

*Together we cultivate Empathy, Integrity,
Communication, Adaptability, Lifelong Learning, and
Critical Thinking in our students by championing safe and
inspiring schools.*



2022-2023

**Panther Virtual Academy (PVA)
Student Handbook**

The administration of Washington Local Schools welcomes you to our district's educational tradition of excellence with emphasis on ...

Every Student Matters; Every Moment Counts

We look forward to a prosperous partnership with you, as we, together, serve the students entrusted in our care.

Revised May, 2022
Board Approved June 30, 2022

WASHINGTON LOCAL SCHOOLS

Mission Statement

Together we cultivate Empathy, Integrity, Communication, Adaptability, Lifelong Learning, and Critical Thinking in our students by championing safe and inspiring schools.

Panther Virtual Academy

Our primary goal for each student is to facilitate successful school completion.

We support students who are...

- Looking for an alternative to the traditional classroom experience
 - Over-age and under-credited
- Students returning to complete high school requirements

Location

Malcolm Bain Building
Whitmer High School Campus
(next to football stadium)
5719 Clegg Dr.
Toledo, OH 43613

Staff

Brian Kaser, (bkaser@wls4kids.org) Administrator
Verdell Billingsley (Vbillingsley@wls4kids.org) Math Teacher
Lauren Caris, (lcaris@wls4kids.org) PVA Counselor
Tracy Hovest (thovest@wls4kids.org) Primary Teacher
Ryan Van Slambrouck (rvanslambrouck@wls4kids.org) Intervention Specialist
Nick Whetstone (nwhetstone@wls4kids.org) Social Studies Teacher
Rhea Young (ryoung@wls4kids.org) English Teacher

AM Session: 7:40 AM-10:58 AM

PM Session: 11:04 AM-2:35 PM

Attendance phone number: 419.473.8492



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Academic Program

Washington Local's Panther Virtual Academy (PVA) is an online option for students in the Washington Local Schools. PVA uses the Apex curriculum for students in grades 9-12 and the K12 curriculum for students in grades 5-8. PVA also includes teacher supported open labs and additional instructional resources, designed to help your child meet or exceed state standards.

- For an overview of Apex curriculum please visit Apex's website at: <https://www.apexlearning.com/>.
- For a list of PVA course offerings please visit the following link: [7-12 PVA Course Offerings](#).
- An overview of K12's curriculum can be found on K12's website at: <https://www.k12.com/>

PVA: The Online School Program

In an online learning environment, students, with the support of their families and the PVA staff, progress through the online curriculum independently at their own pace. Parents/guardians play a vital role in their child's education as the at-home learning coach for students. Learning coaches, monitor work sessions and assist the student as needed. Student's daily work centers around completing the online lessons/modules using Apex (grades 9-12) and K12 (grades 5-8) online platforms. The programs allow students to access daily lessons, assessments, and tools required in the PVA academic program. These programs also allow the learning coach to access student progress, pacing guides, and current student grades. Access to Apex and K12 requires a connection to the internet through an Internet Service Provider and a unique login for enrolled families in order to complete the daily work.

We value...

- **Expectations** – The PVA staff reinforce student adherence to both academic and social expectations through daily and consistent engagement with students with a focus on credit attainment. Being on time, engaged, and adhering to the dress code/electronic stipulations is essential behavior for our students to exhibit.
- **Routines** – Intake meetings and student orientation provides an opportunity to understand the established routines through touring the facility, meeting faculty, learning in greater detail Panther Virtual Academy procedures and expectations, and practice logging in to Apex/K12.



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- **In Person Schedule** – There are 2 program session options: 7:40 to 10:58 AM or 11:04 to 2:35PM. Open lab times and zoom appointments can be scheduled with the teacher for students who attend PVA virtually.
- **Climate** – There is purposeful engagement between staff and students throughout the day. PVA uses an open classroom approach which will allow access to all teachers regardless of what course they are taking.
- **Organization** – Weekly Progress Reports are emailed directly to parents and allows the parent to know their student’s progress.
- **Positive Interactions/Reinforcements** – Focusing on family involvement/engagement, forging trusting relationships with learning coaches and students, and emphasizing employability-oriented work skills are important to the PVA staff. Periodic incentives will be awarded to students meeting the established criteria.
- **Quality Instruction** – Apex/K12 digital content provides a rigorous curriculum for students. However, we believe that there is no substitute for direct instruction and the meaningful relationships students form with a teacher seeing and working with them face-to-face or via zoom.

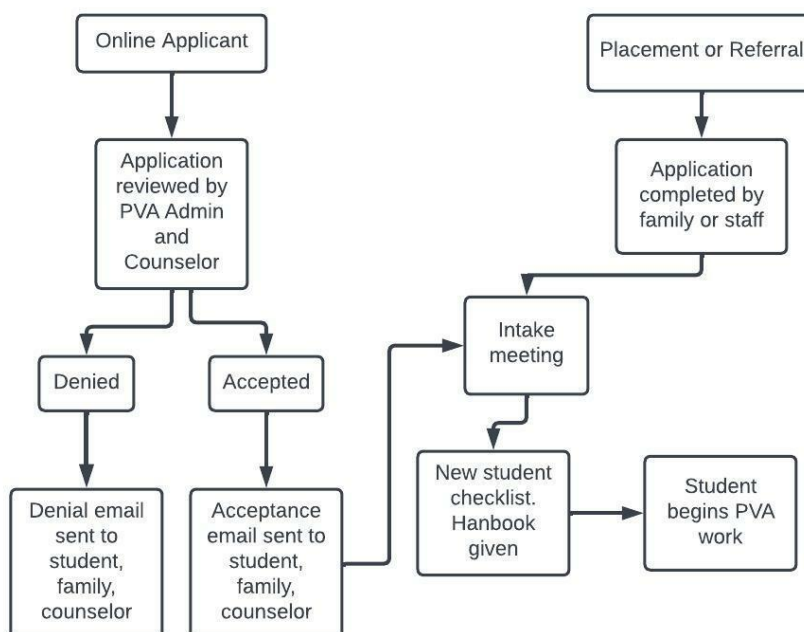
Application and Enrollment Process

All students must complete the online application to be considered for enrollment in PVA. Applications are available upon request from any school counselor or administrator. The official open enrollment period will be during the months of February and March for the following school year. There will also be an effort to have an open enrollment period in November and December for the 2nd semester, but this will depend on the availability of open spots. All applications submitted outside of any of the open enrollment periods will be placed on a waiting list.

Once accepted into PVA and before the student starts the online curriculum, an intake meeting will be required for each student and their respective family. The meeting will take place either in person or virtually via zoom. The purpose of the intake meeting is to review the expectations of the student, learning coach, and PVA staff, introduce the learning platform, school staff, and in-person facilities. Please note, coursework grades completed in traditional classes do not transfer to PVA courses and PVA coursework does not transfer to grades in traditional classes.



PVA Enrollment Flow Chart



Student, Learning Coach, and Staff Expectations

Student Compact

- I am committed to making consistent progress in my online coursework.
- I will communicate with PVA staff respectfully and frequently.
- I will stay updated with the information provided by PVA staff concerning my work and any upcoming school events.
- I understand my placement in PVA is determined on making consistent progress in my classes.
- I am committed to developing positive relationships with PVA staff and my fellow students.
- I understand and agree that I am committed to follow both the PVA Student Handbook, as well as my home school's student handbook.

Learning Coach Compact

The purpose of this Compact is to set expectations for Panther Virtual Academy (PVA) learning coaches. Your child's educational success, a primary goal of PVA, can only be achieved if you understand your key role in following the curricular and attendance requirements below.



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- My role, which is vital for my student's academic achievement, is valued and respected among administrators, teachers, and all PVA staff.
- I believe that my student has the ability to grow academically.
- I will abide by PVA's/WLS's policies and procedures outlined in the PVA and WLS school handbooks.
- I will maintain continuous Internet service and make sure my student has daily access to participate in school.
- I understand PVA includes the Apex/K12 curriculum, periodic assessments, open labs, and other instructional tools, specific to my student's academic requirements.
- I will actively supervise my students while participating in the PVA academic program, because I believe my guidance and support as a learning coach is essential for student success.
- I understand my student is enrolled in a public school and must maintain daily attendance. Students should average 4-6 hours of school work each day. Failure to make adequate progress in assigned courses may result in the student being placed back at their homeschool for in-person instruction/learning.
- My student must participate in all required state achievement and diagnostic testing. It is my responsibility to provide transportation to and from the test site(s). Testing dates are determined by the Ohio Department of Education (ODE).
- I will actively engage with PVA staff by participating in conferences, reading email on a daily basis, and attend all required activities throughout the year, including state testing, ETR and IEP meetings (if applicable), etc.
- I will work with and treat administrators, teachers, and staff professionally, understanding that staff must follow set schedules and policies.

Failure to follow the student and learning coach program requirements may result in the student's removal from Panther Virtual Academy and placement back at their home school.

PVA Teacher/Staff Compact

PVA is proud of the talented group of licensed, Highly Qualified teachers and support staff. They are trained to help learning coaches and student(s) to be successful in Panther Virtual Academy. Teachers and support staff have the following responsibilities to their PVA students/families:

- I believe that all students benefit from encouragement to maximize their academic potential and every student has the ability to achieve success.
- I believe strong academic achievement and progress within the K12/Apex curriculum is a common goal for teachers, staff, students, and learning coaches.



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- I understand that my priority is to provide direct academic support during school hours.
- I will remain actively engaged with my students and learning coaches responding to their individual learning needs and communications within 24-work hours in most cases.
- I believe a strong and positive relationship between the administrator, teacher, staff member, student, and learning coach is achieved through consistent and professional quality communication and is fundamental to student achievement.
- I will provide meaningful, usable, and appropriate feedback on student performance to enhance student achievement by keeping accurate and current documentation.
- I will develop a collaborative partnership with my students and families, and PVA staff.

Teacher Assignments

Each student enrolled in PVA is assigned to a teacher of record who shall be primarily responsible for that student's academic development and achievement. If a student needs supplemental services or additional academic support, additional teachers may work with him/her. At any time during the school year, it may be necessary to reassign students to a different teacher or support staff member, although every attempt will be made to minimize the number of reassignments.

Teacher, Staff, and Family Communication

Learning coach-staff communication is a vital cornerstone to maintain the unique partnership between the school and parents/guardians. Teachers are the learning coach's first point of contact for academic questions in all grades. Learning coaches should contact teachers first and expect a response within 24 hours during the school week. If response is not received or the matter is not resolved, administration should be contacted. Respectful, productive communication is expected from learning coach to staff, and staff to learning coach.

Attendance

There is a direct correlation between attendance and student achievement. PVA students are expected to log 4-6 hours of daily activity on their online curriculum. If there is a period of time when the student will not be active, they should be in communication with their teacher. There should be a strong correlation between hours logged by the student and the number of lessons they have completed.



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If adequate time and progress is not being made, a meeting, either in person or virtually, will be scheduled with the student, learning coach, and PVA staff. At that meeting the team will discuss steps that may be taken which include:

- Students may be required to attend open lab sessions in order to connect with their teacher and set learning goals.
- Students may be required to complete an established number of lessons or courses by a specific date.
- Students may be required to stay for extra or extended time.

If the inactivity and lack of productivity continues, students face reassignment back to in-person classes at their home school. Any moves, such as this will generally take place at the end of each semester for high school students and at the quarter for junior high and elementary students.

Online Work Expectations

1. Students must try and be engaged with the online curriculum. Game playing and guessing may result in resetting of entire assignments and/or units.
2. Always tell the teacher whenever you are directed within an assignment to use another website.
3. You must complete and pass all of the required written assignments and on-line quizzes before asking for an assessment to be opened.
4. You may be required to take all assessments and quizzes in the classroom.
5. If the assessment or assignment requires paragraphs and essays, you must complete the paragraphs and essays to pass the assignment.
6. **ALL** quizzes and assessments are open notes (i.e. completed study guides). Do not use any outside websites unless the course directions specifically require you to do so. You may **NOT** use the computer to look up information while testing. While testing, you may use any notes or study guides that **YOU** created and did the work on.
7. If your final course score is below 60%, you will need to conference with your assigned teacher and will need to review and revise some assignments and/or assessments.



8. No final grade will be given until all of the written work is turned in following completion of your final exam. You may use the study guide you created on the exam, but it must be turned in with your exam.
9. Any student who engages in academic dishonesty will be removed from the program, and a parent meeting will be scheduled to discuss the option to return.

In-Person Learners

High school students who meet the following criteria will be **required** to attend either the AM or PM in-person lab sessions each day:

1. Student is behind on credits and not on track to graduate.
2. Student has history of poor attendance.
3. Student has performed poorly in prior PVA or online enrollments.

Juniors and Seniors will be given priority to in-person enrollment in order to give them the best possible chance to graduate with their class.

In our attempt to ensure an optimal learning environment (safe and free of distractions), we require the following:

1. Students should arrive on time, sign into the Apex site, and be ready to work by the designated start time for the a.m. or p.m. sessions. Students who are more than 10 minutes tardy will need to complete the late check in process.
2. Cell phones may be collected at the beginning of each session and put in a safe place if cell phones become a distraction. If students refuse to place phones in the designated area, a meeting will be scheduled with the student, school staff, and the learning coach.
3. All students should remain on-task and engaged in learning by completing assignments each day. Students choosing to sleep rather than be engaged in their learning may be sent home or a meeting with the student, learning coach, and school staff may be scheduled if the behavior continues.
4. Internet Access – Other than accessing Apex or K12, student use of the internet is allowed only within the parameters and needs of Panther Virtual Academy. **Music and video streaming is not permitted.**



5. Be respectful in the classroom and to others. PVA strives for a peaceful, safe work environment.
6. Students are expected to clean up after themselves before leaving and maintain a clean working environment.
7. Students are required to leave the premises once their session is over.

Violation of the above expectations or any behavior that violates the established WASHINGTON LOCAL SCHOOLS STUDENT CODE OF CONDUCT may result in being sent home for the day or other consequences. The parent will be contacted regardless of the student's age to inform them of the violation to the code of conduct. Any violation may result in disciplinary action up to and including dismissal from PVA.

Virtual Learners

Students completing their work remotely will be considered virtual learners. These students will complete their work from home and have access to open lab opportunities. Each student will be assigned to a PVA teacher that will be a point of contact as well as responsible for progress monitoring.

Materials

Washington Local Schools offers the opportunity for students to have a Chromebook assigned to them. Each PVA student will need to work through their home school to have a Chromebook assigned and also if any repairs may be needed. PVA staff will help coordinate any needed communication to facilitate this process.

PVA students in grades 9-12 will need to complete study guides based on the type of course they are enrolled in. The study guides will be provided through Google classroom or can be printed upon request. The packets will be scored and graded as part of the final grade for each course they are available. It is the student's responsibility to submit all study guide materials upon completion of the course. Students enrolled in classes for recovery purposes will not have assigned study guides but may be asked to complete them to raise their grades.

PVA students in grades 5-8 will be provided materials from K12 to help supplement the online courses. These materials will need to be picked up from the PVA offices and returned at the end of the year.



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Panther Virtual Academy ADMISSIONS CONTRACT



I, _____, am accepting the opportunity to participate in Washington Local School's Panther Virtual Academy. I agree to:

1. Actively participate in all learning activities that are a part of PVA.
2. Abide by all the expectations outlined in the PVA and the Washington Local Student Handbook
3. Take responsibility for my education by working **diligently** on all program requirements of PVA.

I have read this admissions contract and agree to abide by the terms.

Student Signature: _____

Date: _____

As a parent, I agree to cooperate fully and support the program recommendations designed to help my child. I agree to have my child's name released for the purpose of using on-line curricular software for educational purposes. I have read the admission contract and agree to abide by its terms.

Parent Signature: _____

Date _____



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