La Crosse eScholars
Your Online Learning Program

Parent/Student Handbook

January 2019

This is a living document subject to continuous revision.
Its contents shall be considered to be as current as published.

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Overview

The School District of La Crosse strives to utilize new and emerging technologies and learning environments to provide students different pathways to success. The eScholar Program was created in 2011 to provide high-quality standards-driven curriculum that is able to accommodate students' varying physical locations while providing timeline flexibility. The Wisconsin Digital Learning Collaborative is a partnership among the Wisconsin Department of Instruction, The Wisconsin Virtual School (WVS) and the Wisconsin eSchool Network (WEN).

Wisconsin eSchool Network (WEN)

The district partners with Wisconsin eSchool Network to offer a wide selection of viable, quality course options that satisfy the Wisconsin academic standards. Students enrolled full-time in the school district through traditional and/or online courses are eligible to participate in all co-curricular and extra-curricular activities.

Wisconsin Virtual School (WVS)

Wisconsin Virtual School (WVS), is the state-led online and blended learning supplemental program that partners with school districts throughout Wisconsin, to offer online courses to middle and high school students.

The online course catalog can be found at:
http://wi.geniussis.com/publicstudentcourselist.aspx?id=1524

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Belief Statements

- La Crosse School District believes in providing a variety of opportunities for students to experience challenging, diverse and contemporary digital curriculum and instruction with a goal to improve student achievement.

- La Crosse School District believes in encouraging students to complete a minimum of one online learning experience taught by a La Crosse instructor as much as possible as part of the individual preparation for an increasingly technological world.

- La Crosse School District believes in providing staff with a variety of opportunities to participate in digital learning experiences with a goal to improve staff effectiveness while using resources efficiently and strategically.

- La Crosse School District believes in offering digital learning services and options to strengthen community and home partnerships and communication.

Benefits of eScholars

The La Crosse School District offers students the opportunity to participate in online learning courses to better serve individual needs and to create an avenue for equipping students with the 21st Century Skills they will need throughout their lives.

- Relevant, rigorous coursework completed in flexible locations (home, school, library, etc.).

- Satisfaction of district graduation requirements

- High quality, interactive courses aligned to state and national standards (grades 6-12)

- Online courses may be selected as possibilities to resolve scheduling conflicts, to serve home-based & homebound learners, and to provide potential options for expelled students

- Online course registration offered during each school's regular course registration process

- Student participation in semester courses to address credit-deficiency

- Opportunities for students who may be unable to participate in a traditional educational setting

- Modified rates of learning to accommodate students in traditional, accelerated, or extended environments

- Preparation for a future in post-secondary educational and work environments

Profile of a Successful Online Student

Instructors with years of online teaching experience agree that students who have successful, satisfying experiences learning online share several critical characteristics. Review these characteristics and answer these questions for and with potential online learners.

Good Time Management: Can the student create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?

Effective Communication: Can the student ask for help, make contact with other students and the instructor online, and describe any problems she/he has with learning materials using email, text messaging and/or the telephone?

Independent Study Habits: Can the student study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule?

Self-Motivation: Does the student have a strong desire to learn skills, acquire knowledge, and fulfill assignments in online courses because of an educational goal? Can she/he maintain focus on that goal?

Academic Readiness: Does the student have the basic reading, writing, math and computer literacy skills to succeed in the class?

Technologically Prepared: Does the student know how to open, create and/or save a document; use various technology tools (e.g., dictionary, thesaurus, grammar checker, calculator); and identify various file formats (e.g., doc, xls, pdf, jpg)?

Types of Courses Available Through eScholars

Online Course- Instruction takes place primarily over the Internet, using an online delivery system to provide access to course content. It may be accessed from multiple settings (in a school building and/or out of a school building). A certified teacher is the teacher of record for the course. Students are scheduled within Skyward for a certain hour, but learning takes place at any time. Students from around the state may or may not be in the classroom along with LAXSD students.

Blended Course- Instruction in which student at least in part through online learning with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home. The teacher of record is a LAXSD instructor. Students are scheduled within Skyward and regularly scheduled face-to-face meeting occur. The building principal along with teacher determine how often and when face-to-face instruction occurs. Supervision of the students during non-contact days will be scheduled internally within the building.

Digital Access- Digital access occurs when the instructor has access to the WEN curriculum, but instruction occurs entirely face-to-face. This is an option for teachers that are evaluating the WEN curriculum for potential integration in the future.

Concurrent Blended/Online Course- A School District of La Crosse teacher may be facilitating both a blended and online course concurrently for students. This course design requires the creation of two courses assigned to the teacher (regular face-to-face blended and online) with the same course requirements in each.

Instructors

School District of La Crosse online teachers support student learning as students proceed through virtual learning courses (student consultation, course selection, registration, pacing, exam proctor, etc); the online teacher also issues grades and reports on behalf of the student. For locally facilitated courses, this person will always be an LAXSD staff member and is required to have a current educator's license related to the content area taught.

Each building will have a lead teacher who can provide on-site troubleshooting and on-boarding to new and current staff for the betterment of the student and staff experience within the eScholar program.

Expectations for eScholars Coach

Every online student (part time or full time) is required to have an identified eScholars Coach. Typically it is a high school staff member at the School District of La Crosse. At the middle school level, parents/guardians over the age of 18 will act as the eScholars Coach for their student. Training for the parent/guardian will be provided by the eScholars program office or designee.

The eScholars Coach has a 'guardian account' so they can monitor student progress in the gradebook at any time to ensure that the student is on pace. This is particularly important early in the course. The eScholars Coach is expected to provide support and encouragement to the online student. They may need to assist the student in managing and structuring their time in order to maintain adequate progress in the online course. If any challenges or issues arise, it is the role of the eScholars coach to assist the student in resolving those issues. The eScholars coach should regularly review the student gradebook to ensure the student is on pace. If not, the Coach should connect with the student and, if necessary, enlist the support of the school counselor or principal to help the student get back on track.

Grade Level Eligibility

eScholars is for the secondary level. High school credit is awarded based on the certification of the instructor. If a middle school student takes the high school course from an applicable content area certified instructor, students would receive credit for the equivalent high school course, but grade would not factor into their high school grade point average.

Enrollment Timeline

Students may apply for online enrollment for locally run courses July 1 through October 1 for Fall semester and December 1 through February 1 for Spring semester following the appropriate processes. Exceptions may occur with full consultation of building principal and Director of Curriculum, Instruction, and Assessment or designee.

Enrollment Guidelines

The following guidelines apply to students seeking a part- or full- time online enrollment status. Students must be enrolled full time in coursework (either at the School District of La Crosse, as a registered home school student, or their WI state resident school) to enroll in any eScholars courses.

Any student enrolled in any part of the eScholars Program who is not making adequate progress toward graduation, meeting participation expectations, or course benchmarks (as defined by school district personnel) may be re-assigned to their enrolled school or home boundary school for face-to-face courses.

Full-time Enrollment

The expectation for full-time status for a high school student is defined as enrollment in an equivalent of 6.0 credits for freshmen, sophomores and juniors; 5 credits for seniors who are in good standing and on track for graduation.

Full-time status for a middle school student is defined in cooperation with the principal and school counselor. Typically this includes English, math, social studies, science, physical education/health and a combination of fine arts, physical education, career/technical education, and world language.

Full-time School District of La Crosse students typically enroll in one online course initially to determine if the online learning environment is a good fit for them. Students are expected to supplement their online enrollment with face-to-face courses to keep appropriate pacing for graduation. After successfully completing at least one semester course online with a grade of "C" or better, a student may request enrollment in two courses simultaneously.

Through conversation with school counselors and principals, students may request to enroll in courses that are part of the statewide online course catalog. Students may apply to take a

course for original credit, replacement credit or recovery credit. Students should not expect automatic acceptance to the eScholars program offerings as limitations may occur due to course availability, financial availability, or student/parent readiness.

Full-time online student status involves applying during the regular school course registration process in December/January for the following school year. Students applying for full-time status after that date will be considered for enrollment on a case-by-case basis.

All student requests will be considered for review. Special consideration is provided for students with significant life obstacles or opportunities (e.g. unique talents in music, arts, academics, etc., homebound students, teen parents, voluntarily withdrawn students, self-supporting youth, transient students, students in treatment programs, adjudicated and/or incarcerated youth, students with physical, mental or emotional difficulties, or dropouts).

Co-Curricular/Extra-Curricular

Since the eScholars program is a part of the regular School District of La Crosse educational options, students are eligible to participate in co-curricular activities and athletics in their enrolled school using the same guidelines for traditional students. Additional information can be obtained by contacting the activities/athletic director in their school.

Eligibility of Students with Individualized Education Plans (IEP)

The decision to enroll students with IEPs will follow the established course request approval process for all School District of La Crosse online course enrollments.

If a student with an Individualized Education Program (IEP) meets the general eligibility enrollment criteria and is approved for an online course, the student is served by the LAXSD online mentor teacher. The case manager of the student serves in a consultant role.

If a student with an IEP does not meet the general eligibility enrollment criteria for an online course and is approved through the IEP process, a case manager may serve as the School District of La Crosse online mentor teacher.

If a student's IEP team includes an online course as a student option, the Local Education Administrator (LEA) makes decisions about resources based on special education department funding. It is the responsibility of the LEA and the case manager to inform the online administrative assistant of any special or unique considerations that would impact enrollment, participation, or performance.

Grading and credit decisions for an online course are made in the same manner as decisions related to any School District of La Crosse course that involves a student with an IEP.

Steps in the Enrollment Process

New Students to the District Interested in the eScholars Program

Note: Please allow time for this process to be completed. This is only for open-enrollment, private school, or home-based (homeschool).

1. Student may make contact with a school or staff member inquiring about the eScholars program. Student/parent should be guided to contact District Registrar's Office – Hogan Administration Building.
2. Students complete district enrollment packet
3. Student and or family meets with school counselor.
4. Meeting occurs, determination that eScholars a viable opportunity for the student."Has the student successfully taken an online course before?"
5. School counselor builds schedule with student and family from existing school district approved online course catalog and face-to-face courses if applicable.

Currently Enrolled Students in the District Interested in the eScholars Program

Note: Please allow time for this process to be completed.

- Statewide courses: Counselors or designee will enter the student course into the student information system and WEN. If the course does not appear in the student information system a contact will be made to the Data Services Manager. Content Instructional Supervisors will be notified regarding any new course requests.
- Local courses. Counselors or designee will enter the student course into the student information system. The eScholars Registrar will enter schedule of courses into the WEN system for enrollments one week prior to the beginning of each semester. After those dates, the school counselor or school designee will enter enrollments in both systems. Counselor will develop student's cumulative folder following building processes.
- School Counselors will coordinate with the Director of Curriculum, Instruction, and Assessment the process for full time online students to participate in state and district assessments.

Student Orientation

All new students to eScholars are required to demonstrate basic skills before taking their first online course. The Student Orientation indicates whether students meet the minimum equipment specifications and the basic competencies required by all online learners for any online course offered by School District of La Crosse. If the orientation results indicate that the student is not ready, the online mentor teacher will work with the student to gain readiness or counsel the student to end the registration process.

Often students don't understand the rigors or expectations of online course work. This orientation also provides an overview of how online courses differ from traditional courses and the skills and attitudes that are necessary for being successful.

Students working outside of the school setting must be made aware of the need to access equipment that meets the minimum requirements as specified in the virtual/online course description.

The orientation assessments help measure students' technical and independent learning skills as well as preferences and attitudes. Not all online learning courses or activities are alike, so there is no one formula for determining whether a student will be successful. However, having students complete orientations helps school staff and students build some awareness of whether the student is ready to move into the world of online learning.

It is important that online learners have good general computer and Internet skills. Without these skills, they may find learning online to be a frustrating experience, which will compromise their ability to be successful. If students are interested in online learning but require a more in-depth preparation for using technology such as email, internet and online course tools, we recommend working with students to develop these skills prior to enrollment.

There will be a student orientation. Those that don't attend would make arrangements with the online lead teacher before being enrolled in the course. Students that do not complete the orientation may be dropped.

Course Enrollment Limits per Students

The number of concurrent courses a student may be enrolled in will be determined by the district. The total number of courses (online or a combination of online and face-to-face) should not exceed the amount of instructional periods in a typical school day.

Attendance and Participation

Time is the variable whereas learning is the constant. Students are expected to make reasonable progress according to their pacing plan. Attendance will be monitored by the online mentor teacher or eScholar coach (statewide). Attendance in online courses is performance based. It is measured not only by logging on to the computer, but by successful assignment completion and submission, participation in course activities such as threaded discussions, and communication with the online mentor teacher. Failure to make reasonable progress may result in having the course dropped and students may not be able to take future online courses. Also, students may be considered a Habitual Truant and is therefore in violation of Wisconsin's Compulsory Attendance Statutes 118.15(1)(a) that require a child attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the school board. The student and parent/guardian may be subject to legal sanctions.

Attendance for Full-time or Part-Time Online On-site, Resident or Non-Resident (open enrolled):

- Student reports to assigned learning space
- Attendance reported by eScholars coach
- eScholars coach will be set up in Skyward as a 'team teacher' in the online courses with the only purpose to take attendance

Dropping or Cancelling a Course

Students are able to drop the course without penalty during the enrollment grace period which consists of 14 days or if an extension is granted. Extensions are granted from the online mentor teacher but may not exceed 30 days from original enrollment.

This process should be coordinated through the school counselor who will complete the process of dropping a course. If the student is not dropped within the two-week window, costs are incurred for the course by the district (not the student).

We recognize that some withdrawals are unavoidable, and may be due to communication or technical issues that need to be resolved. Before resorting to "withdrawal," the online mentor teacher and staff should see if the problem can be resolved.

In the event that circumstances cause a course to be canceled, schools and students will be notified as far in advance as possible.

Homework Policy

Homework should align to the pacing plan for the course. If work is going to be late, it is the responsibility of the student to contact the online content teacher. It is the responsibility of the student to make up work missed due to absence.

In cases of extended student illness (five days or more), the student should contact the online teachers regarding the delay in providing assigned work. Parents may also consider contacting the online teachers to make arrangements for work that will need to be made up in accordance with school policy.

Instructional Materials and Textbook for Online courses

Curriculum resources for each online course vary according to instructional resources and curriculum providers. School District of La Crosse will provide the required course materials.

Students will be held accountable for loss or damage to these materials in the same manner that they are held accountable for any school materials. At the end of the course, the online mentor teacher is responsible for returning materials to the proper staff members.

Student Behavior

It is expected that the student will conduct him/herself in adherence to the School District of La Crosse core values even if the student is taking the online class in another setting. If inappropriate behavior is reported while a student is participating in an online course, the school may take appropriate disciplinary action as is deemed necessary to correct and discontinue such behavior. Disciplinary issues will be handled as outlined in the School District of La Crosse student handbooks.

The School District of La Crosse has adopted core values that relate to the online learning experience:

CHARACTER EDUCATION/CORE VALUES

The School District of La Crosse is concerned with the ethical and moral dimension of a young person's life. A goal is to assure that all students, on leaving school, will have developed a keen sense of personal and civic responsibility. To that end the District believes that all staff members should affirm for themselves, for our students, and for other staff members the following Core Values:

- **Honesty**. Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else's work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust, with confidence that what is written and spoken is honestly expressed and that all people are trustworthy.
- **Respect.** Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and constructive suggestions from others. While affirming individual freedom, the rights of the group are also fully honored.
- **Responsibility**. Each person has a sense of duty to fulfill willingly the tasks he or she has accepted or has been assigned. All work is conscientiously performed. Members of the community feel comfortable asking for help and agree that they must be held accountable for their behavior.
- **Compassion**. Each person is considerate and caring. There is a recognition that everyone, from time to time, feels hurt, confused, angry, or sad. Instead of ignoring such conditions, people reach out to one another. In the case of conflict, members of the community seek reconciliation and try to understand each other, even forgive.
- **Self-discipline**. Each person agrees to live within limits, not only the ones mutually agreed upon, but, above all, those established personally. Self-discipline is exercised in relationships with others, especially in the way people speak to one another. Self-discipline also applies to the use of time. At the simplest level, self-control reflects habits of good living.
- **Perseverance**. Each person is diligent, with the inner strength and determination to pursue well-defined goals. It *does* matter that a task be completed once begun, and to persevere not only teaches discipline, but brings rewards as well. Each person pushes hard to complete assignments, and all members of the community willingly support others in their work.
- **Giving**. Each person discovers that one of life's greatest satisfactions comes from giving to others, and recognizes that talents should be shared, through service. Rather than waiting to be asked, members of the community look for opportunities to respond positively to the needs of others, without expectation of reward.

Academic Honesty Policy

All submitted work must be authentic, representing original ideas and/or citing all relevant sources for researched information if it is not completely original. There is 'no tolerance' for work plagiarized or completed by another person. All student handbook guidelines apply. But specifically:
submitting plagiarized work or work completed by another will result in receiving a failing grade for the assignment and possibly for the course. Students will be required to complete the assignment without credit in order to continue in the course.

Grades and Credits

An online, credit-earning course is treated like any other School District of La Crosse course. Virtual learning courses receive School District of La Crosse credit, carry a School District of La Crosse course number, and are listed on the student transcript. Credit values are defined in the School District of La Crosse Student Information System.

For courses taken by La Crosse students and taught by a local teacher, the teacher will articulate the weighting of the grades for the students. The grading scale will remain the same.

For statewide students, using information supplied by the online content teacher, the online mentor teacher translates class work into grades based on the School District of La Crosse grading system. Course weighting and other special considerations are made at the discretion of the school/district and are to be decided prior to the enrollment of students.

Grades for students taking local virtual learning courses are recorded in the School District of La Crosse Student Information System using the regular grading tools when the marking period grading window is open, e.g., end of Q1, end of Q2, etc. If a student completes coursework outside of these intervals, the grade is not recorded until the next grading window opens or until a designated staff member enters the grade between grading windows. Statewide virtual learning courses will only record a final grade in Skyward.

Students cannot audit an online course.

Grading Scale

● Middle School Grading Scale:			● High School Grading Scale:		
○ A+	100.00	98.00	○ A+	100.00	100.00
○ A	97.99	92.00	○ A	99.99	93.00
○ A-	91.99	90.00	○ A-	92.99	90.00
○ B+	89.99	88.00	○ B+	89.99	88.00
○ B	87.99	82.00	○ B	87.99	83.00
○ B-	81.99	80.00	○ B-	82.99	80.00

○	C+	79.99	78.00	○	C+	79.99	78.00
○	C	77.99	72.00	○	C	77.99	73.00
○	C-	71.99	70.00	○	C-	72.99	70.00
○	D+	69.99	68.00	○	D+	69.99	68.00
○	D	67.99	62.00	○	D	67.99	63.00
○	D-	61.99	60.00	○	D-	62.99	60.00
○	F	59.99	0.00	○	F	59.99	0.00

If a middle school student is taking high school courses, the high school grading scale will be used.

Report Cards

Students taking virtual learning courses shall have their grades appear on the standard report cards during the regular grading period windows. The School District of La Crosse will print and distribute report cards that include online courses by following standard procedures for all courses. Local online courses are included on the report card quarterly. Statewide courses are only on the school report card at semester.

Failed Courses

If a student fails a virtual learning course, the possibility of repeating the course again online is determined by the school decision-making team. The grade replacement will align with the high school graduation handbook policy. Retaking an equivalent course with eScholars results in the higher of the grades prevailing.

Course Length

Students will have 16 weeks from the date of enrollment to complete each course for the fall and spring terms for Statewide courses. During the first semester, classes may extend into the second semester upon extension granted by the instructor. In that situation, grades are marked as Continuing Progress (CP) within Skyward and then updated when the course is completed. For the second semester, all courses must be completed before the semester ends. This means that some 2nd semester courses could be less than 16 weeks if there is a late enrollment.

Students will have until the end of the enrolled semester for locally facilitated courses. The exception to this would be during the first semester if an extension is granted by the instructor.

Assessments

- All graded items in an online course are considered an assessment of varying types. Students are assessed through activities such as:
  - knowledge (quizzes, oral quizzes, exams, worksheets)
  - comprehension(projects)

- ○ Application/problem solving (projects, applying concepts to real life problem solving)
    - ○ critical thinking/analysis (essays, documentaries, reflective journaling)
    - ○ synthesis (projects)
    - ○ evaluation (persuasive projects)
    - ○ teamwork/collaboration (threaded discussions, video conferencing, chat room, whiteboards)
    - ○ oral quizzes in person or on the phone are a common means of assessment in the online learning environment. Students may be asked to discuss the process used in research for a project, paper, or other course activity.

- State-Mandated: All students enrolled in the School District of La Crosse will be required to provide transportation to a district testing location to take all state-mandated assessments. If the student is not able to participate in the state-mandated assessment a parent must submit a written request for student opt-out and submit the request to the district boundary school per any state requirements.
    - ○ **NOTE: Non-resident part-time enrolled students would report to their resident district for state-mandated testing.**
    - ○ District Assessments: In certain situations, students may be asked to participate in the district benchmark assessment.
- **Final Exams:**
    - ○ Final exams are to be taken in a proctored setting for students seeking high school credit.
    - ○ Final exams will be proctored by the district employed eScholars coach **as scheduled by the eScholars coach or designee in consultation with the principal.**

Communication of Student Progress
- Students have access to the WEN online pacing guide and gradebook. The student should first communicate any issues such as illness, lack of progress, etc. with the online teacher. These same items should be communicated with the eScholar Coach as well.
- The Coach and parent/guardian has access to the student gradebook (both WEN and Skyward) to check on student progress at any time as compared to the due dates and completion goals of their pace plan.
- The Coach can email the online teacher at any time about questions or concerns they have regarding the student's progress. They can request a phone conference by including in their email, a phone number and times they are available for the teacher to contact them.
- At least once each month, the online teacher prepares a progress report viewable throughout the student and/or guardian account. A notice is sent to the eScholars Coach at the email address designated on the registration. If the student finds the online teacher is not doing this, the student should inform their eScholars coach for contact and resolution with the online teacher.

- eScholars Coaches or online teachers may notify the school counselor if there are other student performance concerns **such as illness, inability to work on course that have not been taken care of by the online teacher.** Counselors will be expected to contact students and report any extenuating circumstances to the eScholars Choice and Charter supervisor and/or building principal.
- Content learning assistance with the online teacher should be available to the student. If that is not occurring, the student should contact their eScholars Coach for resolution with the online teacher.

Summary of Responsibilities

Student Responsibilities	eScholars Coach and/or Parent/Guardian Responsibilities	Online Teacher Responsibilities
● Advocate for self to ensure all requirements are being met. ● Log on to the course regularly ● Ask questions if you don't understand something ● Stay on pace (Reference your personalized Pace Plan) ● Communicate regularly with your Online Teacher and your eScholar Coach, school counselor, and/or principal if needed	● Ensure access to necessary technology provided by the family/student if not involved in a district 1:1 program ● Monitor gradebook and pace chart ● Provide support and encouragement ● Provide structure and guidance as needed ● Be a liaison between student and online teacher as needed	● Return phone calls and emails by the end of the next school day ● Grade by the end of the next school day ● Provide progress reports at least monthly to Coach/student/parent if teaching statewide students ● Meet with students online in the chat room or whiteboard as needed, by phone, or in person as the situation warrants

Pace Plan
- Based on student goals for course completion, the pace plan is determined by the start and end date of the course to be completed. Students have the flexibility to accelerate, or they can complete a semester course within a traditional semester. The pace plan assigns due dates for all assignments that then become the benchmarks of progress to support the completion goals.
- If students will not have access to their course for several days for example because of an upcoming vacation, they are expected to work ahead so that all assignments due during their absence would be completed prior to their departure.
- One 2-week extension may be requested for extenuating circumstances at least two weeks before the final course end date. Courses are 16 weeks in duration from the

starting enrollment data. **If a student is given a 2-week extension as applicable, the student must complete the course in that timeframe or receive a grade of F.** The extension is approved by the online teacher mentor.
- **Students, eScholars Coaches, and parents/guardians should check the student's progress at mid-term. Instructors should enter a grade in Skyward Student for the mid-term progress. Students will receive mid-term progress reports as do other face-to-face students. This progress may be before or after the actual mid-term of the course depending on the start date of the enrollment in the course.**

Responsible Use Policy

Students will be expected to follow the district responsible use policy.

WEN, Email, Network Accounts

Students must use the district supplied accounts for their eScholars coursework.

Fees and Supplies

Any fees or supplies for course(s) other than the regular course fee shall be the responsibility of the student/guardian.

No Transportation or Food Service Available

Full online, off-site students do not qualify for transportation or food services. Full- or part-time onsite students may qualify for transportation and food services and will follow district transportation and food service guidelines.

For additional assistance in your questions regarding the eScholars Program, please contact the Director of Curriculum, Instruction, and Assessment or one of the building principals.