

# Charter School Proposal - Milwaukee Virtual School

## Executive Summary

The Milwaukee Virtual Program (MVP) was developed prior to the 2021-2022 school year as an option for families that had concerns with a return to in-person instruction during the coronavirus (COVID) pandemic. It was planned to operate a virtual program using federal Elementary and Secondary School Emergency Education Relief (ESSER) funds for three years as a separate calendar of Barack Obama School of Career and Technical Education. A survey was provided to all families to ascertain which students were a potential fit for full virtual instruction. Many families were pleased with the synchronous model of instruction provided by Milwaukee Public Schools (MPS) at the start of the pandemic, so enrollment was strong at over 1,500 students. Milwaukee Virtual Program began operation as a fully asynchronous learning model for grades 6-12 when the MPS traditional schools returned to full time in-person instruction. The MVP model required a learning coach (adult in the home) to encourage and monitor students, and the first year of the program focused on communicating best practices for virtual learning to students and families.

The 2022-23 school year was a continuation of the first as MVP staff worked hard to ensure families understood expectations and helped families of struggling students transition back to traditional learning. Enrollment was around 1,000 students that year with more families transitioning back to in-person learning. Standardized testing events were prioritized through increased outreach and rewards; helping build community between students, learning coaches, and staff. The positive connections that were developed led the team to create more opportunities for socialization in the program.

During the 2023-24 school year, MVP provided substantial teacher-directed instruction through synchronous and asynchronous e-learning tools. Milwaukee Virtual Program also expanded supports for virtual students to include an in-person orientation for students and learning coaches. In January of 2024, enrollment increased with families reporting that the virtual learning environment supported student needs related to mental health, safety, and flexible scheduling more so than the public health issues that led to the creation of MVP. It became clear that a virtual mode of instruction was in demand post-pandemic, and that several families had made a valuable connection to MVP and the virtual learning environment. Multiple years of positive standardized test and end of semester data demonstrated that MVP was helping students academically. Social-emotional virtual sessions also began through partnerships with Milwaukee Recreation. The idea came from learning coaches who wanted their students to have more time together outside of standardized testing.

With the anticipation of enrollment trending up during the 2024-25 school year, the decision was made to extend MVP past the initial three-year window. Over 80 percent of the staff that were a part of MVP the first year are still supporting students currently. The staff is looking to expand

social-emotional opportunities for students and is eager to offer summer programming to students and families who want to continue learning or are looking to “test the waters” with the virtual format. Milwaukee Virtual School is eager to open its doors to more students in the future, including students who live in Milwaukee County, thus the proposal to become an instrumentality charter school operating at Milwaukee Virtual School.

A combination of online curriculum, readings, synchronous, and asynchronous instruction aligned to state-standards will be used for the Milwaukee Virtual School. The choice of providing print or online content or both will be made at the discretion of the online instructional provider and in accordance with its agreement with Milwaukee Virtual School. Online communication and collaboration tools including assignment management in Infinite Campus (IC) and data-based conferencing with Imagine Learning Edgenuity teachers, Milwaukee Virtual School staff, students, and families will ensure academic progression. Regular formative assessment that gauges student academic growth and areas of content/skill mastery according to grade level standards will be implemented for Kindergarten through eighth grade. For ninth through twelfth grade, Milwaukee Virtual School will provide a challenging high school experience focused on students pursuing paths that lead to success whether via college major or career choice. Their personalized paths are monitored along the way by the student, parents, Edgenuity teachers, and Milwaukee Virtual School mentor teachers. The curriculum provides a comprehensive high school program with different levels of academic coursework. The different levels are designed to meet state standards and provide students a rigorous curriculum.

The appeal of online learning is the flexibility it affords the student and family, including daily work schedules and location. Students can choose the hours in which they participate in school activities, blending it with other personal and family obligations. A typical student will access their classes online daily, communicate with instructors, regularly complete assignments, take advantage of on-demand tutoring when needed, participate in synchronous activities (ie: live classes) and asynchronous coursework, and check in weekly with their assigned mentor teacher. The weekly check-in will allow for clarification, data chats, review of promotional or graduation progress, or meet with a counselor to discuss college options or course selections for the next year.

## Charter School Proposal

### Application Team and Leadership

The charter school application team is led by Mr. Will Luedtke, currently serving as the assistant principal in charge (APIC) of MVP. Mr. Luedtke would be the proposed leader of Milwaukee Virtual School and a veteran leader in MPS. Mr. Luedtke previously served as an assistant principal and as the credit recovery specialist of the MPS extended learning opportunities team. Ms. Mary Spidell is the specialized services regional manager supporting MVP and she will

continue to lead the work related to specialized services for the Milwaukee Virtual School as a member of the high school region leadership team.

Mr. Luedtke is supported in the leadership of the virtual program and the charter proposal by Dr. Jennifer Smith, regional superintendent for the high school region. Additional support for the charter application and the future leadership of Milwaukee Virtual School would come from Mr. Michael Harris, chief school administration officer, Mr. Matthew Boswell, senior director of the MPS Department of Student Services, and Ms. Bridget Schock, contracted schools director.

## Mission and Vision

Several lessons were learned from the first year that solidified the mission and vision of the program. With over three years of positive trending data in the areas of attendance, achievement and participation in academic activities, MVP has developed systems that support students and families on the path to scholastic success.

The mission of Milwaukee Virtual School is to provide a rigorous curriculum with levels of support for students and learning coaches centered around best practices that have proven to develop students academically and socially in a virtual format that prepares them for success in a technology-focused world.

The vision of the Milwaukee Virtual school is to:

- Create a caring and supportive virtual learning environment where all students can thrive academically, socially, and emotionally. Milwaukee Virtual School aims to provide academic skills, confidence, independence, and essential life skills in every student.
- Provide opportunities for families and students to build community and participate in social-emotional and extracurricular activities through partnerships and virtual sessions with Milwaukee Virtual School staff in support of the learning environment.

## Educational Program

Milwaukee Virtual School will offer a comprehensive, K-12 educational program supported by contracted content instruction from Edgenuity online learning platform. The curriculum of the Edgenuity courses will be comparable to those offered at other schools in the district. Wisconsin-licensed teachers who are appropriately licensed for each grade and subject (Wis. Stat. §18.40 (SXb) ) will deliver instruction via the online platform. The Milwaukee Virtual School will follow the MPS district school calendar for instructional days, professional development days, and required assessments. This will include offering a summer program for enrichment and credit recovery opportunities following the district-approved summer school calendar.

As the online instruction providers, Edgenuity teachers are responsible for ensuring each of the following happens for each student assigned to them:

- Planning for daily instruction
- Regular assessment of learning
- Prescribing content delivery through class activities

- Providing feedback on learning and instructional activities
- Reporting outcomes to administrators and parents

In addition to the online instruction for each course, Edgenuity will provide students the opportunity to engage in content tutoring via the online platform. Daily instruction, as well as the tutoring, will be monitored and reviewed by the full-time Imagine Learning (Edgenuity) specialist included in the contracted services. Mentor teachers will be assigned to each grade level to provide students with academic support, social-emotional support, and weekly, synchronous sessions to review students' progress. Mentor teachers may also prescribe students with needed academic interventions based on the screening data to support grade level proficiency. Students can also schedule sessions with their Edgenuity instructors and the Edgenuity specialist will routinely offer professional development for guardians (learning coaches) and students. Together, the learning coach, MPS mentor teacher, and Edgenuity instructor create a circle of support around the student.

The educational program at this charter school will mirror the educational program at the district's traditional schools but will differ in delivery method and instructional strategies appropriate for online learning. All Edgenuity courses are reviewed by MPS to ensure the scope and sequence mirrors the in-person curriculum offered at the district. Graduation requirements for Milwaukee Virtual School will be aligned with the Milwaukee Board of School Directors (MBSD) board-adopted graduation requirements. By nature of the online program, students that complete their high school years with Milwaukee Virtual School will meet the criterion for online coursework as a requirement for graduation.

Each full time student of Milwaukee Virtual School will be provided a Chromebook computer and all necessary software and courseware. Students will receive a school supply kit at the beginning of each school year to include the supplies that would normally be provided to students through their classroom including art supplies for those students participating in an art course for their grade level. Milwaukee Virtual School will work with the MPS Department of Technology Services and community resources to connect families with internet hot spots and ensure connectivity at home to support virtual learning.

All teachers, counselors, student support team members, office staff, and building administrators will be available via email, phone, or virtual meetings. All staff members will respond to all student, parent, or guardian inquiries within 24 hours.

Students must enroll in at least six courses each semester to be considered full-time students unless all other graduation requirements have been met; they have an Individualized Education Plan (IEP) or 504 that specifies otherwise; they have been excused by a doctor; or they have other extenuating circumstances that are documented and may prevent them from engaging in six courses. Course offerings include a wide range of core offerings in English language arts, health/physical education, mathematics, science, and social studies, as well as elective classes in art, business education, information technology, music, and world languages.

Students will participate in a range of formative and summative assessment activities in all courses aligned to the Wisconsin State Academic Standards. Students' progress will be communicated to guardians through traditional means (progress reports and semester report cards, via email, text, and phone, online guardian-student-teacher conferences, and by providing the guardians with a parent login in the student's courses, thereby allowing them to check progress and achievement regularly. Guardians are encouraged to monitor progress by using the multiple tools provided to them.

Students enrolled in Milwaukee Virtual School will be expected to participate in all state-mandated testing unless their parent exercises their right to opt out of such testing following Wisconsin state statute §18.20(2b). Testing will be administered at Milwaukee Virtual School following the MPS scheduled testing windows and will be administered online when that option is available.

Milwaukee Virtual School will encourage local community service activities that allow students to apply their academic skills while interacting with other students in their immediate geographic area. Milwaukee Virtual School will continue a partnership with Milwaukee Recreation and will provide families with a monthly calendar of events that encourage students and their families to be active and engaged in positive, healthy activities and events. Full-time students of Milwaukee Virtual School will be eligible to compete in MPS interscholastic athletics and academic programs following the guidelines outlined by the Wisconsin Interscholastic Athletic Association (WIAA) for determining eligibility.

## Governance and Parent Engagement

Milwaukee Virtual School will establish a 5 person governing Board to oversee the implementation of the charter agreement. The 5 person Board will consist of a majority of non-staff members with an elected president and vice president annually. Other than issues specifically addressed in this agreement regarding the Milwaukee Virtual School Board, the size, method of appointment and constitution of the Board will be as stipulated in the Board's by-laws.

The charter school will be accountable to the MBSD in all aspects and will provide information as requested. All district policies and procedures will be followed to the greatest extent possible. The unique features of a virtual school will require ongoing collaboration between the school administration and the district. The district will hire or assign a licensed school principal and assistant principal to lead the school's day-to-day operations and provide instructional oversight. This administrator will report to the regional superintendent of the high school region, the superintendent, and the MBSD.

The district's staffing procedures will be followed. Our contracted service for daily instruction will be provided by certified, highly-qualified teachers. The staff of Milwaukee Virtual School, including the leadership and mentor teachers, will be employed by the district. The terms and contracts established by the district will also apply to all Milwaukee Virtual School staff. All employment decisions will be subject to the approval of the MBSD. The MBSD will be notified of

all openings, postings, and candidates recommended for hire by the MPS Office of Human Resources.

Parents play an integral role in the success of all students but especially with students in a virtual program where the home is the primary learning environment. Parents will be provided with orientation and training on the technology and platforms used for instruction, assessments, and submitting assignments. Parent orientation will happen at the beginning of each school year with technology support available on demand. Parents will be provided with a learning coach agreement outlining the key role that the parent plays in at home support for learning. Communications with families are translated in multiple languages to ensure prompt and accurate communication with non-English speaking families. A parent coordinator will be hired to increase engagement with parents (learning coaches).

Parental issues, concerns, questions, and complaints will be handled following these steps:

- (1) Contact the online teacher.
- (2) If resolution has not been reached, an administrator at Milwaukee Virtual School will be contacted.
- (3) If resolution is still not reached, the regional superintendent will be contacted.
- (4) Unresolved issues may be appealed to the Superintendent of schools.

## School Staffing Structure and Professional Development Plan

At its sole cost and expense, MPS will provide administrative services to support all school district employees and all enrolled pupils at Milwaukee Virtual School in the same manner as other MPS schools, including but not limited to: purchasing, accounts payable, accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits administration, pupil services, recordkeeping, reporting and other compliance monitoring and fulfillment, building and grounds maintenance, and testing of students. MPS will at all times remain the sole employer of all personnel engaged in providing administrative services. All services set forth/outlined not in the budget will be provided by MPS in a like manner as provided to other schools.

Once reaching full capacity enrollment, school staff for Milwaukee Virtual School will include the following positions:

- Principal: Head of school leading instructional outcomes and daily operations.
- Assistant principal: Overseeing specific supports for students including special education, ESL, bilingual, and discipline. The assistant principal will serve as the LEA for all special education meetings
- Special education teachers: Two Teachers.
- Bilingual/ESL support teacher: One full-time teacher will ensure support and aides are provided to students with language needs.
- Mentor teachers: Ten part-time positions assigned to support a group of students with academic, technology, and social-emotional needs. Mentor teachers also provide one hour of synchronous support to their assigned grade level group weekly. In addition, individual data chats are scheduled virtually with students each grading period.

- Counselor: One full-time counselor provides academic, social-emotional, and postsecondary supports for students in alignment with district expectations for this role.
- Social worker: One full-time position as described by MPS and following the same duty assignments.
- Psychologist: One full-time position as described by MPS and following the same duty assignments.
- Parent coordinator: One full-time position as described by MPS and following the same duty assignments.
- Enrollment assistant - Part-time position to be the primary processor of student applications during the admissions windows throughout the year.
- School secretary - Full-time position to be responsible for the office operations and the primary point of contact for/with families needing assistance.

Professional development of all staff positions will be provided by the principal including all required district training and the technology aspects of online instruction. Milwaukee Virtual School staff will be engaged in professional learning during the organizational week of the school year and weekly scheduled staff trainings.

## Health and Safety

Since Milwaukee Virtual School is a virtual school, the health and safety standards that generally apply in the traditional public school format may be somewhat inapplicable in this context. Students are working at home. Therefore, the family will be primarily responsible for health and safety issues. However, to the extent that these general regulations apply, all federal, state, and local health and safety regulations and building code standards will be followed at all MPS locations at which Milwaukee Virtual School may be located. The health and safety policies applicable to all other non-charter schools in MPS will apply to Milwaukee Virtual School. Milwaukee Virtual School will have a crisis team of staff members who can support students and families during times of trauma and grief. Finally, as mandated, all Milwaukee Virtual School staff members will be legally obligated to report suspected cases of abuse or neglect to the designated authorities.

## Recruitment and Admissions

Milwaukee Virtual School will endeavor to reach a diverse population through a comprehensive recruitment and marketing process. Marketing plans include informational meetings during the open enrollment and alternative open enrollment windows, print materials, social media advertising, and the school's recruitment website with links to the Wisconsin Department of Public Instruction open enrollment information.

Milwaukee Virtual School will be a comprehensive K-12 program designed to meet the needs of all students. Milwaukee Virtual School will recruit students who are traditionally underserved in traditional schools or are in need of the virtual learning environment due to safety, physical health, mental health, or family issues. The enrollment of Milwaukee Virtual School is expected

to grow from the current enrollment of 900 to approximately 2,500 within 3 years. The makeup of the student enrollment will include full-time and part-time students. Within the enrollment limit, 10% of seats will be reserved for students working on advanced coursework/accelerated coursework and 10% of seats will be reserved for students on a behavioral reassignment through MPS.

All nondiscrimination policies will be enforced. Milwaukee Virtual School prohibits discrimination on the basis of race, color, national origin, ancestry, sex/gender, sexual orientation, religion/creed, pregnancy, marital or parental status, physical, mental, emotional learning disability, or any other reason prohibited by state or federal law in both its admission and employment practices.

Milwaukee Virtual School will enroll full-time students four weeks before and three weeks into the start of each semester. Milwaukee Virtual school will use an online application process for students and completed applications will be evaluated for enrollment by the Milwaukee Virtual School's enrollment assistant. Admissions will be contingent on the completed application, signed learning coach agreement, uploaded transcript (for high school transfers) and IEP (for special education students), and attendance at an in-person orientation session. Full-time students must be residents of the district or Wisconsin residents who have completed the open enrollment application process. Tuition will not be charged for any full-time student following Wisconsin state statute 118.40(4b)1. Students interested in part-time enrollment who are not city of Milwaukee residents, are not enrolled in a home-based private education program, or who do not meet the criteria for the state's part-time open enrollment program will be required to pay tuition to the district for an amount not to exceed the amounts specified by the state statutes and the Department of Public Instruction. Non-district residents enrolled in a private school desiring to take 1-2 classes at Milwaukee Virtual School on a part-time basis will be required to enter into a Part-Time Virtual Education Tuition Agreement with the District.

No student will be required to attend Milwaukee Virtual School. The district offers many public school alternatives to resident students who do not wish to attend Milwaukee Virtual School. Students will be expected to demonstrate regular progress in their courses. A lack of participation and regular progress toward course completion may result in a loss of status and transfer back to their resident school following Wisconsin state statute 118. Students who are not successfully completing the academic requirements of Milwaukee Virtual School, not meeting their IEP goals, and/or not maintaining sixty percent attendance for a semester may be considered for probationary status. Students on probationary status without improvement in the subsequent semester may be considered for reassignment within the district.

## Financial/Programmatic Audits and Budget

Milwaukee Virtual School will be subject to the same audit processes and reporting procedures currently in place in the district. Funds provided by or procured for Milwaukee Virtual School as an entity of the district are subject to the district's accounting procedures and will be included in



the district's financial statements as determined by the district's auditors. The scope of the annual audit will be determined by the district and conducted at the expense of the district.

Milwaukee Virtual School will use the following local measures, assessments and standardized tests to measure pupil progress. Milwaukee Virtual School will participate in the district's Continuous School Improvement Planning (CSIP) and reporting process.

- Academic Goal 1--Increase student achievement in English Language Arts demonstrated on state standardized assessments. The percentage of Milwaukee Virtual School students scoring proficient or advanced in English Language Arts on the state assessment will meet or exceed district and/or state averages. Assessment:Forward test.
- Academic Goal 2-Increase student achievement in mathematics demonstrated on state standardized assessments. The percentage of Milwaukee Virtual School students scoring proficient or advanced in mathematics on the state assessment will meet or exceed district and/or state averages. Assessment:Forward test.
- Academic Goal 3 -- Graduation Rate - 80% of high school students will earn at least 5 credits each school year to advance in grade level towards a 4 year graduation based on cohort year.

Milwaukee Virtual School will submit its programmatic records for an annual audit by the district and the district shall review the academic and financial performance of Milwaukee Virtual School annually. The principal will collaborate with district leadership to develop the reporting procedure, timeline for reporting, and the information needed in the annual report.

## Additional Information

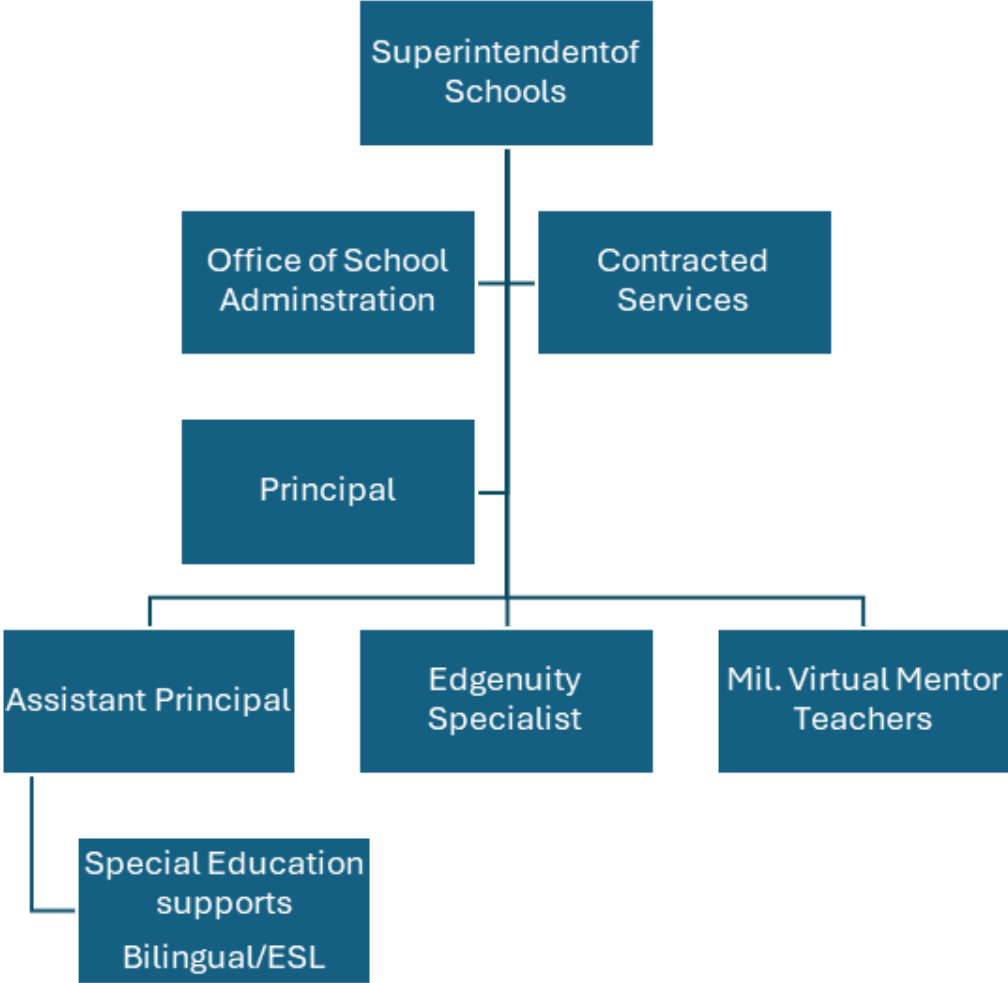
### **Discipline**

Discipline issues in a virtual school are unique to some extent due to the at home location for learning. Offenses that may require discipline in the virtual environment include but are not limited to: inappropriate use of electronic communication tools (email, chat rooms, discussion rooms, etc.), academic integrity issues, and non-participation. Milwaukee Virtual School will follow all district procedures, state and federal laws regarding student rights and discipline. Students enrolled at Milwaukee Virtual School will be subject to the district's acceptable use policies and procedures relating to student discipline, and be informed of these policies during the enrollment process.

### **Facility Needs**

The space used by the staff of Milwaukee Virtual School, other than the online instructors, will be determined by MPS. A space conducive to the operations of the administration and mentor teachers with a space to hold the in-person orientation sessions is needed with the technology to support their professional duties. When distributing Chromebooks and school supply kits, Milwaukee Virtual School would request to use a space at a northside and southside location to accommodate the needs of the families.

**Organizational Chart**



**Appendices**

- A. Curriculum overview
- B. Charter School Calendar
- C. Learning Coach Agreement
- D. Current MVP Attendance SOP
- E. Proposed Budget for 2025-26 School year
- F. Letters of Support

## Appendix A - Curriculum Overview

### **Curriculum Design**

To ensure age-appropriate content, Imagine Learning courses are created by teams of experienced educators and instructional designers with expertise in curriculum development, instructional technology, and content-area education. The course objectives, student learning outcomes, assignments and assessments are aligned to the standards. Instructional design incorporates best practices, including Aurora Institute (formerly iNACOL) instructional and teaching and learning standards and Universal Design for Learning guidelines.

#### **K-5 Curriculum Design**

K-5 courses are offered in partnership with Accelerate Education. The courses use research-based instructional design that includes strategies shown to be most successful. The curriculum and instruction is relevant and engaging, using active learning principles that can be adapted to meet the learning needs of a diverse student body.

A typical K-5 module includes lessons for content delivery, assignments, and assessments. Objectives are clearly stated at the beginning of each lesson and within each lesson of the module there is a recognizable pattern of student tasks. Video instruction includes transcription so students can read along. Each lesson includes unscored interactive self-checks so that students can confirm their understanding. Finally, the curriculum includes opportunities for independent practice of the concepts learned in the instruction. Offline activities are often included to connect learning to the real world.

#### **6-12 Curriculum Design**

Each lesson begins with a warm-up session that reviews essential vocabulary, lesson objectives, and foundational concepts, ensuring that students are prepared to engage with new material. During the instruction, scaffolded comprehension checks offer students opportunities to practice and apply each concept, thereby enhancing their understanding. Following the instruction, a summary of key concepts consolidates learning and reinforces retention. Each lesson also incorporates an independent practice assignment, enabling students to further explore and solidify their grasp of the material. To assess mastery, lessons conclude with a quiz focused on the lesson objectives. Additionally, many units culminate in a performance task or project which synthesizes the key concepts.

The courses also feature supplementary elements that reinforce key concepts. For instance, guided notes offer a structured framework for capturing essential information, promoting active participation and real-time processing of concepts. Complementing this, reading scaffolds deconstruct complex texts and provide strategies that empower students to navigate challenging material independently. Furthermore, virtual labs in science courses facilitate the application of theoretical knowledge in practical settings, fostering a deeper understanding of scientific principles through experimentation.

## **Platform Supports**

The courses are designed with features to support the diverse needs of students, particularly those with special educational needs and English Language Learners. To promote accessibility, the courses offer content in multiple formats—text, audio, and visual—ensuring that all students can engage with the curriculum in a manner that suits their learning needs. To support students, the platforms include tools such as text-to-speech and adjustable font sizes, which assist those with reading difficulties or visual impairments. The courses also allow for specific accommodations and modifications for students with IEP and 504 plans, such as hiding or showing the assessment timer, reducing the number of answer options on multiple-choice questions, and limiting the number of questions on assessments.

### **K-5 Platform Supports**

For younger learners who are learning to read, screen readers with a human voice are available in grades K-3 to encourage fluency. In grades 4-5, study guides are available for students to download and complete during Novel Study assignments. A glossary with a picture dictionary option, video transcripts, bookmarking and note-taking functionality are also included. Additionally, the courses include 65 languages for translation in grades K-5 and allow students to change the language of most on-screen text, including video transcripts and captions. Some offline activities are a required component of the K-5 curricula. Most offline activities make use of common household materials or books that can be found at local libraries and clear instructions are provided for at-home learning coaches (e.g., parent, guardian, mentor). The resource module of each K-5 course includes a Learning Coach Guide for support as well as a pacing guide for teachers and Learning Coaches.

### **6-12 Platform Supports**

Grades 6-12 courses incorporate reading scaffolds, including a tool that provides teacher notes with relevant background information and highlights important details, thereby enhancing reading comprehension. Courses also include guided notes which help students stay actively involved during lectures by reducing cognitive demands and enhancing their ability to retain information. The courses for grades 6-12 also feature over 130 languages for translation and allow students to change the language of most on-screen text, including video transcripts and captions, which is crucial for English language learners.

Appendix B School Calendar



2025-26 Districtwide Calendar					
Aug. 25	Organization Day	Jan. 1-2	Writer Break	May 1	Professional Development Day
Aug. 26-28	Professional Development Days	Jan. 5	Classes resume	May 25	Memorial Day
Aug. 29	Labor Day Break	Jan. 19	MLK Jr. Day	June 5	Record (K-8) / Professional Development Day (HS)
Sept. 1	Labor Day	Jan. 26	Record (HS) / Professional Development Day (K-8)	June 15	Last Day of School - Students
Sept. 2	First Day of School - Students	Feb. 16	Mid-Semester Break	June 16	Record day (HS) / Professional Development Day (K-8)
Oct. 17	Parent-Teacher Conference Day	Feb. 17	Professional Development (HS) / Record Day (K-8)	June 17-18	Emergency makeup days (if needed)
Oct. 20	October Break	Mar. 20	Parent-Teacher Conference Day		
Nov. 7	Record (K-8) / Professional Development Day (HS)	Mar. 30-April 3	Spring Break		
Nov. 26-28	Thanksgiving Break				Note: ACT testing dates to be determined.
Dec. 22-31	Writer Break				

July 2025							August 2025							September 2025						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
29	30	1	2	3	4	5	27	28	29	30	31	1	2	31	1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31	1	2	24/31	25	26	27	28	29	30	28	29	30	1	2	3	4

October 2025							November 2025							December 2025						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
28	29	30	1	2	3	4	26	27	28	29	30	31	1	30	1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31	1	23/30	24	25	26	27	28	29	28	29	30	31	1	2	3

January 2026							February 2026							March 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
28	29	30	31	1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31	1	2	3	4	5	6	7	29	30	31	1	2	3	4

April 2026							May 2026							June 2026						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
29	30	31	1	2	3	4	26	27	28	29	30	1	2	31	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30	1	2	24/31	25	26	27	28	29	30	28	29	30	1	2	3	4

■ Red – First and last day of classes/classes resume for students – Staff and students report  
■ Blue – Parent-Teacher Conference Days – Staff and students do not report  
■ Yellow – Staff and students do not report  
■ Green – Teacher Organizational Day – Staff report and students do not report  
■ Pink – Professional Development and Record Days – Most staff report and students do not report

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded. Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school. STAFF: Refer to staff calendars for details on non-student attendance days.

## Role of the Learning Coach

The role of the Learning Coach is a very important one, especially for the K-5 students. The Learning Coach takes the place of the classroom teacher. All Learning Coaches have access to student's classes.

K-5	6-8	9-12
<ul style="list-style-type: none"> <li>• Check emails everyday</li> <li>• Update MVP when email address and phone # changes</li> <li>• Guide the student</li> <li>• Discuss concepts</li> <li>• Assist with interactive tools and games</li> <li>• Complete assignments in all 6 classes daily</li> <li>• Facilitate hands on learning</li> <li>• Check for understanding</li> <li>• Keep student on time and on pace</li> <li>• Make sure all components (independent reading, novel studies and practice activities) are done with fidelity</li> <li>• Communicate with teacher</li> <li>• Read with students at least 20 minutes a day</li> <li>• Contact your child's mentor about tutoring opportunities if your child needs help in reading or math</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the student</li> <li>• Discuss assignments and concepts</li> <li>• Check for understanding</li> <li>• Check emails everyday</li> <li>• Update MVP when email address and phone # change</li> <li>• Complete assignments in all 6 classes daily</li> <li>• Keep students on time and on pace by checking in with them daily</li> <li>• Physically go to your student's computer and have them show you what they have been working on for that week</li> <li>• Communicate with teachers as needed</li> <li>• Concept Coaching is available if your child needs help in their classes. However, it is <b>important</b> that the student and the Learning Coach attend these sessions together</li> </ul>	<ul style="list-style-type: none"> <li>• Keep students on time and on pace by checking in with them at least twice a week.</li> <li>• Check for understanding</li> <li>• Check emails everyday</li> <li>• Update MVP when email address and phone # changes</li> <li>• Complete assignments in all 6 classes daily</li> <li>• Physically go to your student's computer and have them show you what they have been working on for that week*</li> <li>• Communicate with the teacher as needed</li> <li>• Concept Coaching is available if your child needs help in their classes. However, it is <b>important</b> that the student and the Learning Coach attend these sessions together</li> </ul>

## **Milwaukee Virtual Program (MVP) Standard Operating Procedures for Attendance, No-Shows, Truancy, Returning to School of Origin 2024-2025 School Year**

### **Attendance Procedures**

#### ***Taking Attendance for All Grade Levels***

Based on an auto-generated process, students in all grades are present for a full day if they have completed at least 60 minutes of activity in all six courses.

If students did not complete at least 60 minutes in all six courses but made up work outside of the typical school day, calculate their attendance based on an average in all courses for the week.

To do this, once every two weeks, the student services student information systems supervisor (Mike Wehrley) sends a report to the MVP APIC to review attendance for the most recent needed time period. Once the APIC has reviewed attendance and approved it in the Infinite Campus (IC) Sandbox, the MVP APIC (Will Luedtke) makes the attendance “live” in Infinite Campus and notifies the MVP head secretary.

#### ***Taking Attendance for K4–5th Grade***

In addition to marking students as present if they have completed 60 minutes of work in all assigned classes, mark students who attend the daily one-hour synchronous session offered by Imagine Learning as present for a full day regardless of their work and participation in other courses.

Imagine Learning instructors access a daily report and receive alerts for students not participating and/or behind pace. Imagine Learning instructors are required to make attempts to contact students and families via phone call, email, and/or text, and their attempts are recorded in Imagine Learning. (Imagine Learning staff has access to only one phone number and email address listed in their system.)

The Imagine Learning instructors share this daily report of the student’s work completion status with MVP attendance staff to review and make adjustments and corrections to the student’s attendance records as needed in Infinite Campus.

#### ***Taking Attendance for 6th–12th Grade***

Mark students as present a full day when they have completed 60 minutes of work in all assigned courses. Mark students as present for half a day when they have completed 60 minutes of work in three courses.

**To ensure proper attendance is calculated, students must use the attendance links daily.**

Additionally, students receive an AM and PM Google attendance link (Google Form) to complete every school day in the email messaging system of Imagine Learning, which also tracks student participation. The attendance link contains questions that allow students to express their thoughts, similar to a warm-up writing prompt in a traditional classroom.

MVP attendance staff reviews the Google report and adjusts attendance based on the student’s completion of the attendance links after the school leader posts the imported data in Infinite Campus.

Note: The MVP attendance in Infinite Campus is never up to date and is at least two weeks behind at all times.

### ***Taking Attendance for Special Education Students***

Students with IEPs may have different requirements for MVP attendance and how their present days are calculated. If a student's IEP requires them to utilize an alternate curriculum in a traditional classroom, they are typically not able to complete Imagine Learning courses, and they are denoted with a "waiver" in Imagine Learning. MVP receives a report from MPS Central Services special education (SPED) supervisors regarding which students are to be placed as waiver. At the beginning of each semester, the MVP SPED supervisor sends the MVP leader a report listing all the special education students enrolled in MVP who require the waiver, as those students do not receive courses in Imagine Learning and are required to meet virtually with a SPED teacher on a predetermined schedule. This waiver process must be completed each semester to verify that these students do not have courses uploaded in Edgenuity. Do not automatically mark the student as absent. To track attendance, the SPED teacher records notes in the student's SPED contact log for these virtual sessions, and the SPED supervisor makes updates in the attendance tab in Infinite Campus.

Direct questions regarding SPED students in MVP to the SPED supervisor assigned to MVP, or the special education case manager.

### ***Recording Absences Reported by Parents/Guardians for All Grade Levels***

If a parent/guardian knows that a child is unable to participate in MVP coursework for a particular time frame, they are expected to email the head secretary indicating the reason for the absence(s). When the MVP head secretary receives the notification, the MVP head secretary records the absences in Infinite Campus according to district policy (same as in-person schools).

### ***Addressing Attendance Issues for All Grade Levels***

There are several other reasons why 60 minutes of activity daily may not be possible for a student:

- The student finishes a course early.
- The student is waiting for a teacher to grade an assignment and cannot move forward.
- The student needs help and has requested an appointment with the instructor.
- The system happens to go down (rare).

MVP leadership and attendance staff can make adjustments to the attendance record as needed for these kinds of scenarios when parents/guardians maintain contact regarding absences, when students complete daily attendance links, and when students (K4–5th grade) attend synchronous sessions.

Mark students who are identified as being in an inpatient program or another program that limits their ability to complete coursework as excused for the duration of their treatment. Make efforts to obtain confirmation of their participation from the agency or provider.

Verify students identified as being in correctional facilities by contacting the MPS re-entry coordinator (Carey Courtney) or the MPS Children's Court liaison (Andre Robinson). End-date those students' enrollments accordingly and then re-enroll them in MVP upon their discharge.

### ***MVP Mentor Attendance Responsibilities***

Mentors are expected to run the current enrollment reports from Imagine Learning (see mentor responsibility to identify students who are 20% behind or more). Mentors make at least three good-faith attempts to make contact with the family utilizing all contact information provided in Infinite Campus. Mentors work to achieve contact with the student/family to help identify and eliminate barriers related to completing coursework and maintaining attendance. Mentors can achieve contact via email, phone call, or



text and may also text through the Imagine Learning site, School Messenger or Google Voice number. Mentors enter Personal Learning Plan (PLP) notes in Infinite Campus after each attempt/contact.

Mentors make referrals to the MVP school social worker (SSW) via a Google Form to assist in finding families who are 50% or more behind and not responding to any outreach attempts, whose contact info listed in IC is incorrect, and families whose attendance have been affected by a hardship or challenge.

In the event a student is 50% or more behind pace in Imagine Learning, mentors must make a monthly referral to the MVP SSW. The MVP SSW will follow up with an attempt to make contact utilizing phone calls, texts, emails, and home visits as needed. All contacts and attempts are recorded in the PLP. If contact is achieved, the MVP school social worker follows up accordingly and reminds the family about the threshold for the student to remain in the program (see When to Return to School of Origin below).

Do not refer students/families to the MVP school social worker if the mentor has been achieving contact with the family. This includes students who continue to be behind pace and/or have work completion concerns or other attendance/course completion concerns. However, referrals to the MPS SSW can be made when a barrier or hardship is determined and the student needs school social work support (see below).

Do not refer students listed as S4 in the Imagine Learning system to the MVP school social worker, as the school social worker runs this report on at least a monthly basis.

See chart below for more specifics on when to send an MVP SSW referral .

### ***Imagine Learning Instructors Attendance Responsibilities***

Imagine Learning instructors reach out to all students weekly and send regular progress reports to families based on attendance minutes in courses, grades, and pacing. Additionally, if a student has not logged into a course in seven days the teacher will email, text and call until they reach the student/ family. If they do not get a response, they contact the mentor for further support. K-5 teachers will also record attendance to daily live sessions. Teachers record all communication in Imagine Learning under each student's main page. Teacher communication is ongoing all semester.

### ***School Social Work Attendance Referrals Related to Barriers/ Hardships (i.e.g, Mental Health, HEP, PPYP, Social, Emotional, etc.)***

If mentors determine through their efforts that a student needs social work services related to a particular barrier or hardship, the mentor submits an “MVP School Social Work Referral” form which is created and managed by the MVP school social worker. When a referral form is submitted, the MVP school social worker is automatically alerted via email. The MVP school social worker then makes efforts to contact the family and offers support and resources related to the barrier or hardship. The MVP school social worker enters notes into PLP after each attempt/contact.

Mentors may also make a referral to request a chromebook/supplies be delivered if it has been determined that the family is unable to identify a way to get the item(s) themselves.

### ***Students enrolled in non MPS schools/programs***

In the event a family reports a student is enrolled in another non MPS school or is being homeschooled, the MVP school social worker is notified and will make efforts to verify the enrollment, per district policy. Once enrollment is confirmed and/or efforts have been exhausted, the MVP school social worker will email the secretary the information in order to unenroll the student in Infinite Campus.

## No-Show Procedures

Imagine Learning identifies students who are enrolled in MVP but have not completed any coursework as “S4.” After the fourteenth day of each semester, the Imagine Learning learning and development specialist staff runs the current enrollment report in Imagine Learning that indicates which students have an S4. Imagine Learning staff shares this report with the MVP APIC. Additionally, the school social worker will run this report and will do so on at least a monthly basis throughout the year. The school social worker will upload the list and manage it in a Google Sheet that is shared with MVP and School Social Work leadership.

The MVP school social worker conducts a home visit with students/families on the S4 list who have not responded to multiple contact attempts (by either the assigned mentor or MVP school social worker or both). The assigned mentor and school social worker enter PLP notes for these attempts.

Note: **Do not mark MVP students who have not completed any coursework as no-shows in Infinite Campus. Students marked as a no-show lose their schedules in Imagine Learning.** In the event that they would want to start to engage in their coursework, there is a three-day lag time to create a new schedule for them if their schedule was previously deleted.

If the school social workers are unable to achieve contact with the family, they complete a DEF per district policy and guidelines and send it to the MVP Secretary.

If school social workers are able to connect with the family and determine the student/ family is choosing not to attend, the school social workers will notify the SSW District Attorney (DA) point of contact and a DA Warning Letter will be mailed.

The MVP APIC monitors the S4 list and PLP notes to determine whether/when any remaining students should be returned back to the school of origin.

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## Truancy Procedures

### *Five-Day Habitual Truancy Letters*

After attendance staff has updated attendance and the school leader has approved it, the MVP head secretary mails five-day habitual truancy letters on a two-week basis at a minimum.

The five-day habitual truancy letters request that parents/guardians email the MVP APIC to set up a time to discuss the reasons for truancy. When families make contact with MVP staff, the APIC enters a PLP note.

The MVP head secretary saves PDF copies of the letters so that they can be accessed if/when needed. The MVP APIC has access to this file or folder as well.

For any letters that are returned with an updated mailing address, the MVP secretary updates Infinite Campus and notifies the MVP school social worker.

### *DA Referrals*

#### OPTION 1

At the end of first semester, for those students who are of DA referral age (6–17) who have been transferred to an MPS school for in-person learning for second semester, the MVP school social worker contacts the building school social worker accordingly to alert them of attendance concerns for future monitoring.

The MVP secretary and/or APIC shares a list of these students before the end of the semester with the MVP school social worker.

The building school social worker is responsible for completing any DA referrals needed for these students with the support of the MVP school social worker.

OR

#### OPTION 2

After 14 school days into the semester, MVP school social worker will run the 'S4' (non-starter) list in Edgenuity. The MVP school social worker will make efforts to make contact with the family via phone, text, email and/ or home visits. If after 28 school days, a student has been unable to be contacted and/or has not begun submitting any assignments, the MVP school social worker will submit a DA referral to notify the MPS DA Liaisons who will then mail a DA letter, specific to MVP. MVP school social workers will note the referral in Infinite Campus.

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## **When to Return to School of Origin**

The leader at MVP does not have the ability to release a student back to their school of origin without parent approval.

Families are contacted on a semester basis and asked if they would like to continue at MVP or return to an in-person school. This data is sent to student services so school assignments can be updated prior to the start of the semester.

MVP staff notifies families of the importance of being enrolled for the current semester via an orientation at the time of the student's enrollment. It is important that students do not move during the semester to ensure grades and credits are awarded.

## When to Make a MVP SSW Referral

<b>Make an SSW Referral when...</b>	<b>Do Not Refer to SSW when...</b>
Student is 50% or more behind and has not completed any work in Edgenuity/Imagine Learning in at least 7 days and mentor has been unable to make contact.	Student is 50% or more behind but has been logging in and doing work (any amount) within the last 7 days.
While speaking to a family, it is determined the student is dealing with a barrier or hardship that the SSW can help follow up with.	A student is on the S4/non-start list (SSW runs their own reports).
If a student needs a chromebook and it is determined the family is unable to get one, on their own.	A student needs a Chromebook and the family doesn't want to go get one on their own.
A family reports the student is enrolled in a non MPS school or program. (SSW will confirm before notifying the secretary).	

Appendix E - Proposed Budget for 2025-2026

Budget Line	FTE	Budget	Notes
Principal	1.0	135,000	
Asst. Principal	1.0	105,000	
Teacher - Special Ed	2.0	160,000	
Teacher - ESL	1.0	80,000	
Benefits		315,000	
Contracted/LTE		450,000	10 Mentor teacher positions, secretary and enrollment specialist
Contracted Services - Curriculum and Implementation Support		3,750,000	Based on current contract pricing and increased enrollment for FY26
Student Supplies		150,000	Workbooks for elementary and supply kits for all students
Technology		175,000	Replacement or repair of 30% of chromebooks annually
Supplies		50,000	Office and school supplies
Postage		10,000	
		5,380,000	

Appendix F - Letters of support