring his/her attendance
- ◇ ensuring my child completes required pre-, interim and post-assessments throughout the semester as scheduled
- ◇ assisting my child in focusing on preparation for mid- and final exams and encouraging his/her best effort



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[WIVA Strong Start Website](#)

[WIVA General Website](#)

[WIVA-K12 Family Help](#)

<http://www.dpi.gov/>

HS ACADEMIC ADMINISTRATOR

Cindy Worden

9-12 (HS) TEACHERS

Mr. Acker, Business
Ms. Boettcher, World Language
Ms. Breunig, Social Science
Ms. Cherney, Math
Mr. Cronkright, Technology
Mr. Degen, Math
Ms. Fierst, English
Mr. Hopfensperger, Math
Mr. Iverson, Science
Ms. Kinnaman, World Language
Ms. Nault, English
Mr. Nowinski, Social Science
Ms. O'Rourke, English
Ms. Ogier, FACE
Mr. Ramstack, Social Science
Ms. Rodman, Health/PE
Ms. Schwantes, Science
Ms. Smith, English
Ms. VanHale, English
Mr. Watson, Social Science
Mr. West, World Language
Ms. Williams, Science
Ms. Williamson, Math
Mr. Zimmer, Math and Physics

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