

VHS Learning Handbook

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Welcome to VHS Learning!



Welcome to VHS Learning!

Since our inception in 1996, VHS, Inc. has expanded opportunities for high school and middle school students through innovative programs that prepare them for college and beyond.

Today, we unite hundreds of schools and students from around the world to share resources and ideas, provide new educational options to students and prepare educators with the technological skills necessary to enhance learning experiences both online and in the classroom.

Through our unique collaborative approach to learning, we are helping schools, students, teachers, and families. At our nonprofit organization, our team is dedicated to education first. Our goal is to provide every student with the opportunity to reach his or her fullest potential. At VHS Learning, there is no one-size-fits-all model. We work closely with each school, student, and teacher, to provide a personal educational experience. We believe in the value of student-centered learning, where students learn with and from one another. We also believe in the value of teacher-led instruction to help deepen and expand discussions and learning and provide students with guidance and support throughout the educational process.

On behalf of our entire team, I invite you to explore our offerings (VHSLearning.org) and discover how we can help you achieve your educational goals.

Sincerely,
Carol DeFuria

President & CEO
VHS, Inc.

Overview, Mission, and Beliefs

Overview

VHS, Inc. is a nonprofit organization providing online courses to schools and students across the country and around the world. Course offerings include hundreds of high school and middle school level courses, as well as professional development courses for faculty. We offer courses for students at all levels, including Advanced Placement, honors, and credit recovery. We also offer a summer program for student enrichment, initial credit, or credit recovery. Schools across the United States and around the world utilize our program, and as such it is each school's responsibility to understand any local requirements for participation in online courses within their state/local district.

The hallmark of our courses is the collaboration between students, teachers, and administration. Students learn with and from their instructor and other students in small online classrooms. Districts participating with us receive not only courses and instruction, but also the infrastructure necessary to operate a robust online program, including ongoing professional development for on-site mentors and teachers, orientation for students, assistance with course selection and registration, and technical support.

Mission and Beliefs

Our **mission** is to provide students and teachers with collaborative and engaging learning opportunities.

Our **vision** is to prepare students to be successful in college, careers, and life.

OUR BELIEFS:

- **We believe** all students deserve **equal access** to quality educational choices that help them reach their fullest potential.
- **We believe** students learn best within a **supportive, teacher-led, small-group** environment.
- **We believe** educational opportunity need not be limited by barriers of time and place or availability of **qualified faculty**.
- **We believe** collaborative learning and **student exchange and interaction** are essential for skills development in our global society.
- **We believe** virtual education should **strengthen, not supplant**, face-to-face education.
- **We believe** in the value of **community and the sharing of resources** so all students and schools can benefit.

Enrollment Policies

Add/Drop Period and Withdrawals

The first week of each semester in the fall and spring is the add/drop period. Students may add courses within the first week of class start. Add/drop deadlines are outlined in the [calendar](#).

After the fall semester add/drop period ends, all fall and full-year seats are considered used. Should a student in a fall semester course (1 seat) or full-year course (2 seats) drop their course after the fall add/drop period, these seats may no longer be used.

Before the add/drop deadline, students who withdraw from a course will not receive a grade for the course. After the add/drop deadline, students who withdraw will receive a grade of 'W' for Withdraw, which will be reported to their school's administrative office.

Tuition reimbursement, if applicable, is dependent on the date the student dropped. The official student drop date is the date in which the student was dropped from his or her course, as noted within the Student Information System. Refer to the Tuition Refund Policy documented in the Handbook for more information on tuition reimbursement.

Advanced Placement (AP): Fees

All AP enrollments are subject to an additional AP fee, which covers the cost of materials. Certain AP courses also require a lab fee. Refer to our online catalog for pricing and details.

Age Requirements

All VHS Learning course descriptions include the appropriate grade-level for students. In some cases, students must be aged 13 or over to enroll in a VHS Learning course to ensure students meet COPPA requirements for software being used in the course. Please check the course descriptions carefully to ensure age and grade requirements are met. VHS Learning does not enroll students aged 21 or older.

Canceling Courses with Low Enrollments

VHS Learning reserves the right to cancel courses with fewer than 8 students enrolled in a semester. If canceling a course is necessary, VHS Learning will do everything possible to place students in a future offering of the same course or enroll students in a similar course. Any canceled enrollments will be eligible for a full refund.

Course Audit Requests

At times, extenuating circumstances might require a student request to audit a course. If a student has experienced a hardship or medical issue and wishes to stay enrolled in their course for the purpose of enrichment rather than earning credit, their site coordinator must file a [support request](#) that includes the student and course names and an overview of the situation that resulted in the audit request. This request will be reviewed by our Dean and/or Associate Dean.

If an audit is approved, the student will be withdrawn from the course and will be enrolled as a guest, so they have access to content only. They will not be able to communicate with their teacher or classmates. Access to the content will expire when student access is removed at the end of the semester. Students who audit a course will not be able to receive a transcript or certificate of attendance for their course. Students who are approved to audit a course are included in seat utilization totals and must be fully paid individually enrolled students.

English Language Learners (ELs)

To successfully access course content, students must possess appropriate English language skills. Teachers are provided with guidance on accommodating students with minimal to moderate language needs. Schools should assess student language level prior to enrollment to ensure students are able to understand course materials. We recommend that students are assessed and meet or exceed a WIDA score of 4 in reading and writing. By enrolling an English Language Learner, schools acknowledge they are willing to and capable of support language needs for their students locally.

General Enrollment Protocol

Site coordinators enroll students in VHS Learning online courses by accessing the VHS Learning [Student Information System](#). It is the site coordinator's responsibility to manage their school's enrollments and to understand the local requirements for enrollment in online courses at their school district.

- Student enrollments are processed through the end of the add period, as noted in the published academic [calendar](#); students cannot be added to courses once the add period has ended.
- After the fall semester add period, all fall and full-year seats are considered used. Should a student in a fall semester-length course (worth 1 seat) or full-year course (worth 2 seats) drop his/her course after the fall add period, these seats may no longer be used.
- Drops and withdrawals (drops after Week 1) are processed by the site coordinator, after communication with the student. If assistance is needed, please visit the [Service Center](#) and submit a support request.
- Registration is always the most current source of enrollment information; to see current class lists, teachers should view registration in the Student Information System.
- There may be differences between the class roster in the course and registration during the add/drop period, due to a delay between registration updates and class roster updates within the Student Information System. In the case of discrepancies, the Student Information System is considered the most accurate class list.
- Registration for school-year courses occurs between May and September (fall courses), and May and January (spring courses). Site coordinators may register students for spring courses in the fall.

Initial Enrollment Numbers

Although VHS Learning courses are typically capped at 25 enrollments, initial enrollment numbers will be higher than 25 students in courses where there have historically been many drops during the first few weeks of the course. This practice minimizes waitlists for high demand courses and ensures most students can enroll in a VHS Learning course of their choice.

Materials and Lab Kits

Certain courses contain materials that students will be required to obtain on their own, including books easily available at local libraries or common materials to complete simple lab exercises in the home environment. Materials that students are required to obtain on their own, if applicable, are listed in the course description in the [course catalog](#). If a student is unable to procure the materials, they should work with their site coordinator to try to obtain the materials. If they are unable to obtain needed materials with site coordinator assistance, the student should inform their teacher and file a support request with details about the situation.

Certain courses require the purchase of a lab kit so that students have access to materials for a robust, hands-on lab program. Courses with lab kits and lab kit fees are noted in the course description in the [course catalog](#). Students must care for kit contents responsibly, follow directions carefully, and work

independently to complete these labs. Students and a responsible adult will complete a Lab Materials Use Agreement that will be signed and uploaded to their course. Refer to the Waiver Requirements policy for additional information. Lab kits shipped internationally will incur additional shipping and customs fees.

Preferred Name Update in Learning Management System

It is possible to update the name displayed in the Brightspace LMS for students who prefer a different name than their legal name in the VHS Learning SIS. This policy does not apply to nicknames; it is intended for students who request a different name because of gender identity or a cultural preference. To initiate this request the student or site coordinator should file a support request. If the request is initiated after the beginning of the VHS Learning academic year, the student may inquire with their teacher, who will then communicate with VHS Learning staff. Requests are evaluated and approved by VHS Learning staff, after which time changes will be applied to the system.

Registration Dates

Registration dates are available on our web site. Visit the [calendar](#) to see all current registration dates and general semester dates, including deadlines for grade posting.

Seat Allocation

A seat is defined as one confirmed or waitlisted enrollment in one class during a given semester. If a student enrolls in two different courses in the same semester, that counts as two seats for that semester. If a student enrolls in a full year (two-semester) course, that counts as one seat each semester (two in total). Students placed on waiting lists are counted as utilizing a seat. Flex courses are worth one seat, and students have up to 15 weeks to complete their course.

Schools may register students for both the fall and spring semesters as soon as registration begins, typically in mid-May. Flex course enrollments occur on an ongoing basis. Enrollments for Flex courses during the academic year (September start date to April 30th) are included in school membership bundles. Enrollments for Flex courses from May 1st through August 31st are not included in school membership bundles (fee-based).

If you are participating through a consortium, contact your Consortium Director to determine the number of seats that have been allocated to your school.

After the fall semester add period, all fall and full-year seats are considered used. Should a student in a fall semester course (worth 1 seat) or full-year course (worth 2 seats) drop his/her course AFTER the fall add period, these seats may no longer be used. The Flex course add period is 7 days from the enrollment date in the course. If a student drops a Flex course within the Flex add period (7 days from the course start), the seat is not considered used. Once the add period has closed for the semester, no additional seats may be used during that semester. Students who drop their courses prior to the end of the add period can reenroll in another course, or a different student may use the seat.

Student Selection

Courses are designed for high school students and some middle school students. Students must be age 21 or younger. Contact us if you would like information on special offerings.

Time management and self-motivation are essential skills for success in an online course and should be considered when choosing students to participate in this program. Those who are not motivated or do not have the required skills may struggle and require additional support from the site coordinator or school personnel. Participation in an online course requires independence, personal responsibility, and

good communication skills. Students must plan their work, be responsive to deadlines, and be conscientious in completing assigned tasks independently and in groups.

Typically, site coordinators manage recruitment and enrollment of students. Site coordinators work with school counselors to identify students with the appropriate skillset who have interest in taking online courses. Site coordinators explain student responsibilities, help students become familiar with course choices and the various course requirements, ensure students have the appropriate prerequisites for the courses they choose, ensure students are of the appropriate grade level for the courses they choose, obtain administrative approval for their student enrollments, and enroll students in selected courses. They also ensure students understand the rigor and pacing of the VHS Learning program, and the level of active participation required from students. Students not meeting course requirements must obtain override approval from VHS Learning prior to course enrollment.

Courses are also available to home school students or other students seeking high school course credits. These students may enroll independently, directly via our [website](#).

Truancy/Student Non-Participation

Teachers will communicate with a student's site coordinator if attendance issues exist. Site coordinators are also expected to monitor student attendance. Students and site coordinators must notify teachers if a student will be absent from class for more than 4 days. Absence is defined as a failure to log in to the class and submit work.

A student that has been absent for 14 calendar days (without an excusable reason for absence or pre-approval) is considered truant and may be dropped from their class. Excusable reasons for absence include illness or an accident that requires hospitalization, a natural disaster or extreme weather event, a family emergency, or a concussion or medical condition that prevents attendance from school. Reasons such as overall workload, motivation, studying for specific assessments or examinations at the local school, or sports commitments will generally not be excused.

If a school's policy does not allow for dropping courses, the student would be allowed to remain enrolled but would not be allowed to make up missed work from their absence. For a student to be considered **dropped**, the following process must be documented:

1. There must be evidence that the VHS Learning teacher has reached out to the student's SC about their absence prior to the notification of extended absence. The teacher must also attempt to communicate with the student and their site coordinator via email and/or phone to determine if the student intends to re-engage with the class. The curriculum/instructional coordinator must be copied on these communications.
2. If the teacher is not able to reach the site coordinator, they should file a [support request](#) with information about the length of absence, details of the steps taken to communicate with the student and site coordinator, and the result of their actions.
3. VHS Learning will contact the student's site coordinator to confirm whether there was an excusable reason for the absence. If the site coordinator does not respond we will call the school administrator. If we confirm there was not an excusable reason for the absence, the student will be removed from class.
4. In cases where the student's local school does not allow the student to drop his or her course, but the student does not intend to complete additional work, upon approval from the student's site coordinator the student's enrollment status will be changed so that the student can have access to course content only but will no longer be considered actively enrolled in the course.

If an excusable reason for absence is confirmed, the site coordinator will work with the teacher and VHS Learning curriculum staff to create a plan for the student to complete the course. The Incomplete and Course Extension Request policies apply in this instance.

It is expected that the teacher and site coordinator will work with the student prior to an extended absence so the student can re-engage with the course and complete the course successfully.

Once dropped, student access to the course is removed. There is a delay between request and student drop; drops do not occur immediately. The student's grade in the Student Information System will be changed to Withdrawal, and their grade information, as well as grades processed through the grading system, will not be visible unless a school requests this via a support request. Teachers will not enter grades into the grading system for a student that has dropped.

Tuition Refund

Individual tuition students who officially withdraw from their full-year, AP, fall, or spring semester courses through notification to VHS Learning may receive a refund of tuition according to the following schedule:

- A full refund, less a \$25 administration fee, will be granted prior to the start of class.
- 75% tuition refund will be granted if withdrawal occurs during the first week of the course.
- No tuition refund will be granted after the first week of the course
- The withdrawal date is the date the enrollment is dropped within the Student Information System or the date the drop is requested through a support request (whichever occurs first).
- Tuition refunds are not granted for unused seats purchased in membership bundles.

Waitlists

The number of students enrolled in a course is typically limited to 25. Students are automatically placed on the waitlist if a course is full, in the order they are registered. If space becomes available in the course before the add period ends, waitlisted students are added to the course in the order that they were registered. Site coordinators can see which students are waitlisted by clicking on Enrollments, then Enrolled & Waiting in the Student Information System. Once classes begin, site coordinators may elect to remove students from waitlists and register them into courses that have openings. Students who are waitlisted count toward school quota (total number of seats used) for the semester.

Waiver Requirements

Some courses, including lab science courses and physical education courses, require students and their parent/guardian (if student is under age 18) to sign waiver documentation and upload the waiver to the course. Waivers, if required, are outlined in course descriptions within the [course catalog](#). Waivers must be returned during the first weeks of the course, as outlined in Week 1 course lesson documents. Students who do not return the required waiver documentation within the expected timeframe will not be allowed to complete assignments for which the waiver is required.

Academic Policies

Academic Calendar

Academic year courses are either semester-length or full-year (two semester). The fall and spring semesters are 15 weeks in duration. Full-year courses are 33 weeks in duration with a break between weeks 15 and 16. Semester calendars are available on the web site prior to the start of each academic year.

All students and instructors must follow the VHS Learning [academic calendar](#) as it pertains to VHS Learning courses. Often school calendars differ from the VHS Learning calendar. When calendars differ, the VHS Learning calendar and course schedule take precedence. Should a student be unable to attend class due to a school calendar issue, it is essential that students and site coordinators inform teachers in advance so arrangements can be made to work ahead or make up work. If students do not make alternative arrangements with teachers in advance in cases of scheduling conflicts, late work policies and penalties apply.

Flex and summer courses are separate and distinct from courses offered during the standard academic year. Flex courses are self-paced, fifteen-week courses with rolling start dates. Summer courses are also available for credit recovery or enrichment and are offered in two four-week sessions and one eight-week session.

Please contact us directly for more information on customized, Flex, or summer courses that follow unique academic calendars.

Advanced Placement: My AP Classroom

VHS Learning students are expected to access and utilize My AP Classroom resources as directed by their VHS Learning teacher. This requires students have a College Board account.

Advanced Placement: Summer Work

AP courses have required summer assignments that are turned in during Week 1 of the academic year and are graded by the course instructor. Summer assignments are expected to take approximately 5 hours total and cover essential content for the course. Students that enroll in the course in late summer have flexibility to turn the work in through Week 3, though students are encouraged to finish summer assignments prior to course start if possible. Summer assignments are linked in the course description of each course in the [catalog](#). Summer assignments helps teachers gauge prerequisite knowledge and prepare students for AP-level coursework.

Advanced Placement: Testing

Students enrolled in Advanced Placement courses are expected to take the AP exam and share AP exam scores. Students who are failing their AP class need not take the AP exam. Exam results do not affect the student's course grade or future enrollment in courses.

It is the responsibility of the student's school to order and administer AP exams. Schools must set up exam only sections so that student score reports can be accessed by VHS Learning and so VHS Learning teachers can follow student progress in the My AP Classroom platform. Individually enrolled students will be required to secure a testing location using the College Board's homeschool student protocol. VHS Learning does not administer AP exams and will not be able to find a testing site for students.

Communication: Notification of Student Tragedy

In the unfortunate event of a tragedy concerning a student or faculty member, please contact us as soon as possible via phone (978-897-1900) or a support request via the [Service Center](#).

In circumstances involving a student, we will:

1. Contact the student's school to offer support/assistance in the case of a student tragedy.
2. Email teachers of the other students from the school where the tragedy occurred, so teachers can be flexible with absences or late work submission.
3. Email the site coordinator of the other students in the class in which the tragedy occurred, to make them aware of the situation.
4. Work with the teacher in the course in which the student was enrolled to determine the best method of communication to the students in the class and offer additional assistance and support to the teacher.

Examples of situations in which we should be notified include the death of a student, teacher, or site coordinator, or a tragedy concerning a student at a member school that the school has reason to believe may impact their students taking online classes.

Course Extension Requests

Students will be allowed to make up work past the end of a semester under the following conditions:

- There is an excusable reason for absence (as defined below) which prohibited the student from completing the work within the defined period, and
- there has been a written agreement between the student and teacher (either via private topic or documented email) which clearly outlines the names of the assignments to be completed (or exempted), the deadline for turning in the assignments, and the amount of credit which will be granted for work passed in late.

Work extensions (leaving the course open for student submissions) must be formalized in writing between the course instructor and VHS Learning curriculum/instructional coordinator. If approved, extensions will be granted in two-week blocks of time for a maximum of one month. The student will be given a grade of Incomplete through the duration of the extension period, after which time a course grade will be finalized.

Excusable reasons for absence include illness or an accident that requires hospitalization, a natural disaster or extreme weather event, a family emergency, or a concussion or medical condition that prevents attendance from school. Reasons such as overall workload, motivation, studying for specific assessments or examinations at the local school, or sports commitments will generally not be excused.

In extreme cases where a student is unable to access their online classroom for an extended period, such as a student in a concussion protocol or with a significant medical issue, a combination of the following solutions might apply. Decisions about these situations are made collaboratively between the student's school and the VHS Learning Curriculum and Instruction team:

- exempting non-critical work
- student withdrawal from the course
- re-enrolling student in an upcoming semester
- allowing the student to complete work at his/her own pace with support of a local teacher or school administrator.

Course Levels

Each course is designated as credit recovery (Flex), standard, honors, or Advanced Placement. Standard courses are considered college preparatory and should be identified as such at the student's school. Some high school courses are also designated appropriate for gifted and talented middle school students. The level of each course is indicated in the VHS Learning course [catalog](#), which also contains prerequisite skills and course grade level requirements.

The following parameters can be used as guidelines for courses:

- A standard (college preparatory) level class requires students to be actively engaged in their coursework for approximately 6 hours per week.
- An honors level class requires students to be actively engaged in their coursework for approximately 8 hours per week.
- An AP level class requires students to be actively engaged in their coursework for approximately 10 hours per week.
- A middle school course is intended for enrichment and typically requires approximately 4 hours per week.
- Flex courses are typically for credit recovery and require approximately 40 hours of work for a 0.5 credit Flex course and 80 hours of work for a 1-credit Flex course.

Course Retakes

Students must adhere to local school policy regarding retaking our online courses. If allowed by the local school, a student may retake a course providing the following conditions are met:

1. The student has approval from his/her school to enroll in the course and the student or school pays the appropriate tuition or uses seats for the enrollment.
2. There is space available for the student wanting to repeat a course after spaces have been assigned to students taking the course for the first time.
3. The student received a failing final grade the first time the course was taken.

The student's school is responsible for determining how a replacement course will be listed on the student's official transcript. Before allowing students to reenroll in an online course, the school should clearly communicate to the student the way a repeated course will impact the student's transcript and GPA.

Credit for Courses

Local schools grant students credit for taking VHS Learning online courses. Courses taken through VHS Learning should receive the same credit and be listed on the student transcript in the same way as any other course offered by the school. Each VHS Learning semester course is worth one-half (0.5) credit. Year-long courses are worth one (1) credit. Participating schools translate our credits into the appropriate school credit. Credit for Flex and middle school courses are at the discretion of each school.

The following parameters can be used as guidelines for high school level semester and full-year courses:

- A standard level class is a college-preparatory experience that requires students to be actively engaged in their coursework for approximately 6 hours per week.
- An honors level class requires students to be actively engaged in their coursework for approximately 8 hours per week.
- An AP level class requires students to be actively engaged in their coursework for approximately 10 hours per week.

We recommend that our online courses be given the same leveling as traditional courses. For example, one VHS Learning AP course should be worth the same credit on a student's transcript as a local AP course.

Document Formats Allowed

To ensure integrity of work and validity of student grades VHS Learning requests that students submit work in file formats that work within our plagiarism detection tool, such as text-based Microsoft Word or PDF files. Upon request, a VHS Learning student may be asked by the teacher to resubmit work that has been shared in a format that is not compatible with our plagiarism detection tool, such as scanned images, screenshots, or other image-based files that contain text.

Grade Availability

Current grade information is always available in the VHS Learning Student Information System. Data is refreshed nightly, so the Current Grade Average (CGA) visible to site coordinators represents grade information entered the previous day.

Our instructors are required to confirm term and semester grades for students at specified intervals (see the VHS Learning Academic [Calendar](#) for grading deadlines). Site coordinators are encouraged to regularly share CGA and term grade information with parents and guardians. Parents and guardians also receive weekly progress report emails, and access to the VHS Learning Student Information System, when contact information is added to a student's account. We recommend, especially in the case of failing students, that site coordinators print grade reports and send them home with students to be signed by a parent/guardian and returned.

Final grades for Flex courses are posted within two weeks of students completing all course work, or at the end of the Flex term (15 weeks), whichever comes first.

Grade Periods for Term and Semester Grades

Grade periods for semester-length courses (fall and spring):

Term 1 Grade: The Term 1 Grade represents student work from weeks 1 through 8.

Term 2 Grade: The Term 2 Grade represents student work from weeks 9 through 15.

The Final Grade represents an average of the Term 1 and Term 2 grades.

Grade periods for full-year courses:

Fall Term 1 Grade represents student work from weeks 1 through 8.

Fall Term 2 Grade represents student work from weeks 9 through 15.

Spring Term 3 Grade represents student work from weeks 16 through 26.

Spring Term 4 Grade represents student work from weeks 27 through 33.

Final Grade: The Final Grade for full-year classes is the average of Term 1, 2, 3 and 4 grades.

Grade Dispute Process: Prior to End of Course

If, during the semester, there is a question about the validity of a student's grade, the student should consult with their site coordinator and then communicate with the teacher in the Private Topic to ask about the grade item in question and seek clarification about the situation. If the student is not able to resolve the issue the student or their site coordinator should file a support request. The request should include the student's name, course name and section, details about the grade in question, and steps that have been taken to resolve the issue with the teacher. A curriculum/instructional coordinator will review the request and consult with the teacher of the course. The decision will be shared with the teacher, student, and site coordinator and will be final.

Grade Dispute Process: Final Course Average

If, after final grades have been confirmed, it is determined that a student's grade is incorrect, the grade will be updated in the Student Information System so that an updated transcript can be downloaded by the student or school. The following steps should be followed when a grade is in question:

1. Submit a support request with the student's name, the course name and section, and the reason for the requested change.
2. A curriculum/instructional coordinator will review the request, consulting with the course instructor and appropriate Associate Dean as warranted.
3. If approved, the curriculum/instructional coordinator will update the Student Information System and will note the final grade in the support case.
4. An updated transcript can be obtained from the Student Information System once the final grade is updated.

Grade Scale

VHS Learning utilizes a numerical scale with a grade of 60% indicating a passing score. A student may receive an "I" for an Incomplete if they are not able to finish the course. See Incomplete Grades for additional information on this policy. Instructors submit grades in numeric format (i.e., 100, 99, 98, etc.) and the grading system generates equivalent letter grades (i.e., A+, A, A-, etc.).

When necessary, high schools translate grades into their own grading system. For example, a school that implements a grade of 65% as passing should take into consideration that our passing score is 60% or a school that grades on a pass/fail basis should convert our grades to P or F.

When converting numeric grades to letter grades, please use this scale, which is provided on transcripts in the VHS Learning Student Information System:

Letter Grade	Numeric Grade	Letter Grade	Numeric Grade
A+	97 - 100	C+	77 - 79
A	93 - 96	C	73 - 76
A-	90 - 92	C-	70 - 72
B+	87 - 89	D+	67 - 69
B	83 - 86	D	63 - 66
B-	80 - 82	D-	60 - 62
		F	00 - 59

Grade Over 100%

Teachers are not able to confirm grades over 100% in the Student Information System. If a student has earned a score greater than 100% for a term, that grade will be confirmed as 100%. Students are not allowed to "roll over" additional points from one term to another.

Incomplete Grades

Teachers may allow a student additional time to complete course work following the close of the marking period by issuing an Incomplete (I) for Term 1, 2, 3, or 4. Teachers are encouraged to be flexible, especially when an Incomplete is requested by a site coordinator. Incompletes and the time allotted to complete the work are granted by the teacher after review of the student's reason for

absence. Teachers will identify specific assignments eligible to be completed during the incomplete period. Consultation with the curriculum/instructional coordinator is available as needed.

An excusable reason for absence includes illness or an accident that requires hospitalization, a natural disaster or extreme weather event, or a concussion or medical condition that prevents attendance from school. Reasons such as overall workload, motivation, studying for specific assessments or examinations at the local school, or sports commitments will generally not be excused.

VHS Learning administrators adjudicate disputes if the teacher and site coordinator disagree about whether a student should be given an Incomplete. Site coordinators can request a review by filing a support request. The additional time allotted for the completion of incomplete work may not exceed two weeks from the close of the marking period unless the reason for absence is considered excusable. See the Handbook policy entitled Course Extension Requests for additional details.

Late Work

The following late work policy applies to occasional late work (as described below); it reflects the fact that online learning represents a more independent experience for many students and requires different study skills and strong time management strategies. In addition, some students do not have the benefit of daily interaction with a site coordinator.

If a student has an excusable reason for absence that requires additional flexibility the student and site coordinator must communicate with the teacher in the student's Private Topic to establish a schedule for turning in work late (without penalty) and identify whether modification of expectations/ assignments is required. Excusable reasons for absence include illness or an accident that requires hospitalization, a natural disaster or extreme weather event, a family emergency, or a concussion or medical condition that prevents attendance from school. Reasons such as overall workload, motivation, studying for specific assessments or examinations at the local school, or sports commitments will generally not be excused.

Review the Concussion Protocol, Incomplete, and Course Extension policies for additional guidance. VHS Learning staff members facilitate this process and adjudicate disputes as needed.

- Late work will be accepted up to one week past the due date with a penalty of 20%.
- For the purposes of this policy, "occasional" describes the number of weeks a student turns in late work, not the number of assignments. Regardless of the number of assignments that are late in each week, if work is turned in late in two or more weeks during a term the student will need to explain circumstances that prevented timely submission and have confirmation from their site coordinator before being approved to work past due dates.
- Due to grade deadlines, the late work policy for the final week of the semester is shortened from one week to three days. If a student requires more than three days past the end of week 15 or week 33, they must seek an Incomplete or Course Extension from their teacher in advance of the last day of the week. See the Incomplete and Course Extension policies for additional details.
- Discussion and group work assignments will not be accepted late unless confirmed circumstances made participation impossible during the scheduled week. Confirmation from the site coordinator is required for this allowance.
- Students allowed to earn credit for late discussion/group work will receive guidance from their teacher regarding modifications to these assignments, which might include analysis of a discussion thread, identification of ideas missing from a complete discussion, or sharing applications of the concept discussed.

Medical Extension: Concussion Protocol

If a student has a concussion during their course, the school and site coordinator must take an active role in communicating the student's status and outlining expectations for how the student will complete their course. The preferred method of communication with us is via the [Service Center](#), to ensure all departments are aware of expectations.

The site coordinator is a critical support for students who have a concussion. Timely communication from the site coordinator to the VHS Learning teacher(s) is required. The site coordinator is expected to submit a [support request](#) with the following information: course name(s), the student's "return to learn" status, target date for return to full learning, specific expectations for workload, and whether there are any global exemptions or expectations that have been established at the local school. Supporting documentation, such as a medical note or 504 plan, must be uploaded to the student's profile in the student information system, to assist teachers in supporting the student.

In general, the course will be extended by one week for each week the student is absent due to the concussion, for a maximum of four weeks. If the student will be absent for more than four weeks in a semester course, they should reenroll in a future semester at no charge. If they are absent for more than four weeks in a year-long course, VHS Learning will review options for extending the course into the summer and hiring a substitute teacher, for a fee.

Medical Extension: General Medical Issues

If a student is absent from school due to a medical issue lasting more than a few days, the school and site coordinator must take an active role in communicating the student's status and outlining expectations for how the student will complete their course. As with the concussion protocol, the preferred method of communication with VHS Learning is via the Service Center.

To be eligible for extended time without any late work penalties, the site coordinator must upload a letter to the student's profile in the student information system. The letter must be from a medical professional that confirms the duration of time that the student is excused from school assignments. The letter does not need to contain specific medical information or a specific diagnosis, but the letter must include a timeframe for returning to school and any limitations on the student. If letter from a medical professional is not provided, the student's school counselor must verify that the student is absent from school for a period of time.

As with the concussion protocol, the general approach will be to extend the course by one week for each week of excused absence, for a maximum of four weeks. If the student will be absent for more than four weeks of a semester course due to a documented medical issue, they should enroll in a future semester at no charge. If they are absent for more than four weeks in a year-long course, VHS Learning and the school will review options for extending the course into the summer. This will include hiring a substitute teacher, which would be an additional cost.

Plagiarism/Academic Honesty

Our goal, in addressing cases of suspected plagiarism, is to ensure a fair, consistently applied internal process where the teacher and curriculum/instructional coordinator, with assistance from the site coordinator as needed, gather information before administering consequences. While these situations require real consequences, we believe they are also teachable moments for our students.

If a teacher suspects an incident of plagiarism has occurred, the following steps will take place:

1. Before reaching out to the student(s) the teacher **must** notify their curriculum/instructional coordinator. The curriculum/instructional coordinator will investigate to determine scope of issue and consult on approach.
2. Once the curriculum/instructional coordinator has responded, the teacher will communicate with the student(s) via Private Topic. Initial communication should be non-judgmental, should not use term plagiarism, and should be approached as an inquiry.

The curriculum/instructional coordinator can help the teacher interpret Turnitin data. *There are common circumstances where students should not be penalized, such as use of common knowledge that does not require citation and accidental submission of another student's file because it was similarly named to theirs and stored on a school computer, and the use of template prompts in their submissions.*

3. If communication with the student brings clarity to the issue, the teacher will notify the site coordinator and curriculum/instructional coordinator via email. The curriculum/instructional coordinator will add the incident to the VHS Learning tracking document. The site coordinator will confirm whether we should follow their local academic honesty policies or use our consequences as outlined:
 - a. For a first incident the student will receive up to 50% credit for assignment(s) that are resubmitted within 3 school days of notification.
 - b. For second and subsequent incidents, the student will receive grades of zero and will not be allowed to resubmit assignments.
 - c. In egregious incidents, the student may receive a zero on first offense or be withdrawn from the course with a failing grade, a decision made by the Dean or Associate Dean.
4. If communication with the student does not resolve the situation, VHS Learning will investigate further. Findings will be communicated to the student (via Private Topic) and school within 2 business days, assuming students and schools respond to inquiries in a prompt manner.
5. Students may appeal a decision by speaking with their site coordinator and filing a support request so that a VHS Learning Associate Dean can investigate. Findings of the Associate Dean are final.

Important Note: If a school has a more stringent policy the school policy will override VHS Learning consequences outlined above, at the request of the school. Therefore, teachers must notify the curriculum/instructional coordinator (and why VHS Learning includes the site coordinator) prior to changing the student's grade (after the student has had a chance to share their perspective).

Proctored Exams

Many courses require a proctor be available to supervise a final exam. While often a student's site coordinator serves in this role, a parent/guardian or trusted adult can also act as a proctor. If a course has a proctored assessment, students must submit a *Post-Assessment Proctored Exam Form*, signed by the student and their identified proctor. Submitting the form to the appropriate drop box folder enables students to see and begin their exam at the appropriate time. Students will be unable to access their

exam if they have not submitted the *Post-Assessment Proctored Exam Form*. Failure to comply with the proctored exam policy will result in a grade of zero on the proctored exam.

Final exams are designed to be completed within one class period, approximately 45 mins. Proctors should monitor the time allowed to work on the exam to ensure students are within this guideline. If the proctor deems that extra time is necessary, they should email the teacher. As a default, exam settings include extra time to accommodate students, in case they have accommodations requiring extra time, and/or the proctor deems it appropriate to provide extra time.

Special Education: Students with 504 or Individualized Educational Plans (IEPs)

Students who participate in our online classes through their school remain the responsibility of their school regarding educational accommodations; however, online teachers are required to provide reasonable accommodations as outlined in the student's plan, such as extended time to complete assignments, modified workload, or modified expectations for discussion participation.

By placing a student in an online class, the student's school agrees to provide the online teacher with IEP/504 documentation. VHS Learning teachers should receive the same information any of the student's face-to-face teachers receive.

When enrolling a student with an IEP or 504 accommodations, the school must:

- Upload IEP or 504 documents (or a summary of the document that provides specific information about the nature of the accommodation or adaptation) to the Student Information System. If an IEP/504 document is uploaded, please be sure to change the appropriate field to YES in the Student Information System (SIS) so teachers can easily see which students have these documents.
- Notify the teacher as soon as the document is uploaded to the SIS. Upload and notification should occur as early in the course as possible, to ensure the student receives accommodations as needed.
- Provide special equipment or physical accommodations that might be needed, such as a special keyboard, special software, additional face-to-face support, or an on-site tutor.

Note: We strongly recommend that the site coordinator is involved in any meetings where online courses are being recommended for students who receive accommodations. Site coordinators have received training on VHS Learning policies and have an overall understanding of student expectations.

Synchronous Communication

Purpose

To accommodate students who live around the world and in different time zones, VHS Learning classroom discussions are asynchronous. There is also value in connecting with students in real-time when possible, so VHS Learning teachers are expected to host synchronous (live) sessions to connect with students and host office hours for support. Teachers are strongly encouraged to offer a "meet and greet" session within the first week or two of class. In lieu of office-hour sessions, teachers can run a tutorial session on a topic, though creation of lecture material is not required.

General Guidelines

- Participation in synchronous sessions cannot be a requirement of the course or for extra credit unless the sessions are scheduled so there is an instance available for every student to attend.
- As noted in more detail below, all sessions will be recorded, though recordings of sessions where just one student attends will not be shared with the class. Teachers are expected to read a

statement at the beginning of each session to inform students of their rights to turn off their webcam prior to recording the session.

Frequency

- AP Teachers should host at least one synchronous session every two weeks, though teachers are encouraged to host these sessions weekly.
- Non-AP teachers should host at least one session per month, though teachers are encouraged to host sessions once every two weeks.
- Because students are in different time zones, students cannot be required to attend sessions and teachers are asked to rotate their schedule, so all students have an opportunity to participate.

Set-up and Technical Settings

- Technical instructions, privacy statement, and recommended settings for synchronous sessions are included in the VHS Learning Knowledge article for [Virtual Classroom](#). Please visit the Knowledge article for additional information.
- Teachers must use the Virtual Classroom tool available in our learning management system.
- Sessions should be recorded for safety and reference purposes, but teachers should not set the sessions to publish recordings automatically to the class.
- At the conclusion of a group session, the teacher may choose to share the recording link for the class to view as a reference. Recordings are available for the duration of the academic year.
- If negative or concerning behavior or conversation occurs during a session, the teacher should immediately submit a support request so that VHS Learning can review the session recording.
- Prior to beginning the recording, teachers should read the VHS Learning statement that informs students the session is being recorded and that their participation in the session indicates their willingness to be in a recording that will be shared with the class. Students that wish to listen but not be seen are given an opportunity to mute their microphone and shut off their webcam.
- Students who attend a live session will appear by their full name, whether they are sharing their microphone and webcam. Students who do not wish to have their name listed in the attendance list should watch the recording instead of attending a live session.
- If a session is attended by only one student, the teacher will still record the session as noted but should not share the session with the class.
- Session links should be labeled with a descriptive title and the date for future reference.

Transcripts

Students who complete courses are provided VHS Learning transcripts after final grades have been released. Transcripts are produced only for students who have completed courses in full. Partial-credit transcripts will not be produced; students who do not complete the entire course will be able to share their grades with their local school to determine if partial-credit awarding is possible based on the percentage of the course completed.

In the unusual circumstance that a student is allowed to enter a VHS Learning course after the add period, the Dean or Associate Dean will review the student's previous course enrollment and grades to determine if previous coursework will be incorporated into the VHS Learning grade. At minimum, the student must have been enrolled in the same course prior to their VHS Learning enrollment and must complete at least 50% of the VHS Learning course to earn a VHS Learning credit.

Transcripts are made available to custom course offerings if the course is taught in its entirety by a VHS Learning teacher. Schools using VHS Learning content taught by local teachers are responsible for providing transcripts using their local system and policies.

Code of Conduct/General Responsibilities

Acceptable Internet Use Policy

Purpose: The purpose of VHS Learning is to advance and promote educational opportunities, innovation, and educational excellence, and to provide students and teachers access to a worldwide array of educational resources.

Our web site and systems shall be used in a manner consistent with the purpose of the organization, the administrative rules for using the system, and according to our policies. Communications using system resources will be considered publications and will be governed by administrative policies and policies regarding publications.

Users are expected to conduct themselves in a responsible, ethical, and polite manner while using our systems. Staff and student access to the Internet is used with the understanding that some material that can be accessed on the Internet may be inaccurate; and that some resources may contain material that is deemed contrary to prevailing community standards or inappropriate for classroom use. Access of such resources will not be permitted. If such inappropriate material is inadvertently encountered, it shall be the user's responsibility to disengage immediately.

Responsibilities: Access to systems is a privilege, not a right, extended to staff, students, and other users for the purpose stated above. Users have the responsibility to respect and protect the rights of other users in the community and on the Internet. Users are expected to act in a responsible, ethical, and legal manner, in accordance with stated policies, in conformance with the purposes of the other sites, and in compliance with state and national laws. A user who commits a violation may have his/her access privileges revoked, as well as whatever other disciplinary action may be assigned by both local and VHS Learning administrators.

Usage Guidelines: All use of our systems will be consistent with the purpose as stated above. This policy does not attempt to describe all required behaviors by users of the system. In any specific situation, we rely upon individual judgment of appropriate conduct. To assist in such judgment, the following guidelines are offered:

- Any use for illegal purposes, or in support of illegal activities, is prohibited.
- Any use for political, religious, or commercial purposes is prohibited.
- The use of electronic mail in any manner that is contrary to stated policy is prohibited.
- Any use that disrupts the educational and administrative goals of VHS Learning is prohibited.
- Any use of our systems or accounts by anyone but the authorized owner of the account is prohibited. Sharing account credentials is prohibited.
- Any reproduction of copyrighted material without explicit permission is prohibited.

Privacy: System storage areas may be inspected at any time. System administrators or other appropriate staff may review communications to maintain integrity system-wide and ensure that users are using the system in a responsible manner.

Illegal Copying: Users should neither download nor install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the System Administrator or other appropriate staff; nor should they copy other people's work or intrude into other people's files.

Inappropriate Language: No profane, abusive, impolite, or inappropriate language should be used to communicate within our systems and/or on the Internet.

Inappropriate Materials: Access or upload of material that has been deemed inappropriate for educational use is prohibited. Should users encounter such material by accident, they should disengage. Students should report such encounters to their teacher immediately. In addition, creating and/or uploading any material that is inappropriate for educational use (text, video, images or other) is prohibited.

Anti-Harassment / Cyber-Bullying Policy

We are committed to safeguarding the right of all individuals to work and learn in an environment that is free of harassment. Compliance with anti-harassment will be the responsibility of each school according to its anti-harassment policy and procedures. Complaints should be filed with the complainant's school and follow procedures of the policy for that school. In cases where there is no anti-harassment policy in place the VHS Learning anti-harassment policy will apply. Students are encouraged to report any incident of harassment/bullying to their teacher and site coordinator. Teachers and site coordinators witnessing cyber-bullying within their course and/or notified of harassment/bullying issues are required to submit a support request to notify VHS Learning administrators within 24 hours.

Anti-Harassment Policy

Harassment, intimidation or bullying and acts of cyber-bullying for any reason, including but not limited to race, color, ancestry, religion, national origin, age, sex, sexual orientation, or disability in any form, is strictly prohibited. Anyone whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Violators may also be referred to law enforcement officials.

Definition

"Cyber-bullying" is the use of electronic information and communication devices, to include but not be limited to, email messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the course.

Copyright Policy

According to the U.S. Copyright Act, all works that are in a fixed form are copyrighted works, whether they bear any copyright markings. As such, before using copyrighted materials in any course materials, personnel shall either (a) acquire the rights to use the materials from the copyright owners, (b) keep a written (signed and dated) record that the materials fall within the fair use provisions of the Copyright Act or fall within the requirements of the TEACH Act, or (c) determine that the works are in the public domain. Individuals using copyrighted materials without completing either step A, B or C do so at their own individual risk.

Guidelines

It is essential that all faculty and staff are aware of the issues involved with copyright and take reasonable steps to avoid violation of copyright laws. Copyright laws are constantly evolving, especially with evolving technologies and how these changes impact online education. This set of guidelines is intended to provide general information and procedures regarding use of copyright materials in compliance with the TEACH Act. It is not intended to provide legal advice to any individual regarding any specific copyright issue.

What One Needs to Know Concerning Copyright

Copyright is the legal right of ownership granted to a person who has created an original, tangible work. The purpose of copyright is to protect the rights of the author or creator of a work. Generally, schools have been protected by the Fair Use Doctrine, which allows teachers to copy portions of copyrighted material for classroom use. Laws passed by Congress that have made changes in copyright law as it affects schools include:

1. Digital Millennium Copyright Act of 1998 (the “DMCA”). In response to new technologies with the ability to mass produce almost any work, Congress passed the DMCA of 1998. Unfortunately, the DMCA did not adequately provide for the traditional exceptions to copyright that have been afforded to educators.
2. The Technology, Education, and Copyright Harmonization (TEACH) Act became law in November of 2002. The TEACH Law is intended to apply to distance learning, and those classroom situations that use networks and the Internet to provide learning materials in digital format. Through this act, Congress has attempted to maintain the traditional protection afforded to schools in the use of multimedia copyright materials. To obtain copyright protection under this new law a school district must have policies in place regarding copyright.

Teachers do not have to become experts in copyright law, but they must be familiar with copyright and take reasonable steps to avoid violations of copyright.

Copyright Basics

- Copyright is the right granted a person, by law, who has created an original, tangible work.
- A copyrighted work does not have to be registered to be protected under the law. In fact, all tangible creative works are covered by copyright law at the moment of creation.
- Copyright requirements are not met by quoting or crediting the author of a copied work.

The Fair Use doctrine allows teachers and students to use portions of copyrighted materials for classroom instruction, as well as research and scholarship, but it is limited (as outlined below).

The following are not copyrighted: Works in the Public Domain (documents created before 1922, created for public use, or once copyrighted but have fallen into the public domain because their copyright expired); Government documents; and commonly known information.

Fair Use Basics (Copyright Act of 1976)

The Fair Use Doctrine was created to clarify and further define how educators, researchers, students, and others could use portions of copyrighted works for non-commercial educational purposes without having to obtain permission. However, simply using copyrighted material (or portions there-of) in an educational context does not mean that the user has not violated copyright laws.

To be deemed “fair use” all of the following must be considered:

The intended use of the material (e.g., educational vs commercial); the nature of the copyrighted work (e.g., published vs unpublished, original vs out-of-print, factual vs creative); the size of the copyrighted work used in relation to the work; the effect the use of the copyrighted work has on the potential market for, or value of, the original copyrighted work.

The intent of the copyright policy and guidelines is to provide faculty, students, and staff with information regarding the basic rules of copyright and the Fair Use exceptions under the TEACH Act. The copyright policy is made available to all faculty, students, and staff.

Students shall be given notice that materials used in courses may be subject to copyright protection. This will be accomplished by providing notice to students in the Student Handbook and within courses, as applicable. In addition, teachers specifically address the issue of copyright and plagiarism when assigning research reports or projects requiring students to access additional sources. It is our policy that any transmissions of copyrighted material be made solely for students officially enrolled in the courses for which the transmission is made.

Teachers must be familiar with the Copyright Basics and the Fair Use Basics outlined above. If there is any doubt regarding the use of material, our staff can provide additional resources. Teachers must maintain a file of permissions obtained from authors for the use of their materials in a specifically labeled folder in their courses and teachers will communicate to students the responsible use of copyright materials.

The following refer to specific regulations under the TEACH Act which all teachers and courses are expected to follow. Teachers can copy and distribute to students in digital form the following works over a closed network (i.e., through their password-protected courses):

- Performances of nondramatic literary works
- Performances of nondramatic musical works
- Performances of any other work, including dramatic works and audiovisual works, but only in reasonable and limited portions
- Displays of any work which is equal to or less than that which is typically displayed during a live classroom session.

Teachers may not copy and distribute the following works:

- Works that are marketed commercially; or
- Performances or displays from copies which were not lawfully made and/or acquired under the U.S. Copyright Act.

To gain protection under the TEACH Act, the teacher must maintain oversight over copyright materials as follows:

- The performance or display of materials should be made by, at the direction of or under, the actual supervision of an instructor,
- The materials are transmitted as an essential component of the instructional activities, and
- The copyrighted materials are directly related to the content being learned.

The TEACH Act includes a prohibition against the conversion of materials from analog into digital formats, except under the following circumstances:

- The teacher confirms that the exact material converted to digital format is within the scope of materials and adheres to the portion limit permitted under the law.
- The teacher has checked for digital versions of the work available from alternative sources and has assessed the implications of access restrictions, if any.

Duties of site coordinators or technology staff:

- Site coordinators will ensure that only students enrolled in the course have access to the course materials.

- Site coordinators should apply any technical measures necessary to ensure that copyrighted materials used in courses are not downloaded or reproduced locally.
- All digital material which is secured by a restrictive code, or is password protected in any way, is to remain secure. No individual (including site coordinators, teachers, students, staff, or school information technology staff) will circumvent the security measure by any means.
- Teachers are ultimately responsible for any content which they add to their course which might be in violation of copyright laws

Data Security and Retention Policy

Cybersecurity Framework and Risk Assessment

VHS Learning uses a custom cybersecurity framework based on industry standards provided by a third-party contractor. Our systems are audited periodically with a third-party contractor for compliance and security improvements.

Employee Training

All employees must pass a criminal background check and be fingerprinted. Employees are required to complete ongoing training on best practices for information security, data protection and privacy regulations.

Backups

Our systems are cloud-based and backed up daily in accordance with industry standards and disaster recovery protocols.

Destruction of Data

Our Data Retention timeframes are in accordance with the Commonwealth of Massachusetts records retention laws and have been approved by our accrediting bodies. Partners with differing needs may amend their individual contract upon mutual agreement with VHS, Inc. Individual student records may be deleted upon request by the parent or eligible student, per FERPA guidelines.

Data cannot be recovered after destruction.

Data	Retention
Course transcripts	Indefinitely
Student data including assignment grades	5 years
Student assignment submissions and activity, communication, teacher feedback	5 years

All questions or concerns regarding our privacy or data retention policy should be directed to your Partnership manager or our Privacy Officer at privacy@vhslearning.org.

Faculty Monitoring and Support

Our courses are monitored to ensure they meet our instructional standards. All courses are reviewed by Curriculum and Instruction staff members at least once each semester. New teachers and teachers needing extra assistance are assigned a faculty advisor (an experienced teacher or staff member) to monitor progress and provide feedback each week.

Faculty advisors complete weekly progress reports that are based on faculty expectations shared with teachers in training and the handbook. The weekly progress report focuses on basic classroom practices and instructor participation. The faculty advisor provides written feedback on areas of growth and commendation throughout the semester. At the end of the semester, the faculty advisor completes a

summative report of the instructor's progress throughout the semester. Summative reports are available to the instructor for review and are shared with local school administrators if concerns are noted.

All course instruction is monitored by the Curriculum and Instruction staff. If quality does not meet our standards, faculty sanctions may be necessary. Instructors that fail to meet standards and do not show significant improvement in subsequent semesters are subject to disciplinary action (in accordance with the Faculty Sanctions policy outlined in the Handbook) at the discretion of VHS Learning. We reserve the right to terminate a course offering and/or instructor participation at any time due to standards infractions, as outlined in the Handbook.

Faculty Sanctions

High quality instruction is crucial to our program. To ensure students have consistent course experiences, we establish clear expectations for faculty during training, reinforce these expectations during faculty advising, and continually monitor them throughout the academic year. If a teacher does not meet faculty expectations the following protocol will be utilized:

Step 1: Preliminary warning notice to teacher

This step of the protocol ensures the teacher clearly understands the element(s) of the faculty expectations that are not being met. After consulting with the Associate Dean of Faculty, the curriculum/instructional coordinator or faculty advisor responsible for monitoring the instructor will email the teacher to discuss the issues that have surfaced. The email will contain clear statements about the areas of concern, support that will be provided if needed, and a timeline to evaluate progress. This note will also include the explicit statement that the teacher will be placed on warning if their performance does not improve. It is our hope that the teacher modifies behaviors to meet faculty standards after this step.

Step 2: Official warning notice sent to teacher and school administrator

If the teacher fails to make progress resolving issues discussed with the curriculum/instructional coordinator or faculty advisor, the Associate Dean of Faculty will become involved in the protocol. At this point in the protocol the Associate Dean will email the teacher with specific information about the issues that have surfaced and expectations for improvement, copying the teacher's local school administrator. A timeline for follow up will be established and staff will support the teacher in making improvements to meet our standards. This step resolves with the teacher successfully modifying instructional practice or being placed in a probationary status.

Step 3: Probation

If the teacher has not resolved issues outlined in the warning notice they will be placed on probation. This process is also managed by the Associate Dean of Faculty and will result in the teacher returning to a teaching position under the supervision of a faculty advisor or being removed from the program.

Extenuating Circumstances

In case of extreme circumstances, we retain the right to skip steps in this process and move immediately to an official warning or probationary status. Situations where students are placed in jeopardy or teachers are found to be grossly inappropriate or abusive will result in immediate probationary status or termination, based on the discretion of VHS Learning administration.

Feedback on Course Content or Experiences

As an organization that provides quality learning experiences and is committed to continuous improvement, we value feedback from all stakeholders (students, teachers, site coordinators, school administrators). Feedback is solicited from stakeholders through the annual survey process. Anyone with a concern that needs attention during the academic year is encouraged to file a support request so the information can be routed to the appropriate staff member for investigation and follow up.

FERPA Statement

The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that guarantees the confidentiality of a student's records. VHS, Inc. adheres to FERPA policies and regulations.

If you or your child were enrolled in VHS, Inc. directly by your local school or district, VHS, Inc. may be considered a school official, contractor, operator, or consultant of your child's school. In these cases, your local school may designate an authorized representative to contact for FERPA or privacy questions, records inspection requests or directory information opt-out requests. In these cases, please contact the designated representative for your local school directly. VHS, Inc. will work with your local school's designee as needed. For students enrolled in VHS, Inc. courses through a local private school, FERPA may not apply if the private school does not receive federal funding.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the VHS, Inc. receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Chief Privacy Officer (privacy@vhslearning.org) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask VHS, Inc. to amend their child's or their education record should contact the Chief Privacy Officer (privacy@vhslearning.org), clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and

what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request, or the disclosure is initiated by the parent or eligible student.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by VHS, Inc. to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Guest Policy

We do not typically allow guests into courses. If a teacher would like to incorporate material from a content expert, they are encouraged to have that individual create resources which can then be posted to the course by the course instructor. To request guest access, please file a support request through the VHS Learning Service Center.

Instructional Materials/Mature Content

A course using instructional materials that contain mature content (such as R-rated film clips) must contain a lesson requiring a signed permission slip to view such content, from a parent or guardian, for every student under the age of 18 enrolled in the course. If permission is not granted, the teacher must provide alternative assignments or activities to students, without penalty.

The permission form will be added by the curriculum coordinator and includes:

- The name of the course and course instructor
- A description of the mature content and how it will be used
- The student and parent/guardian names (printed)
- The parent/guardian's approval signature
- The date.

Mandated Reporting of Student in Need of Services

Under the Federal Child Abuse Prevention and Treatment Act (CAPTA) all 50 states have passed laws mandating the reporting of suspected child abuse and/or neglect. Teachers are mandated reporters; if they have reason to believe that a student may be a victim of abuse or neglect, they must immediately report concerns and the reason for those concerns.

The following guidelines should be followed when reporting concerns for student safety:

- In every case where student comments raise concern, your first duty is to your student. You must immediately respond to the student's comments with appropriate concern. This response can be posted in the student's Private Topic or, depending on the gravity of the situation, via a phone call to the student.
- Teachers must report concerns about student posts or behaviors to the site coordinator and to their curriculum/instructional coordinator immediately. The email must include specific details of the concern as well as the steps that have been taken to reach out to the student. The email must also request a response from the school, so that we can ensure an adult in the student's location has received the email and is responding.
- If the school does not respond to the teacher within an hour, they should contact the VHS Learning Dean (978-450-0414) or Associate Dean of Faculty (978-450-0423).
- When necessary, our administration will cooperate with the student's school to notify the local Department of Children and Families to file a report about a student's wellbeing.
- In most cases the report to DCF must be filed immediately, so timeliness of reporting to the school and VHS Learning is critical. Teacher communications will be included as part of the filing, along with the teacher contact information, in case of follow up.

All Other Concerns for Student Safety

- If a student shares an explicit threat to harm themselves or others, the teacher must immediately phone an administrator at the student's local school so they can find the student and enact their crisis plan. Outside of school hours, the teacher must contact local authorities to request a wellness check, describing that their online student expressed explicit suicidal thoughts and they are concerned for their safety.
- If a student is identified as potentially suicidal, it is imperative that they are seen by their school's mental health professional within the day. The teacher must contact the student's site coordinator outlining their concern and requesting a response within an hour. If the school does not respond the teacher should contact the VHS Learning Dean (978-450-0414) or the Associate Dean of Faculty (978-450-0423). Outside of school hours the teacher can request a wellness check, as described above, based on the type of statement made and timing of when the teacher receives the message.
- There are other circumstances that can cause concern. If a teacher is concerned about a student's health, wellness, or behavior, they should contact their curriculum/instructional coordinator to discuss the situation and next steps, which will generally involve emailing the site coordinator or school counselor depending on the circumstance.
- Details of any incident and notes outlining any follow-up must be reported immediately via a high priority support request.

Diversity, Inclusivity and Equity

At VHS Learning, a diverse, inclusive, and equitable environment is one where all staff, faculty, and volunteers, whatever their gender, race, ethnicity, national origin, age, sexual orientation or identity, education, or ability, feel valued and respected.

We are committed to a nondiscriminatory approach and provide equal opportunity for all. We respect and value diverse life experiences and heritages and strive to ensure that all voices are valued and heard. We are committed to modeling diversity and inclusion for the online education industry and the nonprofit sector, and to maintaining an inclusive environment with equitable treatment for all.

VHS Learning strives to:

- See diversity, inclusion, and equity as connected to our mission and critical to ensuring the well-being of our staff and the communities we serve.
- Acknowledge and dismantle inequities within our policies, systems, programs, and services.
- Explore potential underlying, unquestioned assumptions that interfere with inclusiveness.
- Advocate for thinking about how systemic inequities impact our organization’s work, and how best to address that in a way that is consistent with our mission.
- Practice and encourage transparent communication in all interactions.
- Commit time and resources to expand more diverse leadership within our board, and staff.
- Lead with respect and tolerance. We expect all our team members to embrace this notion and to express it in workplace interactions and through everyday practices.

Nondiscrimination: Title VI/IX and Other Equity Legislation

Participating schools must comply with all Federal Civil Rights legislation. Title VI of the Civil Right Act of 1964 protects individuals from discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. Title IX of the Education Amendments of 1972 ensures that no person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any federally assisted program. In addition, state civil rights legislation also applies to online courses. Compliance with all civil rights legislation will be the responsibility of each school, and complaints should be filed with the local school and should follow the school’s grievance procedure.

Parent/Guardian Communication with VHS Learning Teacher

The primary point of contact between the VHS Learning teacher and parent/guardian is the student’s site coordinator. This structure is in place to ensure local policies are not circumvented and student supports are in place at the local site. VHS Learning teachers will communicate with the student’s site coordinator if concerns arise. If a parent wishes to communicate with VHS Learning, they should request a meeting through the site coordinator. The teacher should include their curriculum/instructional coordinator in their response so that a member of the VHS Learning staff can be present on the call as needed.

Privacy Policy

Please visit <http://vhslearning.org/privacy-policy> to view the most current Privacy Statement.

Social Media Platforms

Recognizing that VHS Learning students often connect with each other outside of their classes, using social media to make and maintain connections, students are discouraged from creating groups in social media for the purpose of completing work for their VHS Learning class. All VHS Learning discussions or group work must be completed within the learning management system to receive a grade.

VHS, Inc. Intellectual Property

All course content and assets are VHS intellectual property that remain the property of VHS, Inc. and shall be used only for education of students as outlined in VHS, Inc. participation agreements. Copies will not be made, and content will not be distributed unless authorized in writing by VHS, Inc.

Participation Requirements

Faculty Advisor Responsibilities

Faculty advisors are experienced teachers and staff who provide advice and mentoring. Through the faculty advising process, teachers receive ongoing professional development and benefit from the experience of veteran teachers. These valuable suggestions help teachers make the most of their online education experience.

All new teachers are assigned a faculty advisor during their first semester teaching an online course. In addition, teachers needing additional assistance are also assigned a faculty advisor. Faculty advisors evaluate teacher instruction weekly, focusing on essential online teaching skills, professional responsibilities, and feedback to students. If an advisor has concerns with teacher progress, they must notify the Associate Dean of Faculty as soon as possible. We review all weekly evaluations to ensure teachers are meeting standards.

Faculty advisors send their assigned teachers a weekly communication giving brief feedback (reinforcing or constructive). Advisors are available for questions and to assist as needed. Regular communication between instructor and advisor is expected.

At the end of the semester, faculty advisors complete an end of semester evaluation for each course they are assigned. Instructors have access to these evaluations after they are reviewed. We use evaluations to determine whether instructors need additional assistance and should be assigned a faculty advisor during the following semester.

We are committed to providing high-quality courses and faculty advisor feedback is critical to this process. Advisors should be candid in their assessment of teacher practice. All questions or concerns regarding faculty advising should be directed to the Associate Dean of Faculty.

Professional Development

To ensure instructors are fully prepared to teach in an online environment, instructors receive extensive professional development before teaching with us. All instructors complete the professional development course Online Teaching Methodologies (OTM), a graduate-level course which focuses on pedagogical and select technical skills necessary for successful online instruction. Participants may also elect to purchase graduate credit for completion of their OTM professional development course. Information on taking OTM for graduate credit is provided during the OTM course.

In addition to OTM, teachers complete a self-paced training (see the Teacher Resource Area) that focuses on technical aspects of the learning management system. The course must be completed prior to the start of the first semester of teaching. Teachers remain enrolled in the Teacher Resource Area throughout their time with us, so they always have access to review this training as needed. Veteran teachers can further hone their practice through micro-credential opportunities. Micro-credentials focus on a discrete area of instruction and provide opportunities for seasoned teachers to demonstrate mastery through submission of evidence to Curriculum and Instruction staff who will evaluate, provide feedback, and award micro-credentials.

New site coordinators receive training where they learn best practices to recruit, enroll, mentor, and monitor their online students as well as administer the online program at their school. This professional development, which is self-paced, gives site coordinators the administrative and technical skills necessary to be effective in their role as school liaison. The Site Coordinator Orientation (SCO) and Resource Area is also available on an ongoing basis for reference by site coordinators. Our team is

always available should site coordinators need additional support or have questions on program implementation at their school.

School Requirements for Full Participation

We offer many types of program participation to suit the needs of schools and students. A fully participating school is one that provides both a teacher (to be an online course instructor) and a site coordinator. The school receives a discounted participation fee for providing both a course instructor and a site coordinator. Course instructors assigned by a local school to participate in our program must be freed from one period of teaching duties (0.20 full-time equivalent (FTE)) to teach a VHS Learning online course.

Schools may use the seats they purchase to enroll students in any academic-year course in which the student meets the course prerequisites. Schools may distribute these seats as they see fit within their own student population.

Each participating school designates a local school site coordinator. The site coordinator is responsible for coordinating the VHS Learning online program at their school and is the primary contact for their school. We suggest that the site coordinator be freed from other responsibilities for one period per day (to a maximum of 0.2 FTE). A site coordinator can be a school counselor, teacher, administrator, or paraprofessional, and multiple site coordinators can be assigned so that duties can be shared. Multiple site coordinators at the same school will be trained at no additional charge. Site coordinators must understand and adhere to any local requirements regarding online course enrollment within their own school districts/states.

School Requirements for Student-only Participation

We offer many types of program participation to suit the needs of schools and students. A school with “student-only” participation does not have a local teacher instructing an online course and uses only a site coordinator for program participation.

Schools with student-only participation pay a fee and assign a local resource as the school’s site coordinator. The site coordinator is responsible for coordinating the program within the school and is the primary contact for their school. We suggest that the site coordinator be freed from other responsibilities for one period per day (to a maximum of 0.2 FTE). A site coordinator can be a school counselor or paraprofessional, and multiple site coordinators can be assigned so that duties can be shared. Multiple site coordinators at the same school can be trained at no charge. Site coordinators must understand and adhere to any local requirements regarding online course enrollment within their own school districts/states.

Further details on participation options are available on our web site or by speaking to a team member.

Site Coordinator Responsibilities

The site coordinator is the primary contact between students, schools, and VHS Learning. Site coordinator responsibilities include:

- sharing information about VHS Learning program requirements and student expectations with students and families,
- recruiting students who are a good fit for the program,
- registering students into VHS Learning online courses,
- monitoring student progress,
- collecting and reporting progress reports,
- communicating student needs and verifying absences,

- reporting final grades, and
- sharing general information about the program with local administrators, school counselors, students, and families.

The site coordinator ensures grade and progress reports for participating students are submitted for administrative purposes within the students' local school. Site coordinators track student progress in courses, review student progress within our student information system (SIS), and act quickly to resolve any issues. Site coordinators meet regularly with all students to troubleshoot operational problems and discuss progress. Site coordinators also serve as parent liaisons for students taking online courses.

Site coordinators work with course instructors when students need additional support or have an extended illness or circumstance that interferes with their participation in a course. Site coordinators manage attendance procedures, student access, and enrollment in courses.

The site coordinator keeps VHS Learning informed about progress and problems on a timely basis and ensures communications reach the appropriate school personnel. We must be notified as soon as possible via the [Service Center](#) if there is a change of site coordinator.

Student Licensing

Software licenses are protected under copyright laws. Teachers work with our Curriculum and Instruction team as needed to obtain appropriate licenses for software prior to use in online courses.

Student Participation in Courses

Online students are expected to attend and participate in their courses as fully as they would attend and participate in a face-to-face course. All assigned work should be completed in a timely fashion by course due dates and students must actively participate in course discussions. At an absolute minimum, students are required to log-in and perform work in their online courses three times per week. Ideally, students will access their online classes each weekday.

In cases of extended student absence due to illness (four days or more), the student, or the student's parent/guardian, may either contact the teacher directly (in the Private Topic) or contact the school site coordinator for assistance in coordinating make up work. It is the responsibility of the student to make up work missed due to absence. Unless there are extenuating circumstances, work should be made up within one week of the student's return to school. Credit for make-up work is at the discretion of the course instructor. If the site coordinator disagrees with the teacher's decision, they can request a review by filing a support request. It is the responsibility of each student to be familiar with late work policies and attendance policies and to adhere to these policies.

Students who do not participate in their course for 14 days will be considered truant/non-participatory and may be dropped from the course at the discretion of VHS Learning. Please see the Truancy/Student Non-Participation policy in this handbook for additional details.

Teacher Responsibilities

Online teachers create a safe and vibrant learning community within our classrooms. Teachers who do not meet our expectations and requirements for participation will be subject to faculty sanction (see Faculty Sanctions in this handbook). Teachers must maintain content area certification and background checks as required by the local department of education. At minimum, teachers must have a fingerprinted background check every 5 years.

General Participation

- Teachers are expected to participate in their VHS Learning course as fully as they would participate in a traditional classroom course, at minimum, teachers reviewing their course and student participation at least once a day, Monday through Friday.
- Working over the weekend is not required. Many teachers choose to because student activity often increases over the weekend. In addition, some teachers appreciate the flexibility working in an online classroom provides.
- Teachers are expected to host office hours in accordance with our Synchronous Tools policy (at least twice per month for AP classes and once per month for non-AP classes).

Discussions

- Teachers must read and monitor all student posts in course discussions regularly each week.
- Teachers are expected to have a presence in the course discussions and should model by adding posts that deepen the discussion and help students develop critical thinking skills.
- Teachers are required to respond to questions posted by students in their Private Topic (PT) and in any questions area within 24 hours, Monday through Friday.

Grading and Feedback

- Teachers are required to grade all assignments within one week of the assignment due date.
- At the end of each term, teachers are required to confirm student grades and enter comments for all students in the [Student Information System](#).
- Teachers are expected to provide substantive, instructive feedback on key assignments each week.
- Although it is important to provide feedback to students who misunderstood and/or did poorly on an assignment, teachers must not neglect students who performed well. Positive feedback should be more comprehensive than “Excellent work!” and should include specifics that show the student the teacher is attentive to their work.
- Substantive feedback includes specific references to improvements that could be made and references to lessons in the week where students can review missed concepts, as applicable.
- Teachers should not provide students full credit on assignments just for participating in a discussion or handing in work. Assignments should be graded based on quality and comprehensiveness.

Home Page News Items (Announcements)

- Teachers are required to post a comprehensive “Welcome” news item at the start of each week.
- Strong “Welcome” News items bridge from the previous week and introduce major themes and topics of the week while setting a positive tone for students.
- Teachers are expected to post at least one additional news item throughout the week.
- Teachers may use the prepopulated news items found in their course, but they are expected to personalize these items, so they reflect their own voice.

Communication

- Teachers are expected to respond to communications from students, site coordinators, and VHS Learning within 24 hours, Monday through Friday.
- Teachers are expected to introduce themselves to their students' site coordinators via email during the first week of the course or as soon as a new student is added, if after Week 1.
- Teachers should communicate with the site coordinator as soon as there is concern about student performance and/or attendance. If a student does not login for more than three days without advance notice, teachers are expected to reach out to site coordinators.
- Teachers are encouraged to copy their curriculum/instructional coordinator on all communication with site coordinators, families, and schools.
- If a student does not participate for ten calendar days without a valid reason from his site coordinator (or without having proactively notified the teacher), the teacher must follow the Truancy/Student Non-Participation policy in this handbook.

Absences

- If an illness or emergency prevents a teacher from teaching their course for three consecutive school days or less, the teacher should contact their curriculum/instructional coordinator (in the same way that the teacher would contact a face-to-face school administrator). In short term teacher absences, VHS Learning will monitor the course section.
- When there is an extended illness or emergency that prevents the teacher from teaching their course for four consecutive school days or more, the teacher or teacher's school administrator should notify their curriculum/instructional coordinator immediately via the Service Center. The teacher should also alert their students via a home page news announcement. Our administration will work with the school district to place a substitute/replacement teacher within the course. The teacher's school district will be subject to a substitute teacher fee.
- Due to the variety of vacation schedules at participating schools, our courses do not include scheduled vacations/breaks for teachers or students as it would be impossible to identify one break period that accommodates all schools. Therefore, teachers must schedule accordingly and plan for internet access during times when their own schedule differs from our calendar.

Course Revisions

- Teachers should put aside time each week in advance of the following week(s) to preview activities and materials prior to students' accessing the week's lessons. This practice not only allows the teacher to re-familiarize themselves with lesson content but is also crucial in checking for broken links or other potential issues.
- Teachers are encouraged to recommend modifications, fixes and/or improvements to online courses on an ongoing basis via the Service Center.
- To allow for adequate time to complete modifications, course modification requests should be submitted no later than Friday before the week begins.

Technical Requirements for Participation

- We use the Internet as the primary vehicle for course activities and instruction. Email is the primary tool for communication between faculty and administration. Schools considering participation in the program must have Internet connectivity; students and faculty must be able to access the Internet daily.
- Students typically spend at least one full class period per day using a computer with Internet access to meet the work requirements of their online course.

- Anti-Virus/Malware Protection: courses may contain links to outside websites, and while we make every effort to maintain these links so that they are up to date and safe, we cannot guarantee that users following links from within a course will not encounter sites hosting malware or viruses. We strongly recommend all users install malware/virus protection from a reputable vendor, and make sure that the definitions are updated regularly to prevent infection. We cannot provide users with technical support for virus/malware removal.
- Technical issues may be reported via a variety of means, including phone, email, and through the Service Center (24/7 support). Support requests submitted to the [Service Center](#) will receive a response within 24 hours, Monday through Friday.

Flex Program

Flex Course Pacing and Credit

Flex courses are designed for students that require flexible credit recovery and are motivated, independent learners. Students should consult with their school to ensure Flex courses will apply to graduation requirements. Flex courses are not approved for initial eligibility with NCAA.

Flex courses are taught by licensed teachers and enrollment is available on a rolling basis. Students progress through the course independently and work at their own pace. Each Flex course must be completed within 15-weeks, though many students complete the course within an 8-week timeframe. Flex courses are identified as a 0.5-credit or 1-credit credit recovery experience based on the amount of content included in the course. Additional details about the Flex program can be found on the [Flex](#) page of our website.

Flex Course Extension Request

If a student has not completed a Flex course by the end of the 15-week timeframe, they are eligible to request a two-week extension. To be eligible for a flex course extension, the student must have completed at least 50% of the assignments in the course. Extension requests should be submitted via the Service Center.

Flex Course Partial Credit Request

Students are expected to complete all Flex content to receive credit for each Flex credit recovery course. Workload reduction is not possible, due to the already abbreviated curricula in each course. If a student requires only part of a Flex course, the student's parent/guardian or site coordinator must submit a [support request](#) through the Service Center.

The student and parent/guardian should understand that the following will apply:

- The teacher will exempt the student from all non-required assignments.
- The grade for completed assignments will be entered into the VHS Learning Student Information System, so that a school can view the students' earned score.
- A transcript for the course will not be generated, because the student did not earn credit for the course. VHS Learning staff will remove student access to the course transcript.

Flex Course Truancy Policy

Due to the self-paced nature of the Flex program, the standard VHS Learning truancy policy does not apply. The site coordinator and guardian (if information is provided) will receive a weekly email from the VHS Learning system. This email will include the student's current grade, course progress (number of

assignments remaining), and last course login date. It is expected that the site coordinator or guardian will review these emails regularly and connect with their student if they are not accessing the course.

To support continued student progress, the Flex teacher will take the following actions:

- Check the Classlist at least once per week, noting last course access date.
- If a student has not logged in for more than 2 weeks, the teacher will email the site coordinator and guardian with the following information:
 - The date of last course login
 - Reminder they are receiving weekly updates from VHS Learning and a suggestion that they file a support request if they are not receiving these emails.
 - A request for confirmation that the email has been received.
 - A note that the teacher will continue to monitor for student work and that they are available if needed.
- If the student continues to be absent, the teacher should email approximately once every month thereafter, until the end of the student's time in the course (15 weeks).

Flex Course Tuition Refund

Flex tuition is refundable prior to the start of the class, less a \$25 administrative fee. No tuition refund will be granted after the start of the course. Please note that Flex enrollments start within one day of registration, so the timeframe to receive a full refund is very small. Schools and students should be confident of their enrollment needs prior to enrolling in a Flex course. Membership seats or enrollments purchased in bulk for Flex enrollments are not refundable.

Summer School Program

Summer Courses

We offer summer school options for schools and students. Summer courses are either four or eight weeks in duration. The Summer School program is for students who:

- need to make up credits to graduate on time,
- want to try an online course while their schedule is less demanding, and/or
- are looking to stay academically engaged during the summer months.

Summer school students may access their online course from any computer with an Internet connection. Students complete the course with other students in a virtual classroom. The online instructor posts assignments and provides guidance and support. Students spend a minimum of 90 minutes a day Monday through Friday, completing the weekly assignments, working on projects, and contributing to online discussions.

Each 8-week extended session summer course is worth one credit. Each 4-week summer course is worth .5 credits. Content is taught at an accelerated pace so students can cover material during the summer. Participating schools translate credit earned into appropriate school credit. Students and their associated school contact are provided with a course transcript at the end of the course session giving the student's grade for the course and the credit earned. Students on a special education plan who need accommodations must notify the course instructor during the first week of class so that arrangements can be made.

Courses are designed for middle and high school students. Students participating in courses must be

students aged 21 or younger. Grade requirements for courses are located within course descriptions in the online course catalog.

Summer School Extension/Incomplete Requests

Students must complete all work for summer school courses within one week of the course end-date. Students who are not able to complete work within this timeframe are encouraged to enroll in the corresponding Flex course and finish the course at their own pace. Note: an additional enrollment fee for the Flex course will apply.

Summer School Late Work Policy

Due to the abbreviated schedule for Summer School courses, late work will only be accepted for one week from the due date. There will be a 20% penalty applied to late work submitted within that week. Work submitted after one week will not be accepted without prior approval from the course instructor.

Summer School Payment and Tuition Refunds

We accept both school-subsidized payments as well as individual student tuition for summer school courses. Students may pay by e-check, credit card, or request that their school be invoiced. Students who officially withdraw from their summer course may receive a refund of tuition according to the following schedule. Notification of withdrawal must be made in writing:

1. A full refund, less a \$25 administration fee, will be granted if withdrawal occurs prior to the start date of the course.
2. No tuition refund will be granted after the start of the course.

Credit Recovery

It is the responsibility of the student to determine your school's acceptance of summer school course credit and Flex course credit for credit recovery.

Custom Offering Program

We strive to help schools create a supplemental educational program that meets each school's unique needs. We are not a one-size-fits-all model; we work directly with schools and school administrators to customize solutions. Some schools have specific scheduling requirements, need content-only course licensing options, or prefer to enroll their students in a private cohort. Other schools prefer to offer courses in a blended implementation, using their own course instructors. In some cases, schools need a course off-cycle due to a short-term or longer-term teacher absence. We can work with your school to create a solution that meets your school's needs and time frame.

In addition to standard membership options, schools can run private/custom versions of summer school and school-year courses with a cohort of students from their own school. We can supply the course content, teacher (or schools can supply their own), and online classroom space. We can also customize teacher education and professional development programs to meet a school's needs. Contact us at 978.897.1900 to find out more about how your school can benefit from our custom offerings.