

☞ **07hr_sb0396_SC-Ed_pt03**



Details: Public Hearing – January 17, 2008

(FORM UPDATED: 07/12/2010)

**WISCONSIN STATE LEGISLATURE ...
PUBLIC HEARING - COMMITTEE RECORDS**

2007-08

(session year)

Senate

(Assembly, Senate or Joint)

Committee on ... Education (SC-Ed)

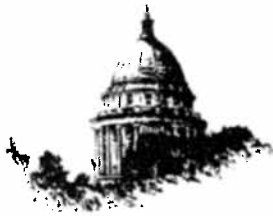
COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**
- Record of Comm. Proceedings ... **RCP**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt**
- Clearinghouse Rules ... **CRule**
- Hearing Records ... bills and resolutions
(**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
(**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

MB



SB 396 ?

E-Learning Options and Accountability Act Fact Sheet

Clarifies state law to allow virtual schooling to continue as an innovative educational option for children and their parents.

- Modernizes state law to define a virtual charter school as a charter school that provides an online learning program.
- Allows students, parents, and teachers to interact remotely by removing the current requirement that virtual schools conduct learning within the geographical boundaries of the chartering school district.
- Expands access to virtual education by directing the Department of Public Instruction to make online courses available to all schools statewide for a reasonable fee.

Ensures quality through minimum standards for direct instructional contact and course content.

- Requires 2 hours of teacher-student contact per school day for kindergarten through eighth grade.
- In grades nine through twelve, requires 30 minutes of teacher-student contact per day for full-time students and 20 minutes per week per course for part time students.
- Ensures qualified teachers are instructing students by establishing a professional development program that prepares licensed teachers to teach online.

Protects taxpayers by restoring accountability to virtual school funding.

- Creates per-pupil structure for virtual charter schools that better reflects actual on-line educational costs.
- Ends corporate profiteering on public tax dollars by establishing that the amount of the state aid adjustment for a virtual school student be set at 50% of the amount of the amount determined for the brick-and-mortar Open Enrollment Program, beginning in the 2009-10 school year.
- Maintains local control by ensuring that at least 15% of a virtual charter school's enrollment is made up of students who live in the chartering district, starting in the 2009-10 school year.
- Contracts between school district and private corporations providing e-learning content and services are open records.

Provides flexibility to allow for a smooth transition to the new standards and addresses the decision of the Appeals court.

- Gives existing schools until July 2009 to adjust to any new provision if they are not already in compliance.
- To avoid confusion, existing schools will be able to continue at current levels but no new virtual charters will start up until the new guidelines go into effect.
- Vests authority in the local school board to make decisions about their virtual education program, like how to provide a safe and secure online learning environment, how virtual courses would be counted toward graduation, which qualified teacher would be assigned to each course, and which and how many students may enroll in each course.
- Staves off further court battles that create educational instability for children and their parents.



NEWS RELEASE

For more information contact:
Christina Brey, WEAC communications coordinator
608-298-2339

January 24, 2008

WEAC calls for fiscal, academic accountability in virtual charter school legislation

WEAC believes that virtual education plays a vital role in today's great schools, and many WEAC members throughout the state use virtual education technologies in their classrooms every day. WEAC also believes that funding for virtual charter schools should not come at the expense of traditional public schools. WEAC calls upon the Wisconsin Legislature to establish standards for fiscal and academic accountability to the taxpayers, parents and students.

WEAC appreciates the legislators' work to come to a compromise regarding a bill. We support academic accountability and the creation of a Department of Public Instruction Web academy to expand online learning opportunities for children and school districts.

We do question the funding of a program that some view as assisted home schooling because it could divert state funding away from school districts across Wisconsin. We also question funding an unproven program with no enrollment limit or audit, especially in light of the economic turmoil facing the state described in the governor's State of the State Address.

WEAC will analyze the bill on the basis of quality, accountability and its fiscal impact on all of the children in Wisconsin's schools before deciding whether or not to support it.

Some of the fiscal data that should be compiled before the Legislature determines its commitment to virtual charter schools includes:

- What are the actual reported costs associated with virtual learning?
- Where are the students enrolled in virtual charter schools coming from (brick-and-mortar public schools, home schools or private schools)?
- What are the costs associated with increased virtual charter school enrollments and how do they affect school districts' aid?
- Do school districts use any of their own dollars to fund virtual charter school programs?
- Do the parties involved in virtual charter school contracts make a profit, and does this profit come at the expense of other school districts?
- If the non-resident district does not use any local funds, are there any incentives to negotiate a program that costs less than the state funding?
- How much money is spent to market virtual charter schools?
- What impact will legislation have on students attending Wisconsin's traditional public schools?

(END)



Every kid deserves a great school!



SB 396 ?

**WISCONSIN VIRTUAL ACADEMY (WIVA)
WHITE PAPER – INSTRUCTIONAL MODEL**

**By Michael B. Skurek
Wisconsin Virtual Academy – Director of Curriculum, Instruction, and Assessment
January 9, 2008**

**Contact Information
Cell: (262) 707-0279
Office: (262) 692-3988 (ext 23)**

Table of Contents

Purpose..... 3
School Operation – How it Works for Students and Families..... 4
Mastery-Based Learning..... 5
Myth Number 1: Instructional Time, Comparing Apples and Oranges..... 6
Myth Number 2: The Parents are the Teacher 8
Conclusion 9
References..... 10

Purpose

The Wisconsin Virtual Academy (WIVA) is a K-8 public, virtual charter school operated by the Northern Ozaukee School District. Contrary to the many mistruths perpetuated by the Wisconsin Education Association Council (WEAC) in the courts and media since the onset of litigation against WIVA, this paper will demonstrate the high level of student learning that occurs on a daily basis in the school and dispel several important myths related to virtual education. In fact, in many respects, WIVA's innovative learning program is not only *just as good* as the learning programs found in many traditional public schools across the State of Wisconsin, it is even better.

School Operation – How it Works for Students and Families

To begin with, WIVA students in grades K-8 use a very demanding standards-based hybrid curriculum, delivered to their homes by the school's curriculum provider: K12 (www.k12.com). A hybrid curriculum includes books, workbooks, novels, a variety of hands-on learning tools, microscopes, etc. These learning tools are delivered by UPS directly to students' homes. Students and parents are given logins to access a school website known as the Online School, which serves as a curriculum organizer for families. This site is the means through which learning activities are assigned, mastery learning can be assessed, and student records are maintained for teachers.

WIVA teachers communicate with students and parents in a variety of ways. Students attend online: classes, office hours, tutoring sessions, workshops, and teacher-student one on one conferences. To facilitate electronic interactions between students and teachers, the Wisconsin Virtual Academy uses a web-conferencing Internet site known as **Illuminate**. Using this site, students can talk, raise their hands, write on a whiteboard, use a web-cam, work cooperatively with other students, and basically interact in many ways similar to a traditional classroom environment. In addition, teachers schedule face-2-face skills workshops, classes, and small group tutoring sessions. WIVA teachers also make home visits to work directly with students. Not unlike other public schools, WIVA teachers require the completion of assignments to demonstrate learning and mastery of important course content.

Mastery-Based Learning

New students in the Wisconsin Virtual Academy take placement tests which are used to determine the appropriate skill and knowledge level for each of the four core courses offered at each level: History, Science, Math, and Language Arts. Most often, students are not placed at grade-level for all of their courses. For example, a typical 4th grader may be placed in 3rd grade Language Arts, 5th grade Science, 4th grade Mathematics, and 3rd grade History. Contrary to what we have traditionally seen in our public schools, because all people have areas of strength and areas that require a little more effort, it is uncommon for students to be placed in courses completely at grade level.

Commensurate with the best known educational practices, for each course, WIVA teachers have developed a list of Essential Understandings (EUs). The EUs are the most important big ideas that every student is responsible for any particular course. WIVA teachers evaluate their students based on these Essential Understandings and assign trimester grades of NA (not assessed), D (developing), and M (Mastery) for each one of the EUs. As a result of this highly acclaimed standards-based approach, students who complete all of the required curriculum and assignments for any particular course, and demonstrate mastery of the Essential Understandings, will move on to the next course in a course sequence, even if the completion date is prior to the end of the school-year. During each of the past two years, over 500 WIVA students benefited from this mastery-based approach to learning.

Thus, high ability and gifted students are able to work at their own very rapid pace, traversing a variety of courses during the course of one school-year. Likewise,

students who are challenged in certain content areas are given the latitude to progress at a slower than usual pace, taking the time necessary to demonstrate mastery of the important course concepts, prior to advancing to the next course in the content area sequence.

Last but not least, the most important aspect of mastery-based learning is related to student motivation. WIVA students from grade K-8 understand that partial understanding of course content and skills will not suffice. Students do not have the option of “not getting it” and moving on to the next lesson, unit, and/or course. As a result, WIVA students excel.

Myth Number 1: Instructional Time, Comparing Apples and Oranges

The amount of instructional time that occurs between WIVA teachers and students is said to be too small when compared to the instructional time that occurs in traditional schools. Furthermore, it is assumed that if a student spends 7 hours of his/her day in a Wisconsin public school, it follows that there are 7 hours of instruction that occur. Nothing could be farther from the truth.

In an often cited study on the reality of instructional time in schools, it was found that the actual amount of instructional time that occurs in schools is in the range of 30% of the school day (Gilman & Knoll, 1984). Between recess, waiting in lines, study hall, announcements, special assemblies, etc., the instructional time in traditional schools is dramatically lower than expected. 30% leaves the 7-hour instructional time at 2 hours and 6 minutes.

Another study included in its findings delineations between the actual allotted time in schools, the “student learning time” designated by state statute, and the “actual learning time” (Suarez & Others, 1991). Even with only a cursory analysis of the time spent instructing students in classrooms, it often includes social greetings, time for explanation, correcting/checking homework, passing out papers/materials, assigning new assignments, etc. As a result, the time spent on “teaching,” those precious moments when teachers become the magical purveyors of knowledge, are fewer and farther between than we would expect. The 2 hours and 6 minutes becomes considerably less.

WIVA teachers instruct students in a variety of ways: classes, one on one conferences, face to face meetings, tutoring sessions, etc. In addition, WIVA teachers are responsible for assessing and evaluating student mastery of important learning goals: in classes, one on one conferences, face to face meetings, tutoring sessions, and by providing feedback on assignments. When all of these interactions are seen together, the student instructional time for a virtual teacher in the Wisconsin Virtual Academy is in fact very similar the instructional time in traditional schools.

Important footnote: current educational research recognizes that lecture as the means to student learning is—for the majority of our students—not an effective practice. As a new teacher, my mentors suggested that I not lecture for more than 1 minute per year of age of the student. In fact, younger students can simply not attend for an entire class period. The romantic image of the teacher in the media, as the purveyor of knowledge, with students attending to and forever remembering every word and concept that rolls off his/her tongue is simply not reality. The fact that students need to be actively

involved in their learning is further evidence that the WIVA educational model is not only viable, but an improvement—for many students—over the traditional classroom.

Myth Number 2: The Parents are the Teacher

Student learning is at its best when students are responsible for creating meaning out of life’s challenging problems. A teacher who focuses on lecture merely shares his understanding, and does not allow students to truly learn for themselves. WIVA students are in an ideal situation because they are instructed, formatively assessed, guided, evaluated, and given the opportunity to make sense out of our complex world, through their challenging curriculum. It only makes sense that parents are available to move the process along.

While most schools struggle to involve parents in the educational process, WIVA parents are closely involved in the education of their children. One WIVA parent likens the experience to “being there to see your child’s first steps.” To paraphrase, instead of sending a child “down the street” to the local public school, parents get to be there when the first words are read, and for all the other educational milestones. As a result, for the vast majority of WIVA families, the relationship between parent and child grows stronger.

WIVA delivers the curriculum to students’ homes. This includes all of the books and other materials that are essential to the learning process. Parents are neither expected nor required to evaluate student learning. This is exclusively the job of the WIVA Teacher. Similar to what occurs in many Wisconsin homes, parents attempt to help

students with organization, goal-setting, and also by providing tips on how to be successful on lessons; and similar to the thousands of aides who work closely with teachers in schools throughout Wisconsin, WIVA parents are given specific directions and guidelines from teachers regarding how to best assist their children.

Conclusion

Because of the forward thinking educational model established at the Wisconsin Virtual Academy, students love to learn and excel as a result. While many studies have emphasized the importance of spending more time in school (Prisoners of Time, 1994, Nation at Risk, 1983), the amount of time that WIVA students spend actively involved in learning is a testament to the validity of the model. As of Monday, January 7, 2008, **36% of WIVA students have spent more than the number of attendance days required by Wisconsin State Statutes.** How many schools in Wisconsin have this high a percentage of students going beyond the mandated attendance requirement?

As WEAC continues its efforts to forever end this type of virtual education in Wisconsin, it is incumbent upon us to remember that there is not one school that works for all students; and our primary focus must be on providing the best possible educational experience for all public school children in our state. Let us not deprive our children and future generations of the opportunity to learn in a valid, new, and different way, simply because of WEAC's fear of larger class sizes (larger classes=less teachers=less dues paid=less political power). Let us think first about the interests of our children—our future—and not about promulgating the interests of a temporarily misguided union.

References

David Alan Gilman and Sharon Knoll, NASSP Bulletin 1984; 68;41. Online version:
<http://bul.sagepub.com>.

Nation at Risk (1983)

Report of the National Education Commission on Time and Learning: Prisoners of Time
(1994).

Suarez, T.M., and Others (1991). Enhancing Effective Instructional Time: A Review of
Research. North Carolina Educational Research Center, Chapel Hill. Sept 25, 1991.



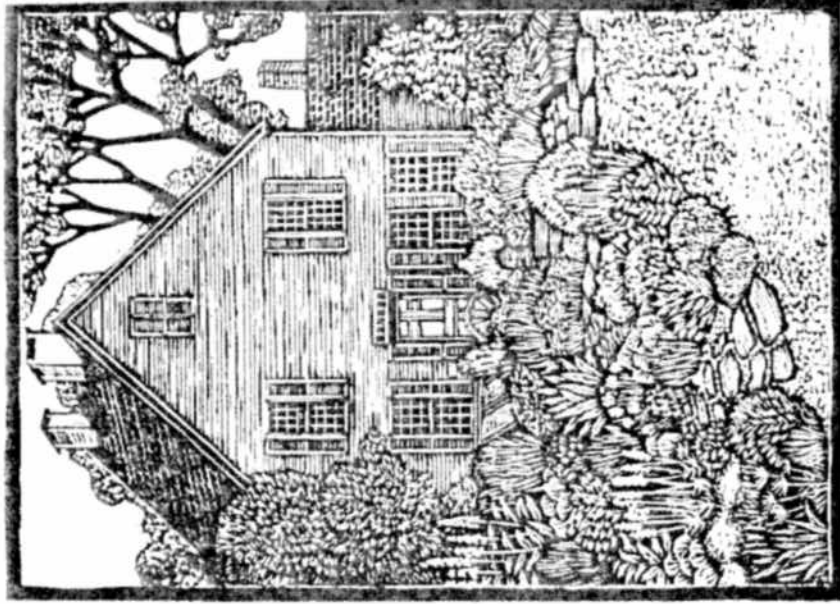
Added To LRB
Library Collection

For nearly 25 years, homeschoolers working together through WPA have rediscovered the vital importance of families exercising direct responsibility for their children's education. They have courageously stood up and reclaimed and exercised their rights. They have extended a helping hand to other committed parents and told everyone how homeschooling works as part of their work to maintain their homeschooling freedoms.

Kitchen Tables and Marble Halls is the exciting story of ordinary parents accomplishing extraordinary victories for their families and for posterity against great odds. It is a story of how committed people have risen above individual differences in areas as fundamental as curriculum, politics, religion, and philosophy to form a grassroots organization that safeguards the right of parents to homeschool according to their principles and beliefs. It is also a call for homeschoolers to understand this history, including the courage, sacrifice, and principles that undergird it, not merely to marvel at what has been accomplished and perhaps have a warm, vicarious, or nostalgic experience, but also to gain or renew our commitment to what will be required of us for this story to continue and for its history not to have been lived in vain.

Kitchen Tables and Marble Halls:

WPA and Homeschooling In Wisconsin



**Wisconsin
Parents
Association**
Homeschooling since 1984

Post Office Box 2502
Madison WI 53701-2502
www.homeschooling-wpa.org
voice mail 608.283.3131



Wisconsin Parents Association
Madison, Wisconsin

\$5.00

Kitchen Tables and Marble Halls:

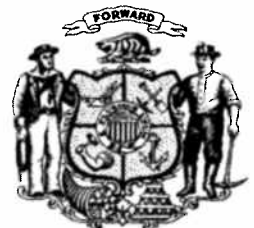
WPA and Homeschooling In Wisconsin

Copyright © 2006 by
Wisconsin Parents Association
All rights reserved. No part of this
booklet may be reproduced or transmitted
in any form or by any means without
permission in writing. For information address:
Post Office Box 2502, Madison, WI 53701-2502.
608.283.3131
www.homeschooling-wpa.org

Important note: Nothing in this booklet is
intended or should be taken as the giving of legal
advice. This book is not intended to substitute
for privately retained legal counsel.



WISCONSIN STATE LEGISLATURE





WISCONSIN
VIRTUAL ACADEMYSM

HONORS HIGH ONLINE
OF WISCONSIN

Protecting Funding for Wisconsin's Online Public Schools

December 28, 2007

SB 396 ?

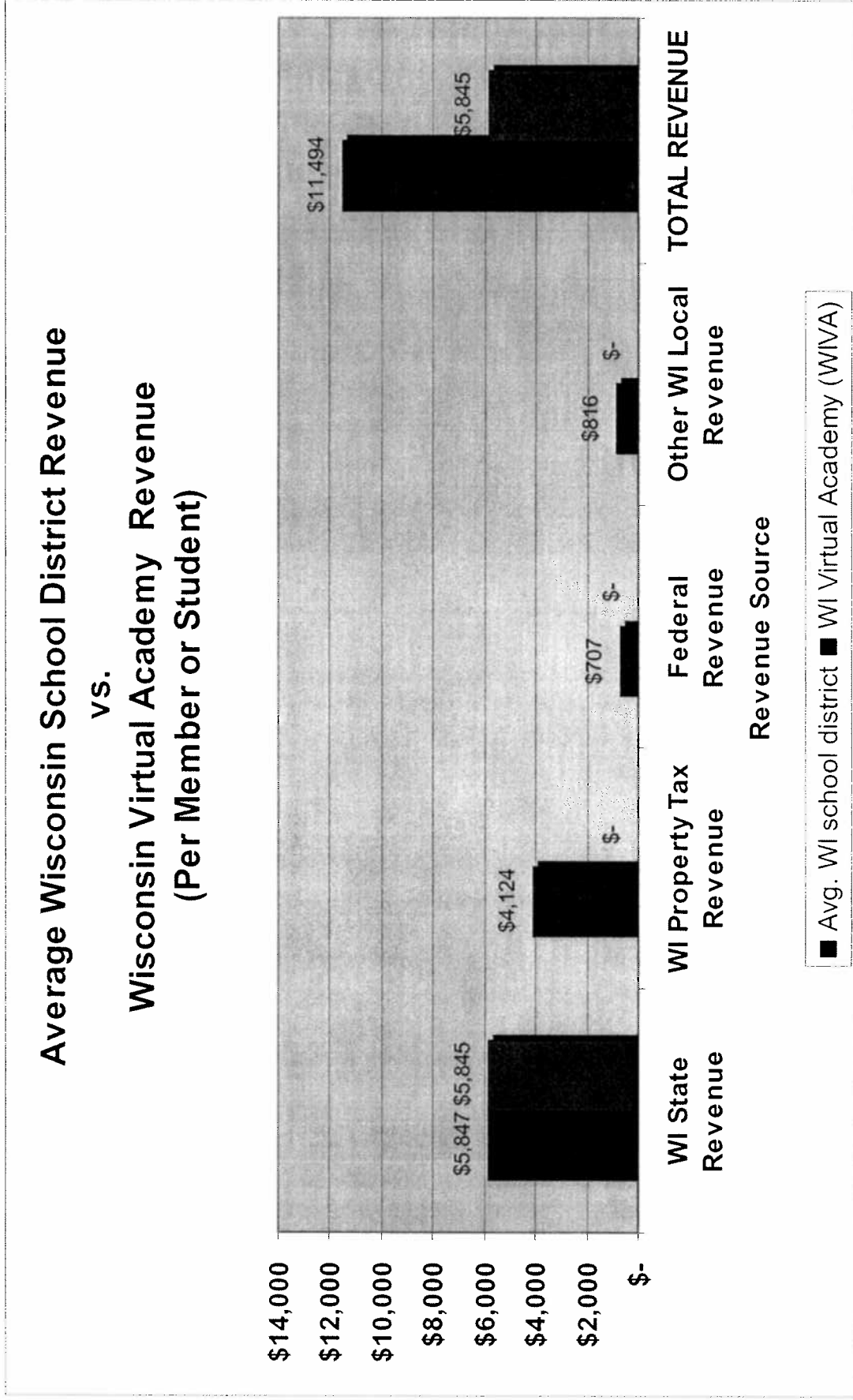
Current Facts

- 12 virtual schools operate in Wisconsin serving 3,000 students
- All will be impacted by the Court of Appeals decision.
- Absent a legislative fix by February 2, 2008 when open enrollment begins, school administrators will be forced to make the difficult decision to remain open or close for the '08-'09 school year
- The legislature must amend the Charter School, Open Enrollment statute and clarify the Teacher Certification statute in order to save these successful schools and continue to provide this important education choice for Wisconsin families.

Bellsouth Foundation 2006 National Report on Virtual Schooling

- Prepared by Augenblick, Palaich & Associates for the Bellsouth Foundation (www.apaconsulting.net/Flash/papers/Costs&Funding.pdf)
- Conclusion: For a full time virtual program, costs range from \$7,200 to about \$8,300 per member
- Wisconsin's Online Public Charter Schools only receive \$5,478 revenue per student.

Wisconsin Virtual Academy receives only 51% of total funding to educate a student as compared to the average WI public school district



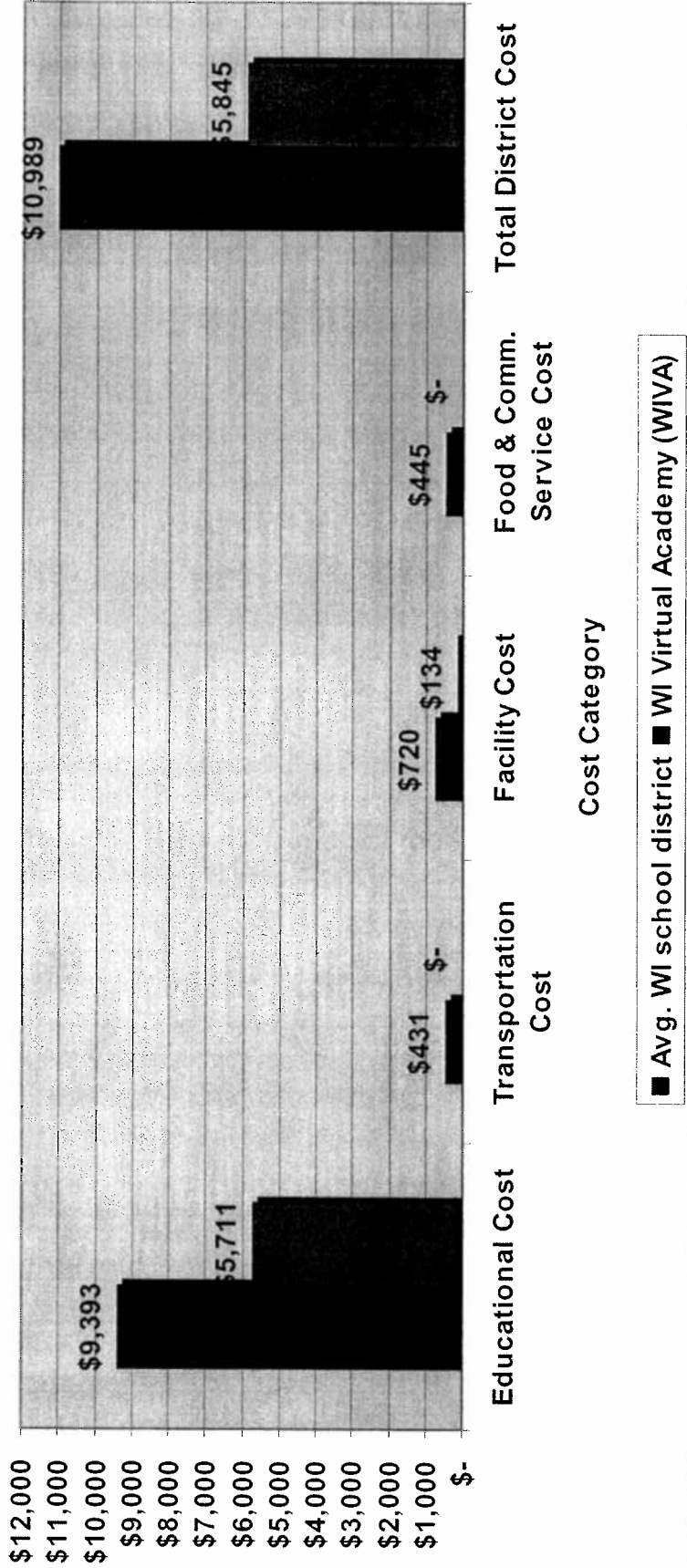
Source: WI Department of Public Instruction Website for state data & WIVA FY07 finance documents

Wisconsin Virtual Academy's total expenditures represents 53% of the average Wisconsin school districts' total expenditures

Average Wisconsin School District Cost

VS.

**Wisconsin Virtual Academy Costs
(Cost per Member or Student)**

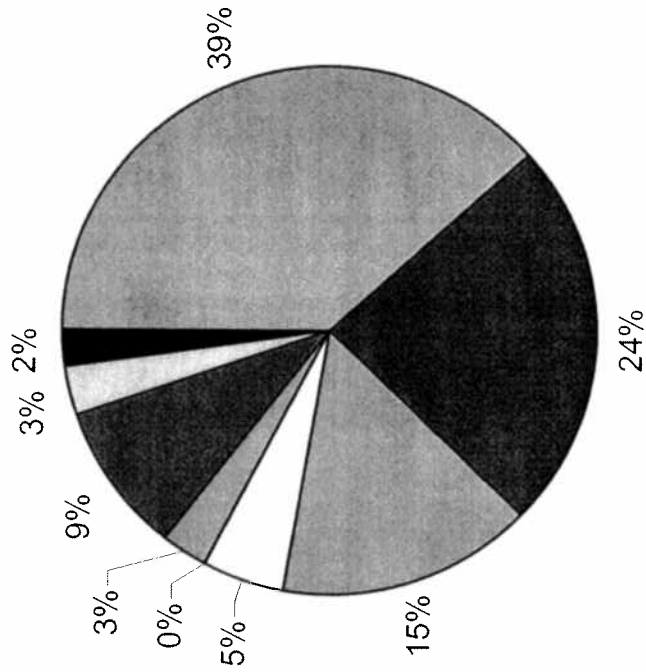


Source: WI Department of Public Instruction Website for state data & WIVA FY07 finance documents

Teachers are the most important and largest cost

- The Bellsouth study concluded that “teacher salaries make up a large percentage of overall program costs.”
- This is also true for Wisconsin Virtual Academy as its teacher compensation represents 38% of its costs with 85.6% of its cost going to direct student instruction.

Wisconsin Virtual Academy Expenditures- '06/'07



- Teacher Costs
- Student On-Line curriculum
- Student instructional materials
- Student computers
- School technology and data services
- Student Internet
- District Administration
- Sponsor oversight
- Facilities, utilities & office expenses

Conclusion

- Online public charter schools already receive nearly 50 percent less than the total funding provided for traditional schools, and less funding than many other states provide online schools.
- Reducing funding will force school districts that operate online schools to cut academic programs, layoff teachers, or even close the online schools.
- Full-time online public charter schools are highly accountable, successful public school options with proven results. Wisconsin Virtual Academy met AYP, and WIVA students' test scores exceeded the state average in nearly every grade and subject.



The Costs of Running a High Quality, Full-Time Public Virtual School

(Based on FY07 financial information)

Revenue Category	Revenue/Member	%
State Revenue	\$ 5,845	100.0%
Property Tax Revenue	\$ 0	0%
Federal Revenue	\$ 0	0%
Other Local Revenue	\$ 0	0%
Total	\$ 5,845	100.0%
Expenditures Related to Direct Instruction:	Expense/Member	% of Total Expense
Teacher compensation, benefits & education-related expenses	\$ 2,240	38.3%
Student On-Line curriculum	\$ 1,396	23.9%
Student instructional materials	\$ 903	15.5%
Student computers	\$ 305	5.2%
School technology and data services	\$ 2	0.0%
Student Internet reimbursement	\$ 159	2.7%
Sub-Total Expenditures Related to Direct Instruction	\$ 5,005	85.6%
Other Expenditures:		
District Administration	\$ 538	9.2%
Sponsor oversight	\$ 168	2.9%
Other - facilities/utilities/office expenses, etc	\$ 134	2.3%
Other Expenditures Total	\$ 840	14.4%
Total Expenditures	\$ 5,845	100.0%

Analysis and Observation:

- 85.6% of spending goes to direct instruction costs with the biggest cost being certified teachers.
- Quality full-time virtual public schools don't have the high facility costs like traditional public schools. However, the technology costs in virtual schools are much higher than a traditional public school.
- Virtual school curriculum costs can vary significantly depending on the quality, depth, rigor and technological sophistication of the curriculum. The overwhelming majority of parents, teachers, and administrators who have used the K12 Inc. curriculum agree that it is the best virtual school curriculum available and it is a key factor in the school's success.



What is included in the biggest cost categories?

1. **Teacher compensation, benefits & education-related expenses-** WIVA's largest single expense in the FY07 fiscal year was teacher salaries, benefits, and education-related expenses. Other education-related expenses included teacher computers, printer/fax machine, software, On-Line curriculum, materials, travel expenses and office supplies. In FY07, WIVA employed 19 teachers. All WIVA teachers are licensed and certified to teach in the grades they serve. All WIVA teachers are considered Highly Qualified Teachers per the No Child Left Behind standards.
2. **Student On-Line Curriculum-** WIVA and H2O use the K12 Inc. curriculum which includes the On-Line school and traditional instructional materials.

The K12 On-Line School is the robust, powerful technological instrument that is the foundation of the K12 learning program. The K12 Online School hosts over 6,000 interactive, engaging and comprehensive lessons presented in a mix of printed and multimedia forms in all the traditional subjects: Language Arts/English, Math, History, Science, Art, and Music. Every student with access to the K12 Online School receives an individualized learning program, set at their academic level that allows them to progress at their own pace and in their own learning style.

The K12 Online School also includes all the scheduling and assessment tools:

- Initial placement tests to examine and determine a student's competency level in each subject, which ensures the correct starting point for each student in the K12 learning program.
- Assessments at the end of lessons, units and semesters to measure the student's progress and knowledge of each subject.
- Planning tools that allow the teacher and parent to set up a schedule and lesson plan and view lesson lists.
- Attendance tracking system to determine each student's number of instructional hours for each lesson in each subject.
- Progress tools to determine the pace and level of the student in every subject to ensure every student is making quality progress. The progress tool provides information on what assessments have been taken, what needs to be accomplished and what percentage of the course has been completed.
- Step-by-step hands-on activities.
- Creative ideas for alternative learning approaches.



- Information on additional material to prepare and gather for lessons.
- Teaching tips, keyword definitions, and audio pronunciation guides.
- Optional education activities; and supplemental lessons and exercises.

Unlike traditional textbooks and workbooks, the K12 Online School is continuously monitored, updated and improved to ensure students are learning.

3. Student Instructional Materials- Upon enrollment in the Wisconsin Virtual Academy, students are sent 6-9 boxes of instructional materials to compliment the K12 On-Line School. This mix of online, interactive learning complimented with traditional textbooks and materials is what students and parents love most about the WIVA program. Some examples of what students received include:

- books, workbooks, and classical novels;
- math manipulatives and science experiment supplies;
- K12 proprietary phonics tile kits;
- U.S. and global maps;
- art books, musical instruments and music instruction CDs;

Many more materials and supplies are included in a student materials kit that cannot all be listed here. Together with the On-Line School, they comprise a thorough, complete and high quality educational program.

4. Student Computers and Internet- WIVA provided students with a desktop computer, monitor, speakers, and a color printer. Software is delivered pre-loaded on all student computers and included: MS Windows XP operating system, MS Office suite of desktop productivity software, virus protection software, and Internet filtering software. Additionally, WIVA families are reimbursed for their Internet access, which serves as a key tool for instruction.

5. School technology and data services- This category covers a wide range of turnkey technology services for WIVA. Below are the largest tasks provided:

- Student Account Management System- creation, storage, and maintenance of a student account management system that tracks all student demographic and contact information, student course placement, computer information, and miscellaneous other information pertinent to school operations.
- Administrator and teacher training on the use of the student account management system.
- School public Website- Develop, design, publish, and maintain the WIVA interactive public web site, www.wivcs.org . Provide security and webmaster support.



- Dedicated teacher intranet website- design, develop, and maintain a private website to allow teachers to interact within the national network of teachers at K12 Inc. curriculum schools. WIVA teachers use this private website to share best teaching practices specific for a virtual environment.
- Administrative office computer and telephone network design and supervision.
- Parent and student technology support through a “1-800” tech support phone line available 24/7. Online and printed tech support manuals are available to all parents including a self-paced interactive online training program.
- Dedicated teacher technology support and training.
- New software research and selection services. Example: Web filtering software per ORC.
- Customized data reports to support state reporting requirements.
- Provide centralized email services for all school communications.
- Specialized data analysis and project management services as needed to support special projects toward higher student performance or increased parent satisfaction.
- Unlimited use of Internet technology that allows teachers to directly instruct to students over the Web.

6. Administrative services- This category of costs captures a broad range of operational and administrative services. They are listed below:

- Work with the Academy to address the continuing professional development needs of the administration and staff
- Collect, analyze, and disseminate research on teacher quality in a virtual environment
- Financial services
- Work with WIVA counsel on legal matters affecting or of the Academy;
- Propose written policies and procedures for the Academy;
- Creation, security, and maintenance of a secure student filing system;
- Data entry services and administrative reporting for student account information system;
- Plan and arrange school orientation sessions
- Prepare WIVA for the accreditation process
- Represent WIVA at conferences and Open Houses
- Participate in the charter renewal process with the Governing Authority, as needed
- Arrange for the negotiation, selection, contracting, distribution, and re-shipment or return (as necessary) of instructional materials for students, administrators, and teachers on the Academy’s behalf
- Create, design, and deliver virtual school training binders to Academy teachers and administrators
- Set up and disseminate K12 login and password accounts to students,



- teachers, and administrators and manage changes to those accounts
- Design the look and feel of the WIVA web site including content management.
 - Design administrator recruiting ads
 - Design school information printed materials
 - Design school letterhead, cards, and logos
 - Design school student application and enrollment forms
 - Design and code school calendars, threaded discussion groups, message boards, and other community-building aspects of the Academy-specific web site
 - Identify and source all curriculum and assessment materials necessary for the Educational Program
 - Negotiate a distribution agreement with the Academy's school supply vendors on the Academy's behalf
 - Negotiate agreements with the Academy's professional service providers and testing centers for proctored examinations on the Academy's behalf
 - Answer enrollment questions from potential families (phone, mail, and e-mail) and assist the Academy in managing the enrollment process, including the processing of paperwork and data entry
 - Apprise families of their status in the Academy's enrollment process
 - Assist with public relations and demand creation for the Academy and its Open Houses and other events via mail, e-mail, newspapers, magazines, journals, radio, television, community forums, town hall meetings, and other forms of communication and outreach on the Academy's behalf
 - Assist with the drafting and distribution of Academy press releases
 - Field and respond to incoming calls, letters, faxes, and e-mails about the Academy, its curriculum, the application/enrollment process, instructional materials, etc.
 - Conduct focus groups, surveys, interviews, observation sessions, and/or user testing on the online school program to obtain feedback on how to improve the program
 - Create "feedback buttons" on lessons so that students, parents, and teachers may send in lesson comments and suggestions; respond to suggestions and implement improvements
 - Assist with setting up and implementing special education policies, procedures, and services for children with special needs
 - Conduct exit interviews for those who withdraw in order to learn more about how to improve the program for families
 - Advise and assist with the creation of teacher training materials for new and returning teachers
 - Create and mail new student packages, including the "Start-Up Guide" and "Welcome Packet" to newly enrolled families