DISTRICT INFORMATION
Address: 2601 Bransford Avenue
Nashville, Tennessee 37204
Telephone: (615) 259-INFO
Website: http://www.mnps.org/
Director of Schools: Shawn Joseph, Ed.D.

DISTRICT MISSION
We deliver a great public education to every student, every day.

DISTRICT VISION
Metropolitan Nashville Public Schools (MNPS) will be the fastest-improving urban school system in America, ensuring that every student becomes a life-long learner prepared for success in college, career, and life.

V-SCHOOL INFORMATION
Address: MNPS Virtual School
4805 Park Ave, Suite 300
Nashville, Tennessee 37209
Telephone: (615) 463-0188 Ext. 3900
Facsimile: (615) 463-4181
Website: https://www.vlearn.mnps.org/
v-School Established: 2011
v-School Colors: Blue & Orange
v-School LMS: Schoology
v-Executive Principal: James Vince Witty, Ed.D., Esq.
v-Assistant Principal: Kelby House Garner, Ed.D.

V-SCHOOL MISSION
Providing Middle Tennessee with an accessible, individualized, and empowering education to cultivate self-motivated citizens who are college, career, and community ready.

V-SCHOOL VISION
Growing the digital citizens of tomorrow through accessible, equitable, world-class online learning experiences.

V-SCHOOL NONDISCRIMINATION POLICY
The Metropolitan Nashville Public Schools (MNPS) district, as well as Virtual School does not discriminate based on race, religion, creed, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, and activities. Additionally, MNPS and Virtual School do not discriminate in its practices. To file a grievance, pursuant to this policy, please contact the district’s Americans with Disabilities Act (ADA) Coordinator, via telephone, at (615) 259-8531.
My name is Dr. James Vince Witty, and I am v-Executive Principal of MNPS Virtual School.

On behalf of the Metropolitan Nashville Public Schools (MNPS) district and MNPS Virtual School, welcome to the 2018-2019 school year! MNPS Virtual School is Tennessee’s first, highest-achieving virtual school since 2011! Our school offers full-time as well as part-time enrollment options for students in grades six (6) through twelve (12), which even includes the option to graduate from MNPS Virtual School.

As an innovator in the field, MNPS Virtual School is noted as a trailblazer and leader in virtual learning. Recent advancements include launching The Virtual Academy of Business & Technology with MNPS Virtual School receiving international attention as the first virtual school in the world to adopt the Academies model. Our school also offers Advanced Placement, Dual Enrollment, courses eligible for Dual Credit, and even advanced high school credit for middle school learners! More, MNPS Virtual School is excited to serve student athletes with courses that are National Collegiate Athletic Association (NCAA) eligible. MNPS Virtual School also holds the prestigious AdvancED accreditation designation—further distinguishing us as a high-quality provider of online instruction.

Our school combines rigorous academics with a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies addressing the unique needs, interests, aspirations, and backgrounds of our diverse population of students—creating an extraordinary online learning experience. Like a traditional brick-and-mortar school, MNPS Virtual School delivers highly qualified, certified teacher-scholars who instruct and coach students through our online courses. With a unique focus on personalized learning, student mastery, and community, MNPS Virtual School delivers on our mission “cultivating citizens who are college, career, and community ready.”

During the upcoming school year, students should anticipate working approximately five (5) to eight (8) hours per week, per half credit, to remain on-pace, complete the course, and earn credit. Advanced Placement, Dual Enrollment, Dual Credit, and Honors courses require even more time. To meet this challenge, students must continuously demonstrate the following competencies (associated with a successful online experience): superior communication skills, self-motivation and discipline, and ownership of learning.

It is extremely important that all students, parents, teachers, and other strategic partners read the policies, procedures, and practices contained herein as this document (i.e., v-School Handbook) outlines the expectations and standard operations of our school. If you have any questions during the upcoming school year, please do not hesitate to contact MNPS Virtual School at (615) 463-0188 Ext. 3900. My team stands ready to assist you in any possible way. If I can personally be of assistance, please do not hesitate to email me directly at james.witty@mnps.org. I also invite you to visit and see for yourself what makes MNPS Virtual School one of Nashville’s finest schooling options.

With Kindest Regards,

James Vince Witty, Ed.D., Esq.
v-Executive Principal, MNPS Virtual School
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Welcome to the MNPS Virtual School family! The v-School Handbook: An Instructional & Operational Guide (SY 2018-2019) provides all stakeholders with relevant information needed for a successful learning, teaching, as well as partnering experience. It is extremely important to read the document, in its entirety, because the Handbook contains important policies, procedures, and practices of Virtual School. The Handbook is also a guide, for planning purposes, for the upcoming school year.

The v-School Handbook is organized by major “sections” which are signified with a capitalized “S.” Within sections, the reader will find “chapters” which address areas within the section. Chapters are indicated with a capitalized “C.” Finally, chapters are composed of subtopics which are chronologically organized by numbers (e.g., 2). Each subtopic indicates, within the title, whether the subject area is a policy, procedure, or practice of Virtual School.

Policies are adopted courses of action that all stakeholders are expected to know, follow, and abide by. Procedures are anticipated actions or processes to be followed in given circumstances. Procedures may also clarify how to abide by certain policies. Practices are recommended actions to be modeled or followed. If you have any questions regarding the material presented herein or other related questions, please do not hesitate to contact Virtual School at (615) 463-0188.

2 | V-HANDBOOK DISCLAIMER (POLICIES & PROCEDURES)
The information contained in the v-School Handbook: An Instructional & Operational Guide (SY 2018-2019) is subject to change with or without notice. At minimum, the Handbook is reviewed and updated annually. This document is intended as a general source of information. Virtual School reserves the right to modify, at any time, our policies, procedures, and practices to ensure the effective, efficient, and lawful operation of our school.

Virtual School is a public school governed by Tennessee State and common law, Tennessee State School Board Policy, as well as the policies and procedures adopted by the School Board of the Metropolitan Nashville Public Schools (MNPS) district. Further, Virtual School must abide by all applicable Federal law in addition to Federal common law. Students, parents, teachers and other partners should remain up-to-date on all applicable policies, procedures, practices, and laws—as well as remain in compliance with those governing authorities.

1 | V-STUDENT ACCESS TO MICROSOFT OFFICE 365 ACCESS (PROCEDURES)
All Metropolitan Nashville Public Schools (MNPS) students have free access to Microsoft Office 365. Office 365 provides access to email, Word, PowerPoint, Excel, OneNote, calendar options, space to save documents in the Cloud, and much more! To access and log into Microsoft Office 365, students should visit the following link https://login.microsoftonline.com. Access is also available directly from Virtual School’s homepage located at the following link: https://www.vlearn.mnps.org. From the homepage, click the “paperclip” icon to be directed to Office 365.

To sign into Microsoft Office 365, a student enters his or her MNPS email address in the “user name” field—consisting of the student’s full first name, the first letter of the last name, and the last five (5) digits of the nine (9) digit student identification number followed by @mnpsk12.org. For instance, student John Smith—with an identification number of 190123456—would enter the following user name: johns23456@mnpsk12.org.

Once the student enters the MNPS email address, he or she then selects the “next” button. This prompts the student to enter his or her password. After inputting the password, select the “sign in” button. Note: The student’s default password is his or her nine (9) digit student identification number. For security reasons, this password will require changing (as prompted throughout the school year).

After completing the above, if a student has any issues logging into his or her MNPS Microsoft Office 365 account, please submit a “technical helpdesk ticket” at the following link: https://www.vlearn.mnps.org/help/.

2 | V-STUDENT ACCESS TO SCHOOLOGY (PROCEDURES)
All teaching and learning, at Virtual School, takes place within a learning management system (LMS). Schoology is the LMS that Virtual School has adopted for this purpose. To access Schoology, students should visit the following web address: https://mnps.schoology.com. Access is also available directly from Virtual School’s homepage located at the following website: https://www.vlearn.mnps.org. From our homepage, click the “brain” icon to be redirected to the Schoology login portal. Next, a student uses his or her Microsoft Office 365 email address as the
“username” to log into Schoology. The password to login is the same password the student uses for Office 365 as well. If students have questions or issues accessing Schoology, please contact Mr. Charles “Van” Hawk, v-Student Engagement Specialist, via email to charleshawk@mnps.org.

3 | V-PARENT ACCESS TO SCHOOLOGY (PROCEDURES)
A parent account is a useful tool for helping your student remain on pace, accessing the grades of your student, and supporting teacher communication. You can access the parent account from any computer with an internet connection. Parents/Guardians wanting a parent account for Schoology should request access at the following link: https://tinyurl.com/ParentAccountAccess. Please answer all questions and submit the form upon completion. Questions regarding parent access to Schoology can be directed to Mr. Charles “Van” Hawk, v-Student Engagement Specialist, via email to charleshawk@mnps.org.

4 | V-TEACHER ACCESS TO SCHOOLOGY (PROCEDURES)
All teaching and learning, at Virtual School, takes place within a learning management system (LMS). Schoology is the LMS that Virtual School has adopted for this purpose. To access Schoology, teachers should visit the following web address: https://mnps.schoology.com. Access is also available directly from Virtual School’s homepage located at the following website: https://www.vlearn.mnps.org. From our homepage, click the “brain” icon to be redirected to the Schoology login portal. Next, a teacher uses his or her Microsoft Office 365 email address as the “username” to log into Schoology. The password to login is the same password the teacher uses for Office 365 as well. If a teacher has questions or issues with accessing Schoology, please contact Dr. Kelby Garner, v-Assistant Principal via email to kelby.gamer@mnps.org.

5 | V-STUDENT ACCESS TO EDGENUITY (PROCEDURES)
In some situations, students retake a course for credit recovery purposes in Edgenuity. If enrolled in an Edgenuity course, learners should visit the following link to login: https://auth.edgenuity.com/Login/Login/Student. Students can also visit Virtual School’s homepage at https://www.vlearn.mnps.org and click on the “Edgenuity” icon.

To sign in, a student enters his or her MNPS email address in the “username” field—consisting of the student’s full first name, the first letter of the last name, and the last five (5) digits of the nine (9) digit student identification number followed by @mnpsk12.org. For instance, student John Smith—with an identification number of 190123456—would enter the following user name: johns23456@mnpsk12.org. The student’s default password is his or her nine (9) digit student identification number. If students have questions or issues with accessing Edgenuity, please contact Mr. Charles “Van” Hawk, v-Student Engagement Specialist, via email to charleshawk@mnps.org.

6 | V-STUDENT ACCESS TO GRADERESULTS (PROCEDURES)
For math and science courses, Virtual School offers an online, on-demand, tutoring service. This service is provided by our partner, GradeResults. Learners can log into this service and begin a tutoring session by visiting their website. GradeResults’ website is accessible at the following link: www.graderesults.com. To begin, students enter their nine (9)-digit Metropolitan Nashville Public Schools (MNPS) student identification number—which serves as the username and password. If, for any reason, a student needs additional assistance with GradeResults or additional tutoring time, please contact Dr. Kelby Garner, v-Assistant Principal via email to kelby.gamer@mnps.org.

CH 3 | ABOUT V-SCHOOL & BEYOND

1 | ABOUT V-SCHOOL (INFORMATIONAL)
Virtual School is Tennessee’s first, highest-achieving virtual school since 2011! A public school within the Metropolitan Nashville Public Schools (MNPS) district, Virtual School is noted as a trailblazer and leader in online learning. Our school combines rigorous academics with a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies addressing the unique needs, interests, aspirations, and backgrounds of our diverse population of students—creating an extraordinary online learning experience. In a time when other virtual schools are struggling to perform, Virtual School is the highest-achieving virtual school in Tennessee and one of the highest-performing schools in the Metropolitan Nashville Public Schools (MNPS) system.

With a unique focus on personalized learning, student mastery, and community, Virtual School delivers on our mission embodying the highest levels of collaboration, professionalism, and academic excellence. Students further enjoy the flexibility that Virtual School offers choosing when, where, and how they learn. Like a brick-and-mortar school, Virtual School delivers highly qualified, certified, teacher-scholars who instruct our courses. Learners exit our school and courses with new knowledge as well as improved 21st Century skills.

Serving grades six (6) through twelve (12), part and full-time enrollment options are available for in-county and out-of-county students. Enrollment allows learners the ability to complete core courses needed to earn a high school diploma, as well as middle schooling opportunities. Virtual School also provides unique elective options via The Academy of Business & Technology, CollegeBoard approved Advanced Placement courses, Dual Enrollment and Dual Credit options through Nashville State Community College (NSCC), as well as advanced high school credit for middle school students.

2 | AN ASYNCHRONOUS V-SCHOOL (INFORMATIONAL)
Instruction at Virtual School is delivered asynchronous mirroring the format and delivery of online college courses. This means that students and teachers access our courses and participate at differing times—not needing to be online simultaneously. Virtual School is not a synchronous
school with students and teachers logging into the course and interacting at the same time. While our school is mostly asynchronous in nature, Virtual School does have a few synchronistic opportunities—some of which are mandatory for learners. Students and parents should seriously consider whether this type of learning delivery method is appropriate before enrolling.

3 | V-SCHOOL LOGO (PROCEDURES)

4 | V-SCHOOL LOGOMARK (PROCEDURES)

5 | V-SCHOOL MISSION (PRACTICES)
Providing Middle Tennessee with an accessible, individualized, and empowering education to cultivate self-motivated citizens who are college, career, and community ready.

6 | V-SCHOOL VISION (PRACTICES)
Growing the digital citizens of tomorrow through accessible, equitable, world-class online learning experiences.

7 | V-SCHOOL COMMITMENTS (PRACTICES)
Virtual School strives to embody the following commitments:

- Virtual School is a place of learning where students achieve their academic goals.
- Virtual School personalizes instruction based upon specific learning needs.
- Virtual School is rigorous, interactive, and adaptable accommodating multiple learning styles.
- Virtual School empowers students to control when, where, and how they choose to learn.
- Virtual School provides actionable academic feedback for mastery purposes.
- Virtual School offers ample opportunities for students to learn.
- Virtual School provides students with the supports necessary to realize academic success.
- Virtual School integrates traditional academic, social, and emotional experiences to develop and grow a learning community.

- Virtual School graduates are well prepared to attend and succeed at a two-year or four-year college as well as a technical institution of higher learning. The faculty and staff of Virtual School are expected to model and uphold the above commitments.

8 | V-SCHOOL’S EXECUTIVE LEADERS & CONTACT (INFORMATIONAL)

Table 1 presents a listing of all executive leaders for Virtual School, by office, including contact information for each leader. An organizational chart has also been included as Appendix A.

Table 1: v-School’s Executive Leaders & Contact
Dr. Zack Barnes,  
**v-Teacher (Exceptional Education)**  
*Since 2017*  
**Email:** zachary.barnes@mnps.org  
**Telephone:** (615) 463-0188 ext. 748660  
**Focus:** Exceptional Education

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Mrs. Grace Gleaves,  
**v-Teacher (Mathematics)**  
*Since 2015*  
**Email:** saturah.gleaves@mnps.org  
**Telephone:** (615) 463-0188 ext. 748662  
**Focus:** Mathematics

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Mrs. Sherry Hill,  
**Administrator of v-Enrollment**  
*Since 2010*  
**Email:** sherry.hill@mnps.org  
**Telephone:** (615) 463-0188 ext. 748653  
**Focus:** Enrollment

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Mr. Caleb Humphreys,  
**v-Teacher**  
*Since 2018*  
**Email:** caleb.humphreys@mnps.org  
**Telephone:** (615) 463-0188 ext. 748654  
**Focus:** Social Studies & Science

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Mrs. Marge Krengel,  
**v-Teacher (Physical Education, Wellness, & Spanish)**  
*Since 2011*  
**Email:** marjorie.krengel@mnps.org  
**Telephone:** (615) 463-0188 Ext. 748663  
**Focus:** Spanish, Physical Education, & Wellness

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Mr. Van Hawk,  
**v-Student Engagement Specialist**  
*Since 2013*  
**Email:** charles.hawk@mnps.org  
**Telephone:** (615) 463-0188 ext. 748662  
**Focus:** Full-Time v-Student Engagement & Support

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Mrs. Adrienne McNew,  
**v-School Counselor**  
*Since 2012*  
**Email:** adrienne.mcnew@mnps.org  
**Telephone:** (615) 463-0188 ext. 748611  
**Focus:** Full-Time School Counseling 6th-12th Grade

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Dr. Trina Edwards,  
**v-Instructional Designer**  
*Since 2017*  
**Email:** trina.edwards@mnps.org  
**Telephone:** (615) 463-0188 Ext. 748603  
**Focus:** Instructional Design
9 | DROP ADD V-COURSE DEADLINES (POLICIES & PROCEDURES)
After the enrollment deadline, a student/parent may request changes to a course schedule. However, changes must be made prior to the “drop/add deadline.” The deadline to add a course during the Fall 2018 semester is Friday, September 14, 2018. The deadline for the Spring 2019 semester is Friday, February 15, 2019. The deadline to drop a course without a grade for the Fall 2018 semester is Friday, September 14, 2018. The deadline for the Spring 2019 semester is Friday, February 15, 2019. Full-time and part-time students/parents should request a schedule change, in writing, to the school counselor at the school of primary enrollment. After each of the noted deadlines, changes will not be made to the student’s schedule.

10 | V-SCHOOL’S FALL, THANKSGIVING, WINTER, & SPRING BREAK (POLICIES & PROCEDURES)

During the designated breaks, please note that teachers are on leave, no coursework is assigned, and Virtual School’s Administrative Offices as well as the Student Success Center is closed. Although teachers are on leave and not accessible, students may use the designated breaks to work ahead or catch up (except for Winter Break). Virtual School operates twelve (12) months a year and appreciates students, parents, and other partners observing and respecting this break for our teachers and staff.

11 | V-SCHOOL’S QUICK LINKS (PROCEDURES & PRACTICES)
Some of the most frequently visited websites for Virtual School stakeholders are presented below in Table 2.

| Table 2: v-School Quick Links |
| title | description | link |
| Edgenuity | Log into Edgenuity courses here. | https://auth.edgenuity.com/Login/Login/Student |
| Schoology | Log into Schoology courses here. | https://login.microsoftonline.com |
| myNSCC | Login into Nashville State Community College (NSCC) courses here. | https://my.nscc.edu/cp/home/displaylogin |
| Virtual School Library | Visit Virtual School’s online library here. | https://www.limitlesslibraries.org/ |
| GradeResults | Log into GradeResults free tutoring here. | www.graderesults.com |
| Homework Hotline Online | Chat with a Homework Hotline tutor for free help with your courses here. | http://www.homeworkhotline.info |

12 | PARENT INVOLVEMENT POLICY (POLICIES & PROCEDURES)
Virtual School realizes that parents play a critical role in the success of students as well as the success of our school. Virtual School is committed to a proactive approach towards family and community engagement with our goal being to realize the school’s mission, vision, commitments, and achievement goals. If you have any questions or concerns regarding our Parent Involvement Policy, please contact Mrs. Grace Gleaves, v-Teacher, via email to saturah.gleaves@mnps.org.

For optimal communication with parents, Virtual School is committed to the following actions:

- Virtual School will strive to communicate clearly and effectively with parents using a variety of communication strategies.
- Virtual School will hold orientations, at the beginning of each semester, providing comprehensive information and materials detailing our practices, procedures, and policies.
- Virtual School will provide parents access to (1) course content, (2) an explanation of the curriculum used as well as the forms of academic assessment, and (3) the proficiency levels that students are expected to meet.
• Virtual School will aid parents in understanding Tennessee's academic content standards and student achievement benchmarks.

• Virtual School will update our website as well as send out a quarterly communication, informing students and parents of school events and other important topics.

• Virtual School will grant parents access to student course(s) allowing parents to view student grades, assignments, and teacher feedback.

• Virtual School will also help parents monitor student achievement through access to course grades as well as mid-quarter progress reports.

• Virtual School will host parent conferences, each school year, to discuss the achievement of students, as well as collaborate on additional ways to support learners.

• Virtual School will maintain an "open door" policy with faculty and staff accessible for telephone calls, emails, and conferences with parents.

By taking the following actions, Virtual School will also afford parents and other strategic partners opportunities to participate in the governance and progression of our school:

• Virtual School will provide opportunities for regular meetings with parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of students.

• Virtual School will assist students in successfully transitioning from middle through high schooling and on to a career or college path. Virtual School will facilitate those transitions by working closely with feeder schools as well as developing and implementing a post-secondary transition plan for all full-time students.

• Virtual School will recruit and further develop community partnerships for the ongoing development of The Virtual Academy of Business & Technology.

• Virtual School will host, at minimum, quarterly social events to create a community of learners and parents at our school.

• Virtual School will utilize the School Improvement Plan (SIP) team to solicit feedback and provide all stakeholders with shared-decision making for continuous school improvement. Parents and community members are encouraged to serve on the SIP team.

• Virtual School will continue to collaborate with parents, community groups, and business partners to improve student achievement and college and career-readiness.

13 | V-SCHOOL'S NONDISCRIMINATION POLICY (POLICIES & PROCEDURES)
The Metropolitan Nashville Public Schools (MNPS) district, as well as Virtual School, does not discriminate based upon an individual's race, religion, creed, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in the admission to, access to, or operation of the school's programs, services, and activities. Additionally, MNPS and Virtual School do not discriminate in its operational practices, procedures, and policies. To file a procedural grievance, pursuant to this policy, please contact the district's Americans with Disabilities Act (ADA) Coordinator, via telephone, at (615) 259-8531.

14 | V-SCHOOL'S ACCREDITATION (INFORMATIONAL)
Virtual School is accredited and approved by the Tennessee Department of Education and the Tennessee State Board of Education. More, Virtual School is accredited by AdvancED. This designation ensures ease in transferring credits from one school to another, greater access to federal loans, scholarships, postsecondary education and military programs that require accreditation, as well as an overall commitment to ensuring that all students achieve at maximum levels at our school.

15 | V-SCHOOL'S NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY STATUS (INFORMATIONAL)
Virtual School is excited to serve student athletes with most courses National Collegiate Athletic Association (NCAA) eligible. For more information on eligible courses, visit the following link: https://web3.ncaa.org/hsportal/exec/hsAction?hsAction Submit=earchHighSchool

***SECTION CONCLUDES***
CALANDER & MORE

1ST QUARTER: FALL 2018

1 | JULY 2018 (INFORMATIONAL)
- Monday, July 2, 2018 | Window Opens for Eligible Teachers to Spend 2018-2019 BEP Funds
- Friday, July 13, 2018 | Full-Time Student Enrollment Window Closes (For Fall 2018 Enrollment) | Complete an application online at: https://www.vleam.mnps.org | 11:59PM CDT
- Saturday, July 28, 2018 | Teacher Leadership Institute | Mandatory professional learning event for adjunct teachers. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 8:30AM CDT-3:00PM CDT
- Monday, July 30, 2018 | Priority Part-Time Student Registration Window Closes (For Fall 2018 Enrollment) | To Enroll See the Counselor at the School of Primary Enrollment
- Tuesday, July 31, 2018 | Late Part-Time Student Registration Window Opens (For Fall 2018 Enrollment; Contingent Upon Seat Availability) | To Enroll See the Counselor at the School of Primary Enrollment

2 | AUGUST 2018 (INFORMATIONAL)
- Wednesday, August 1, 2018 | Professional Development Day (Virtual School’s Administrative Offices Closed/Student Center Closed)
- Thursday, August 2, 2018 | Professional Development Day (Virtual School’s Administrative Offices Closed/Student Center Closed)
- Friday, August 3, 2018 | Professional Development Day (Virtual School’s Administrative Offices Closed/Student Center Closed)
- Monday, August 6, 2018 | Professional Development Day (Virtual School’s Administrative Offices Closed/Student Center Closed)
- Tuesday, August 7, 2018 | 1st Quarter Begins (Fall 2018 Semester)
- Tuesday, August 7, 2018 | Fall 2018 Online Student Orientation Deployed
- Friday, August 10, 2018 | Fall 2018 Courses Deployed to Students | Schoology
- Saturday, August 11, 2018 | 1st Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT
- Monday, August 13, 2018 | Late Part-Time Student Registration Window Closes (For Fall 2018 Enrollment; Contingent Upon Seat Availability) | To Enroll See the Counselor at the School of Primary Enrollment
- Friday, August 17, 2018 | Deadline to Complete Fall 2018 Online Student Orientation (Failure to Complete Orientation will Result in Immediate Removal from Virtual Course) | Schoology | By 11:59PM CDT
- Friday, August 17, 2018 | 1st Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
- Saturday, August 18, 2018 | 2nd Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT
- Saturday, August 18, 2018 | New Full-Time Student Induction (Mandatory for New, Full-Time Virtual School Students) | Virtual School located at 4805 Park Avenue, Nashville, Tennessee 37209 | From 2:00PM CDT-4:00PM CDT
- Saturday, August 18, 2018 | Returning Full-Time Student Induction (Mandatory for Returning, Full-Time Virtual School Students) | Virtual School located at 4805 Park Avenue, Nashville, Tennessee 37209 | From 2:00PM CDT-4:00PM CDT
- Monday, August 20, 2018 | Tennessee Promise Application Opens (Full-Time Virtual School Seniors) | Complete application online at: http://tnpromise.gov/
- Monday, August 20, 2018 | Mandatory MTSS Screener for Full-Time High School Students (9th & 10th Grade Only) | High School Students MUST attend either the Monday, August 20, 2018 session or the Wednesday, August 22, 2018 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)
- Monday, August 20, 2018 | Fall 2018 Course Set-Up Requirements Completed by Teachers (Due Dates Set, Syllabus Published, Etc.) | Schoology | By 10:00AM CDT
- Monday, August 20, 2018-Thursday, August 23, 2018 | Student Support Labs Begin | Attendance is mandatory for new students as well as learners on academic probation. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 9:00AM CDT-3:00PM CDT
- Tuesday, August 21, 2018 | Mandatory MTSS Screener for Full-Time Middle School Students | Middle School Students MUST attend either the Tuesday, August 21, 2018 session or the Thursday, August 23, 2018 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)
- Tuesday, August 21, 2018 | Integrated Math I/Honors Lab | Attendance is mandatory for Integrated Math I/Honors students. Failure to attend will result in an “absent” for compulsory attendance purposes.
Absent students will also not earn credit for assignments completed during the lab. | Virtual School located at 4805 Park Avenue, Suite 304, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

- **Wednesday, August 22, 2018** | **Mandatory MTSS Screener for Full-Time High School Students (9th & 10th Grade Only)** | High School Students MUST attend either the Monday, August 20, 2018 session or the Wednesday, August 22, 2018 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

- **Thursday, August 23, 2018** | **Mandatory MTSS Screener for Full-Time Middle School Students** | Middle School Students MUST attend either the Tuesday, August 21, 2018 session or the Thursday, August 23, 2018 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

- **Thursday, August 23, 2018** | **Middle School Math Tutoring (6th, 7th, & 8th Grade Math)** | Virtual School located at 4805 Park Avenue, Suite 304, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

- **Thursday, August 23, 2018** | **Senior Meeting (For Full-Time Students)** | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 1:00PM CDT-2:00PM CDT

- **Thursday, August 23, 2018** | **Dinner & Discover: Partner School Facilitator Training** | For individuals facilitating/monitoring a virtual class/lab at a partner school. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 3:30PM CDT-6:00PM CDT

- **Friday, August 24, 2018** | **Class Enrollment “Snapshot” Taken for Teacher Salary Calculations (Fall 2018)**

- **Friday, August 24, 2018** | **Timesheet #1 Due (Fall 2018)** | the Administrator of v-School Finance & Payroll | By 5:00PM CDT

- **Friday, August 24, 2018** | **2nd Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted)** | Schoology | By 11:59PM CDT

- **Saturday, August 25, 2018** | **3rd Teacher Post/Announcement Date for Fall 2018 Courses** | Schoology | By 10:00AM CDT

- **Monday, August 27, 2018** | **Teacher Telephone Call #1 Window Opens** (Required Fall 2018 Teacher Communication) | This is an introductory telephone call as well as an academic progress conversation with each student and parent in your course. | Window closes on Sunday, September 9, 2018.

- **Monday, August 27, 2018** | **Welcome Letters Sent to Full-Time & Part-Time Students & Families (Fall 2018 Semester)** | Via Mail

- **Monday, August 27, 2018-Thursday, August 30, 2018** | **Student Support Labs Continue** | Attendance is mandatory for new students as well as learners on academic probation. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

- **Thursday, August 30, 2018** | **High School Math Tutoring (Integrated Math III/Honors, Bridge Math, & Statistics)** | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

- **Thursday, August 30, 2018** | **High School Science Tutoring (Physical Science, Biology, & Chemistry)** | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 1:00PM-3:00PM

- **Friday, August 31, 2018** | **Professional Development Day (Virtual School’s Administrative Offices Closed/Student Center Closed)**

- **Friday, August 31, 2018** | **Deadline for Partner Schools to Host Parent Information Sessions** (As Scheduled by Virtual School & Partner School)

- **Friday, August 31, 2018** | **3rd Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted)** | Schoology | By 11:59PM CDT

- **Saturday, September 1, 2018** | **4th Teacher Post/Announcement Date for Fall 2018 Courses** | Schoology | By 10:00AM CDT

- **Saturday, September 1, 2018** | **Deadline for Mid-Quarter Progress Grades to be Submitted by Teachers to Virtual School** | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT
• Monday, September 3, 2018 | Labor Day Holiday Observed (Virtual School’s Administrative Offices Closed/Student Center Closed/Teachers on Leave)

• Tuesday, September 4, 2018 | Simulated/Practice ACT Administered (Mandatory Attendance Required for Full-Time Virtual School Juniors) | Virtual School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | Begins at 8:00AM (Arrive by 7:45AM)

• Tuesday, September 4, 2018 | Integrated Math I/Honors Lab | Attendance is mandatory for Integrated Math I/Honors students. Failure to attend will result in an “absent” for compulsory attendance purposes. Absent students will also not earn credit for assignments completed during the lab. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Tuesday, September 4, 2018-Friday, September 7, 2018 | 1st Catch Up or Get Ahead Week (No New Assignments Due in Course) | Schoology

• Thursday, September 6, 2018 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Friday, September 7, 2018 | Adjunct Teacher Paycheck #1 Deposited (Fall 2018) | Via Direct Deposit

• Friday, September 7, 2018 | Progress Reports/Grades Issued (Mailed to Full-Time Students/Parents & Distributed to Partner Schools for Part-Time Students/Parents)

• Saturday, September 8, 2018 | 5th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT

• Sunday, September 9, 2018 | Teacher Telephone Call #1 Window Closes (Required Fall 2018 Teacher Communication)

• Monday, September 10, 2018 | Documentation from Teacher Telephone Call #1 Due (Required Fall 2018 Teacher Communication) | Via Microsoft 365 Shared Excel Spreadsheet | By 10:00AM

• Monday, September 10, 2018-Thursday, September 13, 2018 | Truancy Intervention Labs Begin | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

• Monday, September 10, 2018-Friday, September 14, 2019 | Teacher Telephone Call #1 Audit | Audits will be conducted by executive staff of Virtual School.

• Tuesday, September 11, 2018 | Integrated Math II/Honors Lab | Attendance is mandatory for Integrated Math II/Honors students. Failure to attend will result in an “absent” for compulsory attendance purposes. Absent students will also not earn credit for assignments completed during the lab. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Thursday, September 13, 2018 | Tremendous Thursdays Begin (For Fall 2018) | Information about Tremendous Thursday events, dates, locations, and times will be shared at the beginning of the Fall 2018 semester. | As Scheduled

• Thursday, September 13, 2018 | High School Math Tutoring (Integrated Math III/Honors, Bridge Math, & Statistics) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Thursday, September 13, 2018 | High School Science Tutoring (Physical Science, Biology, & Chemistry) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 1:00PM-3:00PM

• Friday, September 14, 2018 | Deadline to Drop a Course Without a Grade (Send a Written Request to your Counselor at the School of Primary Enrollment) | By 5:00PM CDT

• Friday, September 14, 2018 | Deadline to Add/Enroll in a New Course (Send a Written Request to your Counselor at the School of Primary Enrollment) | By 5:00PM CDT

• Friday, September 14, 2018 | 4th Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

• Saturday, September 15, 2018 | 6th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT

• Monday, September 17, 2018-Thursday, September 20, 2018 | Truancy Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

• Monday, September 17, 2018-Friday, September 21, 2018 | MNPS Virtual School Application Week

• Tuesday, September 18, 2018 | Integrated Math I/Honors Lab | Attendance is mandatory for Integrated Math I/Honors students. Failure to attend will result in an “absent” for compulsory attendance purposes. Absent students will also not earn credit for assignments completed during the lab. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Thursday, September 20, 2018 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Thursday, September 20, 2018 | Senior College Planning Meeting (For Full-Time Students) | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 1:00PM CDT-2:30PM CDT

• Thursday, September 20, 2018 | MNPS College Fair | Tennessee State University (Gentry Center located at 3500 John A. Merritt Blvd, Nashville, Tennessee 37209) | From 3:00PM CDT-6:30PM CDT
• Friday, September 21, 2018 | Timesheet #2 Due (Fall 2018) | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT

• Friday, September 21, 2018 | 5th Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

• Saturday, September 22, 2018 | 7th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT

• Monday, September 24, 2018-Thursday, September 27, 2018 | TUITION Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

• Thursday, September 27, 2018 | High School Math Tutoring | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Thursday, September 27, 2018 | Project Lit Book Club | Virtual School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | From 12:00PM CDT-1:00PM CDT

• Friday, September 28, 2018 | 6th Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

• Saturday, September 29, 2018 | 8th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT

4 | OCTOBER 2018 (INFORMATIONAL)

• Monday, October 1, 2018 | Free Application for Federal Student Aid (FAFSA) Opens | Complete application online at: https://fafsa.ed.gov/.

• Monday, October 1, 2018 | Pre-ACT Administration Session (Full-Time Virtual School Senior Retake) | For students taking the ACT on Tuesday, October 2, 2018. Attendance is mandatory, or the student will be ineligible to sit for the ACT per testing regulations. | MNPS Virtual School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | Must attend either the 10:00AM CDT Session or 1:00PM CDT Session.

• Monday, October 1, 2018 | Fall Teacher Coaching Conversation Window Opens | As scheduled by the Assistant Principal of Virtual School

• Monday, October 1, 2018-Thursday, October 11, 2018 | Fall TNReady & EOC Benchmark Exams Administered Online for Full-Time & Part-Time Students (High School End-of-Course Subjects/Middle School English, Math, Science, & Social Studies) | Benchmarks will not be timed or proctored and can be taken remotely. All benchmarks must be taken no later than Friday, October 12, 2018 at 11:59PM. | Schoology

• Tuesday, October 2, 2018 | ACTExam (Full-Time Virtual School Senior Retake) | Participation is limited to seniors who took the ACT as juniors. | Virtual School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | Begins at 7:30AM (Arrive by 7:15AM)

• Thursday, October 4, 2018 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

• Friday, October 5, 2018 | Adjunct Teacher Paycheck #2 Deposited (Fall 2018) | Via Direct Deposit

• Friday, October 5, 2018 | 1st Quarter Ends (Fall 2018 Semester)

• Saturday, October 6, 2018 | 9th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT

• Saturday, October 6, 2018 | Deadline for 1st Quarter Grades to be Submitted by Teachers to Virtual School | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT

CH 5 | 2ND QUARTER: FALL 2018

1 | OCTOBER 2018 CONTINUES (INFORMATIONAL)

• Monday, October 8, 2018 | 2nd Quarter Begins (Fall 2018 Semester)

• Monday, October 8, 2018 | Columbus Day

• Monday, October 8, 2018-Thursday, October 11, 2018 | TUITION Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

• Monday, October 8, 2018 | 2nd Quarter Began (Fall 2018 Semester)
mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

- Monday, October 8, 2018 - Friday, October 12, 2018 | Fall TNReady Benchmark Exams Administered Online for Full-Time & Part-Time Students Continue (High School End-of-Course Subjects/Middle School English, Math, Science, & Social Studies) | Benchmarks will not be timed or proctored and can be taken remotely. All benchmarks must be taken no later than Friday, October 12, 2018 at 11:59PM. | Schoology
- Thursday, October 11, 2018 | High School Math Tutoring | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

- Thursday, October 11, 2018 | Deadline for Virtual School to Post 1st Quarter Grades, for Partner Schools, in Infinite Campus (Partner Schools Should Not Run Report Cards Until After this Date)
- Friday, October 12, 2018 | Professional Development Day (Virtual School’s Administrative Offices Closed/Student Center Closed)
- Friday, October 12, 2018 | Fall TNReady Benchmark Exams Due Date for Full-Time & Part-Time Students | Schoology | By 11:59PM CDT
- Friday, October 12, 2018 | 7th Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
- Saturday, October 13, 2018 | 10th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT
- Saturday, October 13, 2018 | Deadline for Teachers to Post Final Exam Review Assignment in Course (Non-EOC Courses Only) | Schoology | By 11:59PM CDT
- Sunday, October 14, 2018-Sunday, October 21, 2018 | Fall Break Observed (Virtual School’s Administrative Offices Closed/Student Center Closed/Teachers on Leave/No New Assignments Due in Course)
- Monday, October 22, 2018 | Community Advisory Board Meeting | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 10:00AM-12:00PM
- Monday, October 22, 2018 | 11th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT
- Monday, October 22, 2018-Thursday, October 25, 2018 | Truancy Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT
- Tuesday, October 23, 2018 | Partner School Advisory Board Meeting | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 2:00PM CDT-4:00PM CDT
- Tuesday, October 23, 2018 | 1st Quarter Report Cards Issued (Mailed to Full-Time Students & Distributed by Partner Schools to Part-Time Students)
- Thursday, October 25, 2018 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT
- Thursday, October 25, 2018 | Tennessee Promise Meeting #1 for Seniors (For Full-Time Students) | Attend this meeting to learn more about submitting a Tennessee Promise application. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 10:00AM CDT-11:00AM CDT
- Thursday, October 25, 2018 | Free Application for Federal Student Aid (FAFSA) Workshop (For Full-Time Students) | Attend this workshop to learn more about the FAFSA as well as support with submitting your application. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 11:00AM CDT-1:00PM CDT
- Thursday, October 25, 2018 | American Red Cross Training: Adult & Pediatric CPR (Free Training) | Adult and Pediatric CPR certification is required for students taking Lifetime Wellness (Spring) with Lifetime Activities. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 3:00PM CDT-5:00PM CDT
- Friday, October 26, 2018 | My Future. My Way Career Exploration Fair | Music City Center located at 201 5th Ave South, Nashville, TN 37203 | From 7:30AM CDT-3:30PM CDT
- Friday, October 26, 2018 | Support & Intervention Meeting | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-10:00AM CDT
- Friday, October 26, 2018 | Timesheet #3 Due (Fall 2018) | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT
- Friday, October 26, 2018 | 8th Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
- Saturday, October 27, 2018 | 12th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT
- Monday, October 29, 2018-Thursday, November 1, 2018 | 3rd Catch Up or Get Ahead Week (No New Assignments Due in Course) | Schoology
- Wednesday, October 31, 2018 | Halloween

2 | NOVEMBER 2018 (INFORMATIONAL)
- Thursday, November 1, 2018 | High School Math Tutoring | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT
- Thursday, November 1, 2018 | Tennessee Promise Application Closes (Full-Time Virtual School Seniors) | Complete application online at: http://tnpromise.gov/ | At 11:59PM CDT
- Friday, November 2, 2018 | Fall Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School
• Friday, November 30, 2018 | 11th Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
• Friday, November 30, 2018 | Due Date for Fall EOC & TNReady Inquiry-Based Task/Assignment #1 | Schoology | By 11:59PM CDT

3 | DECEMBER 2018 (INFORMATIONAL)

• Saturday, December 1, 2018 | 18th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT
• Monday, December 3, 2018-Thursday, December 6, 2018 | Tuancy Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT
• Friday, December 7, 2018 | 12th & Final Due Date for Fall 2018 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
• Saturday, December 8, 2018 | 19th Teacher Post/Announcement Date for Fall 2018 Courses | Schoology | By 10:00AM CDT
• Saturday, December 8, 2018 | Teacher/Staff Winter Holiday Celebration | Event to be held at Dr. James Vince Witty’s house with his address shared directly with teachers and staff members. | Beginning at 6:00PM
• Monday, December 10, 2018 | Dual Credit Testing Window Opens (Fall 2018) | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.
• Monday, December 10, 2018-Thursday, December 13, 2018 | Final Exam Testing for Part-Time Students (Fall 2018 Courses) | Part-Time students should contact their school counselor, at the school of primary enrollment, for exact testing dates and times. The testing window closes on Thursday, December 20, 2018.
• Monday, December 10, 2018 | Timesheet #4 Due (Fall 2018) | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT
• Friday, December 14, 2018 | Fall 2018 Uniform

Make-Up Work Deadline (All Assignments Due) | Schoology | By 11:59PM CDT
• Monday, December 17, 2018 | Late Part-Time Student Registration Window Opens (For Spring 2019 Enrollment; Contingent Upon Seat Availability) | To Enroll See the Counselor at the School of Primary Enrollment
• Monday, December 17, 2018 | New Teacher Induction | Mandatory professional learning event for new adjunct teachers. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 3:30PM CDT-6:30PM CDT
• Monday, December 17, 2018-Thursday, December 20, 2018 | Final Exam Testing for Part-Time Students (Fall 2018 Courses) | Part-Time students should contact their school counselor, at the school of primary enrollment, for exact testing dates and times. The testing window closes on Thursday, December 20, 2018.
• Monday, December 17, 2018-Thursday, December 20, 2018 | Final Exam Testing for Full-Time Students (Fall 2018 Courses) | Full-time students test daily at Virtual School located at 4805 Park Avenue, Suite 304, Nashville, Tennessee 37209 at any of the following testing start times: 8:00AM CDT, 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT. No appointment is required. No more than three (3) final exams can be taken in a day. The testing window closes on Thursday, December 20, 2018.
• Thursday, December 20, 2018 | Deadline for Full-Time and Part-Time Students to Take Final Exams | As scheduled by the school of primary enrollment.
• Thursday, December 20, 2018 | Dual Credit Testing Window Closes (Fall 2018) | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.
• Friday, December 21, 2018 | 2nd Quarter Ends (Fall 2018 Semester)
• Saturday, December 22, 2018 | Deadline for 2nd Quarter Fall 2018 Semester Grades to be Submitted by Teachers to Virtual School | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT
• Sunday, December 23, 2018-Sunday, January 6, 2018 | Winter Holiday Observed (Virtual School's Administrative Offices Closed/Student Center Closed/Teachers on Leave/No New Assignments Due in Course)
• Tuesday, December 25, 2018 | Christmas Day
• Friday, December 28, 2018 | Adjunct Teacher Paycheck #4 Deposited (Fall 2018) | Via Direct Deposit
• Monday, December 31, 2018 | New Year’s Eve
1 | JANUARY 2019 (INFORMATIONAL)

- Wednesday, January 9, 2019 | **Student Orientation Deployed**
  Attend a Single Screening Date & Time
  
  4805 Park Avenue, Suite 302, Nashville, Tennessee
  January 17, 2019 session. | **Virtual School** located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

- Friday, January 11, 2019 | **Spring 2019 Courses Deployed to Students**
  Schoology
  * Saturday, January 12, 2019 | **1st Teacher Post/Announcement Date for Spring 2019 Courses**
  Schoology | By 10:00AM CDT
  * Monday, January 14, 2019 | **Virtual School Part-Time (Late) Enrollment Window Closes** (For Spring 2019 Enrollment; Contingent Upon Seat Availability) | **To Enroll See the Counselor at the School of Primary Enrollment**
  
  - Monday, January 14, 2019 | **Mandatory MTSS Screener for Full-Time High School Students (9th & 10th Grade Only)** | **High School Students MUST attend either the Monday, January 14, 2019 session or the Wednesday, January 16, 2019 session. | **Virtual School** located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

- Tuesday, January 15, 2019 | **Mandatory MTSS Screener for Full-Time Middle School Students** | **Middle School Students MUST attend either the Tuesday, January 15, 2019 session or the Thursday, January 17, 2019 session. | **Virtual School** located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

- Wednesday, January 16, 2019 | **Mandatory MTSS Screener for Full-Time High School Students (9th & 10th Grade Only)** | **High School Students MUST attend either the Monday, January 14, 2019 session or the Wednesday, January 16, 2019 session. | **Virtual School** located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

- Thursday, January 17, 2019 | **Mandatory MTSS Screener for Full-Time Middle School Students** | **Middle School Students MUST attend either the Tuesday, January 15, 2019 session or the Thursday, January 17, 2019 session. | **Virtual School** located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

- Friday, January 18, 2019 | **1st Due Date for Spring 2019 Courses** (See Syllabus for Assignments to be Submitted) | **Schoology** | By 11:59PM CDT
  * Friday, January 18, 2019 | **Deadline to Complete Spring 2019 Online Student Orientation** (Failure to Complete Orientation will Result in Immediate Removal from Virtual Course) | **Schoology** | By 11:59PM CDT
  * Saturday, January 19, 2019 | **New Full-Time Student Induction** (Mandatory for New, Full-Time Virtual School Students) | Teachers attend between 11:00PM CDT-1:00PM CDT | Virtual School located at 4805 Park Avenue, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT
  * Saturday, January 19, 2019 | **2nd Teacher Post/Announcement Date for Spring 2019 Courses** | **Schoology** | By 10:00AM CDT
  * Monday, January 21, 2019 | **Martin Luther King, Jr. Day Observed** (Virtual School's Administrative Offices Closed/Student Center Closed/Teachers on Leave)
  * Tuesday, January 22, 2019 | **Teacher Telephone Call #1 Window Opens** (Required Spring 2019 Teacher Communication) | This is an introductory telephone call as well as an academic progress conversation with each student and parent in your course. | Window closes on Sunday, February 3, 2019.
  * Tuesday, January 22, 2019 | **Spring 2019 Course Set-Up Requirements Completed by Teachers** (Due Dates Set, Syllabus Published, Etc.) | **Schoology** | By 10:00AM CDT
  * Tuesday, January 22, 2019 - Thursday, January 24, 2019 | **Student Support Labs Begin** | Attendance is mandatory for new students as well as learners on academic probation. Please bring a lunch. | **Virtual School** located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT
  * Thursday, January 24, 2019 | **Middle School Math Tutoring (6th, 7th, & 8th Grade Math)** | **Virtual School** located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT
  * Thursday, January 24, 2019 | **Dinner & Learn: Partner School Facilitator Training** | **For individuals**
facilitating/monitoring a virtual class/lab at a partner school. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 3:30PM CDT-6:00PM CDT

- Friday, January 25, 2019 | Adjunct Teacher Paycheck #5 Deposited (Fall 2018) | Via Direct Deposit
- Friday, January 25, 2019 | Class Enrollment “Snapshot” Taken for Teacher Salary Calculations (Spring 2019)
- Friday, January 25, 2019 | Timesheet #1 Due (Spring 2019) | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT
- Friday, January 25, 2019 | 2nd Due Date for Spring 2019 Courses | See Syllabus for Assignments to be Submitted | Schoology | By 11:59PM CDT
- Saturday, January 26, 2019 | 3rd Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT
- Monday, January 28, 2019 | US Civics Exam & Preparation Course Deployed to Full-Time Virtual School Seniors | Seniors are required to take the US Civics Exam, as mandated by Tennessee State Law, in order to graduate. Seniors must complete the exam no later than Friday, March 29, 2018 at 11:59PM. | Schoology
- Monday, January 28, 2019 | Welcome Letters Sent to Full-Time & Part-Time Students & Families (Spring 2019 Semester) | Via Mail
- Monday, January 28, 2019 | Student Support Labs Continue | Attendance is mandatory for new students as well as learners on academic probation. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT
- Thursday, January 30, 2019 | High School Math Tutoring | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

2 | FEBRUARY 2019 (INFORMATIONAL)

- Friday, February 1, 2019 | 3rd Due Date for Spring 2019 Courses | See Syllabus for Assignments to be Submitted | Schoology | By 11:59PM CDT
- Saturday, February 2, 2019 | Groundhogs Day
- Saturday, February 2, 2019 | 4th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT
- Saturday, February 2, 2019 | Deadline for Mid-Quarter Progress Grades to be Submitted by Teachers to Virtual School | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT
- Sunday, February 3, 2019 | Teacher Telephone Call #1 Window Closes (Required Spring 2019 Teacher Communication)
- Monday, February 4, 2019 | Documentation from Teacher Telephone Call #1 Due (Required Spring 2019 Teacher Communication) | Via Microsoft 365 Shared Excel Spreadsheet | By 10:00AM
- Monday, February 4, 2019 | School Improvement Planning (SIP) Meeting | Open to all students, parents, teachers, staff, and other strategic partners.
- Monday, February 4, 2019 | Adjunct Teacher Paycheck #6 Deposited (Fall 2018) | Via Direct Deposit
- Monday, February 4, 2019 | 1st Catch Up or Get Ahead Week (No New Assignments Due in Course) | Schoology
- Monday, February 4, 2019 | National School Counseling Week
- Monday, February 4, 2019 | Teacher Telephone Call #1 Audit | Audits will be conducted by executive staff of Virtual School.
- Thursday, February 7, 2019 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT
- Friday, February 8, 2019 | Achievement First Stipend Deposited (Fall 2018) | Via Direct Deposit
- Friday, February 8, 2019 | Adjunct Teacher Paycheck #1 Deposited (Spring 2019) | Via Direct Deposit
- Friday, February 8, 2019 | Progress Reports/Grades Issued (Mailed to Full-Time Students/Parents & Distributed to Partner Schools for Part-Time Students/Parents)
- Saturday, February 9, 2019 | 5th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Opens | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Opens | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Opens | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School
- Monday, February 11, 2019 | Spring Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School
Monday, February 18, 2019 | Professional Development Day (Virtual School’s Administrative Offices Closed/Student Center Closed)

Tuesday, February 19, 2019-Thursday, February 21, 2019 | Truancy Intervention Labs Continue |
Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

Thursday, February 21, 2019 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

Friday, February 22, 2019 | Timesheet #2 Due (Spring 2019) | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT

Friday, February 22, 2019 | 5th Due Date for Spring 2019 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

Saturday, February 23, 2019 | 7th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT

Monday, February 25, 2019-Thursday, February 28, 2019 | Truancy Intervention Labs Continue |
Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

Thursday, February 28, 2019 | High School Math Tutoring | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

Thursday, February 28, 2019 | Project Lit Book Club | Virtual School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | From 12:00PM CDT-1:00PM CDT

3 | MARCH 2019 (INFORMATIONAL)

Friday, March 1, 2019 | 6th Due Date for Spring 2019 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

Saturday, March 2, 2019 | 8th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT

Monday, March 4, 2019 | Tennessee Promise Meeting #2 for Seniors (For Full-Time Students) | Attend this meeting to learn more about Tennessee Promise requirements. | Hillsboro High School located at 3812 Hillsboro Pike, Nashville, Tennessee 37215 in the Gym | From 5:30PM CDT until 6:30PM CDT

Monday, March 4, 2019-Friday, March 8, 2019 | Parent Conferences (For Full-Time Students/Parents) | Individual Appointments Scheduled by v-Student Engagement Specialist.

Monday, March 4, 2019-Friday, March 8, 2019 | Spring TNReady Benchmark Exams Administered to Part-Time Students (High School End-of-Course Subjects/Middle School English, Math, Science, & Social Studies) | While benchmarks will be taken online, exams will be taken in a proctored setting at the part-time student’s school of primary enrollment. Part-Time students should contact the school counselor at their school of primary enrollment regarding scheduled testing dates and times. All benchmarks must be taken no later than Friday, March 8, 2019. | Schoology

Monday, March 4, 2019-Friday, March 8, 2019 | Spring TNReady Benchmark Exams Administered to Full-Time Students (High School End-of-Course Subjects/Middle School English, Math, Science, & Social Studies) | While benchmarks will be taken online, exams will be taken in a proctored setting at Virtual School. Full-time students test daily at Virtual School located at 4805 Park Avenue, Suite 304, Nashville, Tennessee 37209 at any of the following testing start times: 8:00AM CDT, 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT. No appointment is required. No more than three (3) exams can be taken in a day. The testing window closes for full-time students closes on Friday, March 8, 2019.

Thursday, March 7, 2019 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT

Thursday, March 7, 2019 | American Red Cross Training: Adult & Pediatric CPR (Free Training) | Adult and Pediatric CPR certification is required for students taking Lifetime Wellness (Spring) with Lifetime Activities. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 3:00PM CDT-5:00PM CDT

Friday, March 8, 2019 | Adjunct Teacher Paycheck #2 Deposited (Spring 2019) | Via Direct Deposit

Friday, March 8, 2019 | Spring TNReady Benchmark Exams Due Date for Part-Time Students | Schoology | By 5:00PM CDT

Friday, March 8, 2019 | 7th Due Date for Spring 2019 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

Friday, March 8, 2019 | 3rd Quarter Ends (Spring 2019 Semester)

Saturday, March 9, 2019 | 9th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT

Saturday, March 9, 2019 | Deadline for 3rd Quarter Grades to be Submitted by Teachers to Virtual School | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT

Sunday, March 10, 2019-Sunday, March 17, 2019 | Spring Holiday (Break) Observed | (Virtual School’s Administrative Offices Closed/Student Center Closed/Teachers on Leave/No New Assignments Due in Course)

Sunday, March 17, 2019 | St. Patrick's Day

CH 7 | 4TH QUARTER: SPRING 2019
1 | MARCH 2019 CONTINUES (INFORMATIONAL)

- **Monday, March 18, 2019 | 4th Quarter Begins (Spring 2019 Semester)**
- **Monday, March 18, 2019 | Priority Registration**
- **Window Opens for 2019 Summer Success Program | Open to full-time and part-time students | Enroll at https://www.vlearmnps.org/**
- **Monday, March 18, 2019 | 10th Teacher**
- **Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT**
- **Monday, March 18, 2019 | Community Advisory Board Meeting | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 10:00AM-12:00PM**
- **Monday, March 18, 2019-Thursday, March 21, 2019 | Truancy Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT**
- **Tuesday, March 19, 2019 | Full-Time Virtual School Senior Class of 2019 Cap & Gown Picture Day | This is mandatory for seniors planning to participate in graduation. | Virtual School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | Picture times are distinguished by last name with the time slots as follows: A-C (1:30PM CDT), D-L (2:00PM CDT), M-Q (2:30PM CDT), and R-Z (3:00PM CDT).**
- **Tuesday, March 19, 2019 | 3rd Quarter Report Cards Issued | (Mailed to Full-Time Students & Distributed by Partner Schools to Part-Time Students)**
- **Thursday, March 21, 2019 | High School Math Tutoring | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT**
- **Friday, March 22, 2019 | Support & Intervention Meeting | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 9:00AM CDT-10:00AM CDT**
- **Friday, March 22, 2019 | Timesheet #3 Due (Spring 2019) | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT**
- **Friday, March 22, 2019 | Spring Teacher Coaching Conversation Window Closes | As scheduled by the Assistant Principal of Virtual School**
- **Friday, March 22, 2019 | 8th Due Date for Spring 2019 Courses | (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT**
- **Saturday, March 23, 2019 | 11th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT**
- **Saturday, March 23, 2019 | Deadline for Teachers to Post Final Exam Review Assignment in Course (Non-EOC Courses Only) | Schoology | By 11:59PM CDT**
- **Monday, March 25, 2019-Thursday, March 28, 2019 | Truancy Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT**
- **Tuesday, March 26, 2019 | Partner School Advisory Board Meeting | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 2:00PM CDT-4:00PM CDT**
- **Thursday, March 28, 2019 | Middle School Math Tutoring (6th, 7th, & 8th Grade Math) | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT**
- **Friday, March 29, 2019 | Window Closes for Eligible Teachers to Spend 2018-2019 BEP Funds | All original receipts are due, by March 29, for reimbursement purposes. | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT**
- **Friday, March 29, 2019 | Spring EOC & TNReady Inquiry-Based Task/Assignment Posted & Assigned to Students (By Teacher) | Schoology**
- **Friday, March 29, 2019 | 9th Due Date for Spring 2019 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT**
- **Friday, March 29, 2019 | Due Date for Seniors to Complete the US Civics Exam (Tennessee Graduation Requirement) | Schoology | By 11:59PM CDT**
- **Saturday, March 30, 2019 | 12th Teacher**
- **Friday, March 29, 2019 | Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT**

2 | APRIL 2019 (INFORMATIONAL)

- **Monday, April 1, 2019 | Dual Credit Testing Window Opens (Spring 2019) | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.**
- **Monday, April 1, 2019-Thursday, April 4, 2019 | Truancy Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT**
- **Tuesday, April 2, 2019 | ACT Exam (For Full-Time Virtual School) | School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | Begins at 7:30AM (Arrive by 7:15AM)**
- **Thursday, April 4, 2019 | High School Math Tutoring | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 9:00AM CDT-12:00PM CDT**
- **Friday, April 5, 2019 | Adjunct Teacher Paycheck #3 Deposited (Spring 2019) | Via Direct Deposit**
- **Friday, April 5, 2019 | 10th Due Date for Spring 2019 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT**
- **Saturday, April 6, 2019 | 13th Teacher**
- **Thursday, April 11, 2019 | School Improvement Planning (SIP) Meeting | Open to all students, parents, teachers, staff, and other strategic partners. | Virtual School located at 4805 Park Avenue, Suite
302, Nashville, Tennessee 37209 | From 10:00AM-12:00PM

- Monday, April 8, 2019 | Teacher Telephone Call #2 Window Opens (Required Spring 2019 Teacher Communication) | This is an academic progress update conversation with each student's parent in your course. | Window closes on Saturday, April 20, 2019.

- Monday, April 8, 2019-Thursday, April 11, 2019 | Truancy Intervention Labs Continue | Attendance is mandatory for identified students. Failure to attend will result in an “absent” for compulsory attendance purposes. Please bring a lunch. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | Daily from 9:00AM CDT-3:00PM CDT

- Thursday, April 11, 2019 | Tremendous Thursdays End (For Spring 2019) | As Scheduled

- Thursday, April 11, 2019 | Deadline to Request a Course Extension (For Spring 2019 Courses) | Contact the School Counselor for more information.

- Thursday, April 11, 2019 | Last Day to Take a Final Exam Early for Spring 2019 Courses | Contact your teacher to coordinate early testing.

- Friday, April 12, 2019 | Support & Intervention Meeting | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 9:00AM CDT-10:00AM CDT

- Friday, April 12, 2019 | Dual Credit Testing Window Closes (Spring 2019) | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.

- Friday, April 12, 2019 | 11th Due Date for Spring 2019 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

- Friday, April 12, 2019 | Spring EOC & TNReady Inquiry-Based Task/Assignment Due Date (Students) | Schoology | By 11:59PM CDT

- Saturday, April 13, 2019 | 14th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT

- Saturday, April 13, 2019 | Deadine for Mid-Quarter Progress Grades to be Submitted by Teachers to Virtual School | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT

- Monday, April 15, 2019 | TNReady (Mandated State Assessments) Testing Window Opens | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.

- Monday, April 15, 2019-Friday, April 19, 2019 | 2nd Catch Up or Get Ahead Week (No New Assignments Due in Course) | Schoology

- Thursday, April 18, 2019 | Progress Reports/Grades Issued (Mailed to Full-Time Students/Parents & Distributed to Partner Schools for Part-Time Students/Parents)

- Friday, April 19, 2019 | Spring Holiday Observed (Virtual School’s Administrative Offices Closed/Student Center Closed/Teachers on Leave)

- Saturday, April 20, 2019 | 15th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT

- Saturday, April 20, 2019 | Teacher Telephone Call #2 Window Closes (Required Spring 2019 Teacher Communication)

- Sunday, April 21, 2019 | Easter

- Monday, April 22, 2019 | Earth Day

- Monday, April 22, 2019 | Documentation from Teacher Telephone Call #2 Due (Required Spring 2019 Teacher Communication) | Via Microsoft 365 Shared Excel Spreadsheet | By 10:00AM

- Monday, April 22, 2019-Friday, April 26, 2019 | Teacher Telephone Call #2 Audit | Audits will be conducted by executive staff of Virtual School.

- Wednesday, April 24, 2019 | National Administrative Professionals Day

- Friday, April 26, 2019 | 12th Due Date for Spring 2019 Courses (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

- Saturday, April 27, 2019 | 16th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT

- Saturday, April 27, 2019 | Save the Date: Virtual School Prom

- Monday, April 29, 2019-Friday, May 3, 2019 | 3rd Catch Up or Get Ahead Week (No New Assignments Due in Course) | Schoology

3 | MAY 2019 (INFORMATIONAL)

- Wednesday, May 1, 2019 | National Principals’ Appreciation Day

- Friday, May 3, 2019 | TNReady (Mandated State Assessments) Testing Window Closes | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.

- Friday, May 3, 2019 | Timesheet #4 Due (Spring 2019) | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT

- Saturday, May 4, 2019 | 17th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT
Sunday, May 5, 2019 | Cinco de Mayo
Monday, May 6, 2019 | Advanced Placement (CollegeBoard) Testing Window Opens | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.

Monday, May 6, 2019 | Mandatory MTSS Screener for Full-Time High School Students (9th & 10th Grade Only) | High School Students MUST attend either the Monday, May 6, 2019 session or the Wednesday, May 8, 2019 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

Monday, May 6, 2019-Friday, May 10, 2019 | National Teacher Appreciation Week
Tuesday, May 7, 2019 | National Teacher Appreciation Day

Tuesday, May 7, 2019 | Mandatory MTSS Screener for Full-Time Middle School Students | Middle School Students MUST attend either the Tuesday, May 7, 2019 session or the Thursday, May 9, 2019 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

Wednesday, May 8, 2019 | Mandatory MTSS Screener for Full-Time High School Students (9th & 10th Grade Only) | High School Students MUST attend either the Monday, May 6, 2019 session or the Wednesday, May 8, 2019 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

Thursday, May 9, 2019 | Mandatory MTSS Screener for Full-Time Middle School Students | Middle School Students MUST attend either the Tuesday, May 7, 2019 session or the Thursday, May 9, 2019 session. | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | Screening Start Times Include the Following: 8:00AM CDT & 10:00AM CDT (Students Only Need to Attend a Single Screening Date & Time)

Thursday, May 9, 2019 | Project Lit Book Club | Virtual School located at 4805 Park Avenue, Suite 306, Nashville, Tennessee 37209 | From 12:00PM CDT-1:00PM CDT

Friday, May 10, 2019 | Spring 2019 Uniform Make-Up Work Deadline (All Assignments Due) | Schoology | By 11:59PM CDT

Saturday, May 11, 2019 | 18th Teacher Post/Announcement Date for Spring 2019 Courses | Schoology | By 10:00AM CDT

Sunday, May 12, 2019 | Mother’s Day

Monday, May 13, 2019-Thursday, May 16, 2019 | Final Exam Testing for Full-Time Students (Spring 2019 Courses) | Full-time students test daily at Virtual School located at 4805 Park Avenue, Suite 304, Nashville, Tennessee 37209 at any of the following testing start times: 8:00AM CDT, 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT. No appointment is required. No more than three (3) final exams can be taken in a day. The testing window for full-time students closes on Thursday, May 16, 2019.

Monday, May 13, 2019-Friday, May 17, 2019 | Final Exam Testing for Part-Time Students (Spring 2019 Courses) | Part-Time students should contact their school counselor, at the school of primary enrollment, for exact testing dates and times. The testing window closes on Wednesday, May 22, 2019.

Friday, May 17, 2019 | Adjunct Teacher Paycheck #4 Deposited (Spring 2019) | Via Direct Deposit

Friday, May 17, 2019 | Advanced Placement (CollegeBoard) Testing Window Closes | Exact exam dates, times, and other testing information will be shared with students, via the counselor at the school of primary enrollment, early during the Spring 2019 semester.

Friday, May 17, 2019 | Priority Registration Window Closes for 2019 Summer Success Program | Open to full-time and part-time students. | Enroll online at: https://www.vlearn.mnps.org/

Monday, May 20, 2019 | Deadline for Full-Time Virtual School Seniors to Meet All Graduation Requirements for Participation in the 2019 Graduation Ceremony & Gala

Monday, May 20, 2019 | Late Registration Window Opens for 2019 Summer Success Program | Open to full-time and part-time students. | Enroll online at: https://www.vlearn.mnps.org/

Monday, May 20, 2019-Wednesday, May 22, 2019 | Final Exam Testing for Part-Time Students Continued (Spring 2019 Courses) | Part-Time students should contact their school counselor, at the school of primary enrollment, for exact testing dates and times. The testing window closes on Wednesday, May 22, 2019.

Tuesday, May 21, 2019 | 2019 Virtual School Graduation Ceremony Rehearsal & Senior Signing Day (For Participating Full-Time Seniors) | Seniors must participate in the rehearsal to be eligible to participate in the 2019 Graduation Ceremony. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 10:00AM CDT-11:30AM CDT

Tuesday, May 21, 2019 | Junior College Planning Workshop (For Full-Time Students & Families) | Attend this workshop to learn more about how to begin the college planning process. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 7:00PM-8:30PM
• Thursday, May 23, 2019 | **4th Quarter Ends (Spring 2019 Semester)**
• Thursday, May 23, 2019 | **Late Registration Window Closes for 2019 Summer Success Program** | Open to full-time and part-time students | Enroll online at: [https://www.vleam.mnps.org/](https://www.vleam.mnps.org/)
• Friday, May 24, 2019 | **Professional Development Day** (Virtual School’s Administrative Offices Closed/Student Center Closed)
• Friday, May 24, 2019 | **Deadline for Teachers to Return Virtual School Technology for Summer Maintenance** (To the Administrator of v-School Finance & Payroll) | Virtual School located at 4805 Park Avenue, Suite 303, Nashville, Tennessee 37209 | By 5:00PM CDT
• Saturday, May 25, 2019 | **Deadline for 4th Quarter/Spring 2019 Semester Grades to be Submitted by Teachers to Virtual School** | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT

**CH 8 | SUMMER 2019**

### 1 | MAY 2019 CONTINUES (INFORMATIONAL)

- **Monday, May 27, 2019** | **Memorial Day Observed** (Virtual School’s Administrative Offices Closed/Student Center Closed/Teachers on Leave)
- **Tuesday, May 28, 2019** | **Summer 2019 Semester Begins** (2019 Summer Success Program)
- **Tuesday, May 28, 2019** | **Summer 2019 Online Student Orientation Deployed**
- **Wednesday, May 29, 2019** | **Summer 2019 Courses Deployed to Students** | Schoology
- **Wednesday, May 29, 2019** | **1st Teacher Post/Announcement Date for Summer 2019 Courses** | Schoology | By 10:00AM CDT
- **Wednesday, May 29, 2019** | **Summer 2019 Course Set-Up Requirements Completed by Teachers** (Due Dates Set, Syllabus Published, Etc.) | Schoology | By 10:00AM CDT
- **Wednesday, May 29, 2019** | **Teacher Telephone Call #1 Window Opens** (Required Summer 2019 Teacher Communication) | This is an introductory telephone call as well as an academic progress conversation with each student and parent in your course. | Window closes on Sunday, June 9, 2019.
- **Friday, May 31, 2019** | **Timesheet #5 Due (Spring 2019)** | Please submit to the Administrator of v-School Finance & Payroll. | By 5:00PM CDT
- **Friday, May 31, 2019** | **Deadline to Complete Summer 2019 Online Student Orientation** (Failure to Complete Orientation will Result in Immediate Removal from Virtual Course) | Schoology | By 11:59PM CDT
- **Friday, May 31, 2019** | **1st Due Date for Summer 2019 Courses** (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT

### 2 | JUNE 2019 (INFORMATIONAL)

- **Saturday, June 1, 2019** | **2nd Teacher Post/Announcement Date for Summer 2019 Courses** | Schoology | By 10:00AM CDT
- **Monday, June 3, 2019** | **Welcome Letters Sent to Full-Time & Part-Time Students & Families** (Summer 2019 Semester) | Via Mail
- **Tuesday, June 4, 2019** | **2nd Due Date for Summer 2019 Courses** (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
- **Wednesday, June 5, 2019** | **3rd Teacher Post/Announcement Date for Summer 2019 Courses** | Schoology | By 10:00AM CDT
- **Thursday, June 6, 2019** | **4th Quarter/Spring 2019 Semester Report Cards Issued** (Mailed to Full-Time Students & Distributed by Partner Schools to Part-Time Students)
- **Friday, June 7, 2019** | **Class Enrollment “Snapshot” Taken for Teacher Salary Calculations** (Summer 2019)
- **Friday, June 7, 2019** | **3rd Due Date for Summer 2019 Courses** (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
- **Saturday, June 8, 2019** | **4th Teacher Post/Announcement Date for Summer 2019 Courses** | Schoology | By 10:00AM CDT
- **Sunday, June 9, 2019** | **Teacher Telephone Call #1 Window Closes** (Required Summer 2019 Teacher Communication)
- **Monday, June 10, 2019** | **Documentation from Teacher Telephone Calls Due** (Required Summer 2019 Teacher Communication) | Via Microsoft 365 Shared Excel Spreadsheet | By 10:00AM
- **Monday, June 10, 2019** | **Community Advisory Board Meeting** | Virtual School located at 4805 Park Avenue, Suite 302, Nashville, Tennessee 37209 | From 10:00AM-12:00PM
- **Monday, June 10, 2019**-Friday, June 14, 2019 | **Teacher Telephone Call Audit** | Audits will be conducted by executive staff of Virtual School.
- **Tuesday, June 11, 2019** | **4th Due Date for Summer 2019 Courses** (See Syllabus for Assignments to be Submitted) | Schoology | By 11:59PM CDT
- **Wednesday, June 12, 2019** | **5th Teacher Post/Announcement Date for Summer 2019 Courses** | Schoology | By 10:00AM CDT
- **Wednesday, June 12, 2019** | **Deadline for Mid-Quarter Progress Grades to be Submitted by Teachers to Virtual School** | Via Microsoft 365 Shared Excel Spreadsheet | By 11:59PM CDT
- **Thursday, June 13, 2019** | **American Red Cross Training: Adult & Pediatric CPR (Free Training)** | Adult and Pediatric CPR certification is required for students taking Lifetime Wellness (Spring) with Lifetime Activities. | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 3:00PM CDT-5:00PM CDT
- **Thursday, June 13, 2019** | **Progress Reports/Grades Issued** (Mailed to Students/Parents)
- **Friday, June 14, 2019** | **Flag Day**
- **Friday, June 14, 2019** | **Last Day to Take a Final Exam Early for Summer 2019 Courses** | Contact your teacher to coordinate early testing.
- **Friday, June 14, 2019** | **Adjunct Teacher Paycheck #5 Deposited (Spring 2019)** | Via Direct Deposit
**MNPS VIRTUAL SCHOOL**

**SY 2018-2019**

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**CH 9**  
**1ST QUARTER: FALL 2019**

1. **JULY 2019 (INFORMATIONAL)**
   - Thursday, July 4, 2019 | Independence Day
   - Friday, July 12, 2019 | Adjunct Teacher Paycheck/Achievement First Stipend Deposited (Summer 2019) | Via Direct Deposit
   - Friday, July 12, 2019 | Virtual School Full-Time Enrollment Window Closes (For Fall 2019 Enrollment) | Complete an application online at: [https://www.vnaps.org](https://www.vnaps.org) | At 11:59PM CDT
   - Friday, July 12, 2019 | Deadline for Summer 2019 Semester Grades to be Posted/Backfilled for Partner MNPS Schools | Infinite Campus
   - Monday, July 22, 2019 | New Teacher Induction | Mandatory professional learning event for new adjunct teachers | Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209 | From 3:30PM CDT-6:30PM CDT
   - Saturday, July 27, 2019 | Teacher Leadership Institute | Mandatory professional learning event for adjunct teachers | Virtual School located at 4805 Park Avenue, Nashville, Tennessee 37209 | From 8:30AM CDT-3:00PM CDT

2. **AUGUST 2019 (INFORMATIONAL)**
   - Saturday, August 17, 2019 | New Full-Time Student Induction (Mandatory for New, Full-Time Virtual School Students) | Students attend between 9:00AM CDT-1:00PM CDT. Teachers attend between 11:00PM CDT-1:00PM CDT. | Virtual School located at 4805 Park Avenue, Nashville, Tennessee 37209 | From 9:00AM CDT-1:00PM CDT
   - Saturday, August 17, 2019 | Returning Full-Time Student Induction (Mandatory for Returning, Full-Time Virtual School Students) | Virtual School located at 4805 Park Avenue, Nashville, Tennessee 37209 | From 10:00AM CDT-12:00PM CDT
   - Saturday, August 17, 2019 | MNPS Virtual School’s 7th Annual Picnic | Virtual School located at 4805 Park Avenue, Nashville, Tennessee 37209 | From 10:00AM CDT-12:00PM CDT

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**CH 9**  
**1ST QUARTER: FALL 2019**

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**CH 9**  
**1ST QUARTER: FALL 2019**
Students are expected to strive for academic excellence while matriculating at Virtual School. Mastery involves demonstrated comprehensive knowledge or skill, by the student, on an assignment, assessment, or other learning activity. Virtual School expects that all students work at maximum levels—towards mastery—which is represented by at least an eighty percent (80%) on all work submitted.

The student, not the teacher, executive leadership of Virtual School, or even the parent controls whether success is realized at our school. There is a high correlation between academic achievement at Virtual School and (1) time spent working on courses as well as (2) the ability to consistently remain on-pace. Virtual learning is not for everyone and requires that the student exhibit certain core characteristics.

Successful learners demonstrate academic professionalism, ownership of learning, and superior communication skills. More, achieving students (1) attend to detail, (2) read and follow directions, (3) behave ethically and morally, (4) adapt, as well as (5) master time and responsibility. Learners should display the following academic competencies while attending Virtual School:

- The student strives for academic excellence achieving at the highest levels possible.
- The student self-advocates when additional help, support, or other assistance is needed.
- The student exhibits superior communication skills, oral and written.
- The student demonstrates self-motivation and self-discipline.
- The student displays attention to detail reading and following instructions.
- The student possesses integrity and acts ethically completing work independently and without unauthorized help.
- The student is able to adapt and manage competing demands.
- The student takes responsibility for actions and keeps commitments.
- The student masters time management completing work on-time and remaining on-pace.

The student dedicates the time necessary to successfully master the course content. The student makes no excuses and is continuously solution-focused.

Virtual School requires that learners act with integrity and, in doing so, protect the validity of the student’s intellectual work as well as the intellectual work of others. The following practices must be honored by a student:

- The student completes each assignment/assessment independently and without help.
- The student does not practice plagiarism in any form.
- The student does not cheat in any form.
- The student does not allow another individual to access or copy work, nor does the learner access or copy another’s work.
- The student does not misuse information from the Internet.
- The student always properly cites sources consulted on each assignment/assessment.

Collaboration with another individual on any assignment/assessment must be pre-approved by the teacher. The consequences for failing to model academic integrity are severe and can result in the removal of a part-time student from the course or even removal from full-time enrollment at Virtual School.

Violations of Virtual School’s academic integrity policies must be handled consistently with the procedures outlined in Table 3.
### Table 3: Academic Integrity Violations & Consequences

| #  | Intagri
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<tbody>
<tr>
<td>1</td>
<td>The student receives a warning from the teacher and earns an incomplete on theassignment/assessment. After direct contact and counseling between the student and teacher, the learner may resubmit for full credit.</td>
</tr>
<tr>
<td>2</td>
<td>The student earns an incomplete and the parent is notified directly by the teacher. The learner may resubmit the assignment/assessment for full credit after the teacher establishes contact with the parent.</td>
</tr>
<tr>
<td>3</td>
<td>The student earns an incomplete and the parent is notified. The student must complete a course on plagiarism mastering all academic integrity principles. Furthermore, the student earns a zero (0) on the assignment/assessment and is unable to resubmit.</td>
</tr>
<tr>
<td>4</td>
<td>The parent and student are required to meet with the Executive Principal of Virtual School. The student and parent are required to sign a “Statement of Understanding” that violating Virtual School’s Academic Integrity Policy a fifth (5th) time will result in automatic withdrawal from the school or course at the end of the semester. The course is also disabled pending the required meeting. The student further receives a zero (0) on the assignment/assessment and is unable to resubmit.</td>
</tr>
<tr>
<td>5</td>
<td>The student is withdrawn from the course or Virtual School at the end of the semester. The violation is also recorded as a disciplinary infraction within the student’s disciplinary record. The student also receives an automatic zero (0) on all assignments/assessments submitted and is unable to resubmit.</td>
</tr>
</tbody>
</table>

In each instance of plagiarism, the teacher should notify the v-Assistant Principal of Virtual School, Dr. Kelby Garner, via email to kelby.garner@mnps.org.

Suspected cheating on a virtual final exam is also covered by the above policy. However, in this instance, the student is not allowed to retake the exam and receives an automatic zero (0). Academic integrity violations under the above policy are tracked and accounted for on a school year basis.

### 5 | Technology Acceptable Use (Policies & Procedures)

All students are subject to the Metropolitan Nashville Public Schools (MNPS) Student Code of Conduct and all rules contained therein. Learners have web-based access to all courses and Microsoft Office 365—students are expected to access those online spaces in a responsible, safe, efficient, ethical, and legal manner. Use of MNPS technologies must be in accordance with the Student Technology Acceptable Use Policy (IM 4.160). Before access is provided, students must sign the district’s “student technology acceptable use form” acknowledging acceptable use of all MNPS technologies.

### 6 | Academic Dress (Policies, Procedures & Practices)

Students are expected to dress in an appropriate manner, conveying an academically professional appearance and image. Students’ dress and grooming must be neat and clean. Clothing and appearance must be safe and not disruptive to the educational process. Please note the following academic dress expectations:

- Tom clothing is prohibited. No crop top or midriff shirts are allowed. In addition, no see-through clothing is allowed.
- Students should wear clothing of the appropriate size. Appropriate size is defined as no more than one size smaller or larger than the student’s actual size.
- Shorts, jumpers, dresses, or skirts must extend below the fingertip—when the arm is in a resting position and pointing directly towards the ground.
- Footwear must be worn at all times.
- Head coverings such as bandanas, scarves, sweatbands, caps, do-rags, or hairnets are not to be worn. Religious hijabs are always allowed.

Academic dress is required when visiting or working from Virtual School’s Administrative Offices or the Student Success Center, attending meetings, using visual communication technologies, or representing Virtual School. Students not adhering to this expectation will be required to leave the physical school location and parents will be notified of the failure to abide by the noted expectations.

### CH 11 | V-Learning & Beyond

#### 1 | About V-Learning (Informational)

Virtual School is just like any other public school with the exception that our classes reside online. All “v-teachers” are hired by and employees of the Metropolitan Nashville Public Schools (MNPS) district. Unlike most schools, however, Virtual School has full-time and part-time teachers. Part-Time teachers are hired semester-to-semester and based upon enrollment needs. Like other schools, Tennessee State Law requires that our teachers are (1) certified with a current Tennessee teaching license, (2) endorsed in the area they are teaching, and (3) highly qualified under No Child Left Behind.

At Virtual School, teachers utilize a learning management system, or LMS (i.e., Schoology), as well as other communication technologies, to teach, facilitate, and coach learners. Virtual School acquires, adapts, or creates asynchronous courses aligned with Tennessee State Standards. Utilizing pre-developed courses, instructors focus solely on teaching. Our asynchronous courses allow...
teachers and students to access and participate in teaching and learning twenty-four (24) hours a day. More, with an asynchronous format, students and teachers can participate at different times and do not have to be online simultaneously.

Courses at Virtual School offer a wide array of experiences to meet a variety of student learning styles. Assignment formats include individual lessons, collaborative and individual projects, gaming, class forums, discussion-based assessments (DBAs), virtual field trips and labs, as well as much more! Finally, each course has a culminating proctored final exam where the student can demonstrate what he or she has learned over the course of the semester.

2 | ONLINE v-Student Orientation (Policies & Procedures)

Full and part-time Virtual School students are required to complete an online v-Student Orientation as a condition of enrolling. Learners have (approximately) two weeks to complete the online orientation. Students must complete the orientation by the published “due date” for the semester. Due dates are published in the Handbook (presented herewith) and may also be found on our website located at https://www.vlearn.mnps.org. Failure to complete the orientation will result in removal from all classes at Virtual School—no exceptions.

3 | V-School Advisors (Procedures)

Virtual School has a unique structure designed to effectively serve the needs of our many stakeholders. Each of our courses has a specific teacher-scholar who facilitates learning, daily, in the course. The teacher is accountable for instruction consistent with Virtual School’s mission, vision, commitments, policies, procedures, and practices—as well as working directly with students to ensure mastery course completion. Most teachers are part-time faculty members of Virtual School.

Furthermore, each student is assigned an advisor who is an executive leader at Virtual School. Advisors work to ensure that students receive the highest levels online instruction. Advisors are also full-time and accessible via our Administrative Offices and the Student Success Center for students, parents, and other stakeholders if an academic, technological, communication, or any other challenge or barrier exists.

The advisor for full-time Virtual School students is Mr. Charles “Van” Hawk. Mr. Hawk can be contacted via email to charles.hawk@mnps.org. The advisor for part-time students is Mrs. Adrienne McNew. Mrs. McNew can be contact via email to adrienne.mcnew@mnps.org. Advisors will contact all students and parents at the beginning of the semester and throughout the semester—working to support and coach student success.

Both advisors report directly to Virtual School’s Executive Principal. If a student or parent needs assistance, he or she should first work with the designated advisor before contacting the Executive Principal. This structure enables our school to effectively meet the needs of our many teachers, students, parents, and partners. For further information, Virtual School’s full operational structure is included as Appendix A.

4 | V-Student/Parent Grievance (Procedures)

Virtual School is committed to the timely resolution of any concern a student and/or parent might have regarding our school (or matters directly relating to our school). Virtual School has clear procedures for the quick resolution of such issues. Flow Chart 1 presents the sequence in which Virtual School handles student and/or parent concerns:

Flow Chart 1: v-Student/v-Parent Grievance (Procedures)

Step #1: Contact the Teacher
Step #2: Contact the Advisor
Step #3: Contact the Executive Principal

Due to the large size of Virtual School, please follow this process for the timely resolution of an issue, challenge, or concern. For example, a student and/or parent should contact the teacher first and try to resolve the issue or challenge directly. Likewise, the student and/or parent should contact the advisor before contacting the v-Executive Principal. Such procedures afford the teacher and the advisor the opportunity to resolve the issue or challenge before the v-Executive Principal becomes involved. If an issue, challenge, or concern warrants the immediate attention of the v-Executive Principal, the student or parent should contact the v-Executive Principal directly.

5 | V-Course Syllabus (Policies & Procedures)

Students are required to submit completed assignments consistent with each due date outlined in the course syllabus. Each course syllabus notes all assignments due as well as specific “due dates” for the entire semester. Assignments are due, most Fridays, by 11:59PM CDT—consistent with the twelve (12) uniform due dates published by Virtual School. Virtual School provides teachers with a master course syllabus. Teachers publish the course syllabus after setting all due dates. Each course syllabus includes the following information:
• Course Overview
• Module Descriptions
• Due Dates
• Lesson/Assignment Names
• Lesson Learning Targets (I Can Statements)
• Lesson/Assignment Components (i.e., Checklist)
• Completion Date (Tracker for Students)

Note that all “honors” assignments are designated in a bold, orange, font. Only students working to earn “honors” credit should complete those assignments. There is also a dialog box noting the points to be earned to achieve an “A,” “B,” “C,” etc. For an example of the standard format for course syllabuses please visit Appendix B.

6 | V-ASSIGNMENT DUE DATES (POLICIES & PROCEDURES)
During Fall and Spring semesters, there are twelve (12) designated due dates for students to submit assignments. During the Summer term, there are eight (8) due dates. Due dates fall on Fridays with assignments due no later than 11:59PM CDT. During each semester, there are also designated weeks when no new assignments are due. During those weeks, learners should catch-up or work ahead in the course. Even though no new assignments are due, students and teachers are expected to work (unless designated as a Virtual School holiday or break on the school’s calendar). A listing of all twelve (12) due dates as well as Virtual School’s uniform make-up work deadline for Fall 2018 are included herewith in Table 4.

Table 4: Fall 2018 v-Assignment Due Dates

| Due Date #1 | Friday, August 17, 2018 |
| Due Date #2 | Friday, August 24, 2018 |
| Due Date #3 | Friday, August 31, 2018 |
| Due Date #4 | Friday, September 14, 2018 |
| Due Date #5 | Friday, September 21, 2018 |
| Due Date #6 | Friday, September 28, 2018 |
| Due Date #7 | Friday, October 12, 2018 |
| Due Date #8 | Friday, October 26, 2018 |
| Due Date #9 | Friday, November 9, 2018 |
| Due Date #10 | Friday, November 16, 2018 |
| Due Date #11 | Friday, November 30, 2018 |
| Due Date #12 | Friday, December 7, 2018 |

Fall Uniform Make-Up Work Deadline | December 14, 2018

A listing of all twelve (12) due dates as well as Virtual School’s uniform make-up work deadline for Spring 2019 are included herewith in Table 5.

Table 5: Spring 2019 v-Assignment Due Dates

| Due Date #1 | Friday, January 18, 2019 |
| Due Date #2 | Friday, January 25, 2019 |
| Due Date #3 | Friday, February 1, 2019 |
| Due Date #4 | Friday, February 15, 2019 |
| Due Date #5 | Friday, February 22, 2019 |
| Due Date #6 | Friday, March 1, 2019 |

During the Summer semester (i.e., Summer Success Program), there are eight (8) due dates. A listing of all eight (8) due dates as well as Virtual School’s uniform make-up work deadline for Summer 2019 are included herewith in Table 6.

Table 6: Summer 2019 v-Assignment Due Dates

| Due Date #1 | Friday, May 31, 2019 |
| Due Date #2 | Tuesday, June 4, 2019 |
| Due Date #3 | Friday, June 7, 2019 |
| Due Date #4 | Tuesday, June 11, 2019 |
| Due Date #5 | Friday, June 14, 2019 |
| Due Date #6 | Tuesday, June 18, 2019 |
| Due Date #7 | Friday, June 21, 2019 |
| Due Date #8 | Tuesday, June 25, 2019 |

Summer Uniform Make-Up Work Deadline | June 28, 2019

7 | SEVENTY-TWO-(72)-HOUR GRADING WINDOW
(POLICIES & PROCEDURES)
MNPS Virtual School Policy requires that teachers grade all assignments within seventy-two-(72)-hours of submission—during the regular academic school year—except for Sundays, holidays, and other designated breaks. During Virtual School’s Summer Success Program, assignments must be graded within twenty-four-(24)-hours of submission. If a student experiences a teacher failing to timely grade assignments, the student should submit a “communication helpdesk ticket,” for resolution, at the following link: https://www.vlear.mnps.org/help/.

8 | MID-QUARTER PROGRESS REPORTS & SCHEDULE
(PROCEDURES)
Each quarter, Virtual School utilizes mid-quarter progress report grades, submitted by teachers, to generate and distribute progress reports/grades to students and parents. Progress reports are mailed to full-time students’ parents. For part-time students, progress reports are sent home to the parent by the school of primary enrollment. The following dates distinguish when mid-quarter progress reports are distributed to parents (for the upcoming 2018-2019 school year):

- Friday, September 7, 2018 (Fall 2018 Semester)
- Thursday, November 15, 2018 (Fall 2018 Semester)
- Friday, February 8, 2019 (Spring 2019 Semester)
- Thursday, April 18, 2019 (Spring 2019 Semester)
accommodate differing student schedules. Teachers are required to have four (4) days of availability one (1) semester to further required to have four (4) days of availability one (1) semester.

9 | DISCUSSION-BASED ASSESSMENT (DBA) (POLICIES & PROCEDURES)

To protect academic integrity at Virtual School, students are required to authenticate their learning during discussion-based assessments (DBAs). At the end of most modules of the course, students complete a DBA with the teacher. During the DBA, the student is expected to demonstrate understanding of the module’s major learning targets and concepts. Students unable to do so are given an incomplete until being able to demonstrate and authenticate their learning. Learners cannot proceed to the next module until mastering the former module’s DBAs. DBAs are graded and scored pursuant to the rubric provided within the course.

10 | DBA DECONSTRUCTED (INFORMATIONAL)
The discussion-based assessment (DBA) is nothing more than a short conversation (i.e., 10-minute discussion) between the teacher and the learner regarding what the student has learned. Teachers craft and use high order questioning strategies to engage students in critical thinking and reflection (regarding the content presented in the module). Teachers also use varying question sets to meet the unique needs of each learner. A student is also allowed to have and reference notes—so, it’s to a learner’s advantage to take good notes.

11 | DBA SCHEDULING & BEYOND (POLICIES & PROCEDURES)

Virtual School teachers maintain an online appointment scheduler (i.e., Bookings) allowing students to book appointments for the completion of discussion-based assessments (DBAs). Teachers are required to provide ample booking availability with varying dates and times to accommodate differing student schedules. Teachers are further required to have four (4) days of availability one (1) of which is either Saturday or Sunday. Students, not teachers, are responsible for booking DBAs as well as calling at the selected time. Students are expected to be focused during DBAs (i.e., in a quiet location and not distracted by other competing demands). Appointment scheduling links are posted in the course and are included in all weekly teacher posts.

12 | DBA V-ASSIGNMENT SUBMISSION & TWENTY-FOUR-(24)-HOUR GRADING WINDOW (POLICIES & PROCEDURES)

After the discussion-based assessment (DBA) takes place, the student is required to “turn in” (i.e., submit) the DBA assignment. When submitting the assignment, the student answers the reflective questions presented in the DBA assignment. All DBAs must be graded by the teacher within twenty-four-(24)-hours of submission. If a student experiences a teacher failing to timely grade his or her DBA, the student should submit a “communication helpdesk ticket” for resolution, at the following link: https://www.vlearn.mnps.org/help/.

13 | SCHOOLOGY GRADE BOOK & INFINITE CAMPUS (INFORMATIONAL)

Virtual School uses the gradebook in the district’s learning management system (LMS) (i.e., Schoology) and not Infinite Campus. There are future plans to integrate the two platforms. To access your grades in Schoology, click on the “grades” link in the system. This link resides on the left side toolbar. The gradebook presents assignment grades sequentially. Students can also access assignment due dates, points possible, and points earned for all assignments. To determine the current average for the semester, divide the total number of points earned by the total number of points possible (i.e., points earned/points possible).

14 | WEB BROWSERS COMPATIBLE WITH SCHOOLOGY (INFORMATIONAL)

All learning management systems (LMS) utilized by Virtual School are compatible with the latest versions of Internet Explorer, Microsoft Edge, and Mozilla Firefox web browsers when using a personal computer (PC). Safari and Mozilla Firefox web browsers work best with MacIntosh (MAC) computers.

15 | TECHNICAL CHALLENGES (PROCEDURES & PRACTICES)

Technical challenges are never an excuse for failing to complete coursework nor grounds for an extension of any sort. Students experiencing a technical challenge (with Schoology) should submit a “technical helpdesk ticket” at the following link: https://www.vlearn.mnps.org/help/. After reviewing and resolving the issue, the student receives an email notification that the issue has been resolved (with additional information shared regarding the resolution). Please note that it is the student’s responsibility to resolve any technical challenges encountered.

16 | SAVING V-ASSIGNMENTS (PRACTICES)

Students are expected to save all assignments prior to submitting within the course. Virtual School is not responsible for student work that does not upload correctly or that is lost during the submission process. It is the student’s responsibility to save, and save often, all completed work.

17 | V-STUDENT SURVEY (PROCEDURES)

Virtual School’s “end of course” survey is included in the final exam folder. Questioning captures student perceptions and opinions regarding the learning experience at our school as well as the quality of teaching provided. Findings are used to continuously improve Virtual School and our instructional practices. All results are completely anonymous. Students are required to
complete the survey before completing the course final exam.

CH 12 | V-STUDENT COMMUNICATIONS & BEYOND

1 | V-STUDENT COMMUNICATIONS (POLICIES & PROCEDURES)
Effective communication is required while enrolled at Virtual School. Communication is vital to a successful virtual learning experience. Students must maintain consistent and regular communication with teachers. The following expectations are required of all students enrolled at our school:

- Students are required to have and maintain Internet access and a computer for learning purposes. If the student does not have access to a working computer, the learner and parent may check one out from Virtual School (if available).
- Students are required to have access to a working telephone and supply that telephone number to Virtual School.
- Students should set-up voicemail on their cell phones and check it daily.
- Students must read all teacher posts/announcements (published most weeks by Saturday at 10:00AM CDT).
- Students must respond to teacher and executive leadership communications, within twenty-four (24) hours, Monday through Saturday, except for Sundays, district holidays, and Virtual School breaks. When responding, students must use the same method as the initial communication.
- Students must request all Discussion-Based Assessments (DBAs) through the appointment scheduler (within the course) provided by the teacher.
- Students, not teachers, are required to call to complete the Discussion-Based Assessment (DBA) at the reserved time.
- Students are required to submit a Communication HelpDesk Ticket if experiencing a communication challenge with the teacher.
- Students are required to submit a Technology HelpDesk Ticket if experiencing a technical challenge with Schoology or the course.
- Students must participate in discussion boards and group projects, if applicable, offering scholarly, academic-focused contributions.

2 | EMAIL COMMUNICATIONS & V-STUDENT SIGNATURE (PRACTICES)
Learners should check email daily for teacher and Virtual School communications. Students are required to utilize the district-issued mnpssk12.org email address when communicating via email. All other email addresses are prohibited. Students are further required to include the following information in the email signature line:

- Student's First & Last Name
- Student's Telephone Number
- Student's Email
- Course Name

Students are also encouraged to utilize the “messages” function, within Schoology, located on the top toolbar (i.e., envelop icon).

3 | TELEPHONE COMMUNICATION WINDOW/HOURS (POLICIES & PROCEDURES)
Students must provide Virtual School with a functioning telephone number for learning purposes. Virtual School respects that not all students, parents, teachers, staff, and partners work early in the morning or late into the evening. Thus, students should not telephone teachers and Virtual School staff before 8:00AM CDT or after 8:00PM CDT. Likewise, teachers and staff should not telephone students during this window as well.

4 | COMMUNICATION HELPDESK TICKET (POLICIES & PROCEDURES)
Occasionally, a student and/or parent may experience a communication challenge with a Virtual School teacher. This may be caused by no fault of the teacher. If a student or parent is unable to reach a teacher by email or telephone, the student and/or parent should submit a “communication helpdesk ticket” at the following hyperlink: https://www.vlearn.mnps.org/help/.

This online ticket may be used for any type of communication challenge. Upon submitting, the Executive Principal of Virtual School receives an instant message with the student’s and/or parent’s name, the communication challenge described, and contact information. Within twenty-four (24) hours of receipt the teacher will respond to the student and/or parent working to resolve any communication barriers that may exist. If, for any reason, the student and/or parent does not get a response within twenty-four (24) hours, please contact Virtual School directly, via telephone at (615) 463-0188, for additional assistance.
**5 | DISCUSSION BOARDS (PRACTICES)**

A discussion board is an online forum, within the course, where students consider a question or topic and examine varying perspectives by reading, writing, and responding to other students (within a discussion thread). A discussion thread is written dialog on a single question or topic. When participating in discussion boards, students should engage in academically rich conversations. Table 7 provides characteristics of model student postings on a discussion board.

Table 7: Discussion Boards

<table>
<thead>
<tr>
<th>winning discussion postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Statements Backed Up with Reference &amp; Research</td>
</tr>
<tr>
<td>2 Observations that Connect to the Issue</td>
</tr>
<tr>
<td>3 Reflections on a Posting that Connects to the Student’s Own Experiences &amp; Knowledge</td>
</tr>
<tr>
<td>4 Feedback from a Personal Perspective</td>
</tr>
<tr>
<td>5 Responses that Build on the Ideas of Other Learners</td>
</tr>
<tr>
<td>6 Postings that Demonstrates that the Learner Understands the Lesson</td>
</tr>
<tr>
<td>7 Statements that Elicit Thoughtful Reflection &amp; Response from other Students</td>
</tr>
<tr>
<td>8 Postings that Integrate Multiple Views &amp; Demonstrate Respect for the Ideas of Other Learners</td>
</tr>
<tr>
<td>9 Reflections that Dig Deeper into the Assigned Question or Topic</td>
</tr>
</tbody>
</table>

**CH 13 | V-SC HOLORSHIP**

**1 | EFFECTIVE NOTE TAKING (PRACTICES)**

Note taking is a learning activity that further ensures academic success in the online course. When completing a lesson, students are expected to take notes. Pencil and paper, a computer, or any other smart device may be used. The activity of constructing notes allows students to concentrate, arrange, and organize major concepts presented in a lesson. Learners should pay close attention to the learning targets (i.e., I can statement) found in the lesson and organize notes according. Notes are also a valuable study tool for final exam studying purposes. Notes further serve as a valuable source of information when creating the 5x8 index card (with handwritten notes) which is allowed as an aid when taking the final exam. Table 8 presents effective note taking tips for learners.

Table 8: Effective Note Taking

<table>
<thead>
<tr>
<th>#</th>
<th>tips &amp; tricks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the current date.</td>
</tr>
<tr>
<td>2</td>
<td>Record the name of the course, module, lesson, activity, etc.</td>
</tr>
<tr>
<td>3</td>
<td>Label specific concepts that the notes cover and list the learning targets.</td>
</tr>
<tr>
<td>4</td>
<td>Organize notes to correspond with the same headings and subheadings found directly within the lesson.</td>
</tr>
<tr>
<td>5</td>
<td>Transcribe notes in your own words summarizing information in brief and descriptive sentences under each heading.</td>
</tr>
<tr>
<td>6</td>
<td>Review all illustrations, graphics, charts, etc., in the lesson, summarizing the main ideas, findings, and relevance of each item.</td>
</tr>
<tr>
<td>7</td>
<td>Identify questions that you have, while taking notes, which need to be answered with additional research or by contacting the teacher.</td>
</tr>
<tr>
<td>8</td>
<td>Review all notes taken, when finished with a lesson, constructing and summarizing main ideas.</td>
</tr>
<tr>
<td>9</td>
<td>Use available scholarly resources, in Virtual School’s Library, to answer questions identified during the note taking process.</td>
</tr>
<tr>
<td>10</td>
<td>Email the teacher, after researching the remaining inquiries from the lesson, with any questions that remain unanswered for the student.</td>
</tr>
</tbody>
</table>

**2 | SENTENCE & PARAGRAPH FORM & STRUCTURE (PRACTICES)**

Students are expected to write in paragraph form when constructing and answering assignment questions. Since this is vital to success at Virtual School, students must understand and model appropriate paragraph form. A well-constructed paragraph includes the following types of sentence(s): introduction sentence, supporting sentences, and concluding sentence. Table 9 presents model practices for sentence and paragraph form as well as structure.

Table 9: Sentence & Paragraph Form & Structure
sentence & paragraph

Form & Structure

Introduce

An introductory sentence (also known as topic sentence) usually comes at the beginning of the paragraph, is the most general sentence in the paragraph, and presents the overall idea or topic of the paragraph.

Support

Supporting sentences (also referred to as supporting details) serve two (2) common purposes. This type of sentence (1) supports and/or (2) explains the idea or topic expressed in the introductory sentence.

Conclude

The concluding sentence summarizes the information presented, ties together the main ideas brought up in the supporting sentences and highlights the topic one final time.

Students are expected to utilize proper form when writing a paragraph. A paragraph, at minimum, must include three (3) sentences. Well-constructed paragraphs include between five (5) and seven (7) sentences. Students with specific questions regarding paragraph form should contact the teacher for additional assistance.

3 | ESSAY FORM & STRUCTURE (PRACTICES)

Some assignments require that the student write an essay. It is important that students use the appropriate format and structure to organize and present thoughts, ideas, and arguments. Since many courses at Virtual School integrate essay writing, it is important to know how to properly construct an essay. A well-organized essay includes the following paragraph types: (1) an introduction paragraph, (2) body paragraphs, and (3) a conclusion paragraph. Each of the noted paragraph types is further explained in Table 10.

Table 10: Essay Form & Structure

<table>
<thead>
<tr>
<th>Essay Introduction</th>
<th>Essay Body</th>
<th>Essay Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction Paragraph</strong></td>
<td><strong>Supporting Detail #1 Paragraph</strong></td>
<td><strong>Concluding Paragraph</strong></td>
</tr>
<tr>
<td>Introduce the Essay Topic by Grabbing the Reader's Attention (Broad)</td>
<td>Restate Supporting Detail #1</td>
<td>Reintroduce the Essay Topic Connecting with Statements Made in the Introduction Paragraph (i.e., Broad Statement)</td>
</tr>
<tr>
<td>Provide Reader with Any Needed Background Information</td>
<td>Provide Information, Evidence, and Proof</td>
<td>Restate the Premise or Main Idea of the Essay with Specificity</td>
</tr>
<tr>
<td>State Supporting Detail #1</td>
<td>Advancing Detail #1</td>
<td>Summarize All Supporting Details Provided</td>
</tr>
<tr>
<td>State Supporting Detail #2</td>
<td>Further Explain the Information, Evidence, and Proof</td>
<td>State Any Conclusions Made Based Upon the Supporting Details</td>
</tr>
<tr>
<td>State Supporting Detail #3 (If Applicable)</td>
<td>Thoughtfully Conclude the Paragraph</td>
<td>Connect Conclusions with the Essay Premise or Main Idea</td>
</tr>
<tr>
<td>Introduce the Premise or Main Idea of Essay with Specificity</td>
<td></td>
<td>Conclude with a Clinching Statement Compelling Additional Thought and Discussion by the Reader</td>
</tr>
<tr>
<td>Thoughtfully Conclude the Paragraph</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 | ANSWERING MULTIPLE-CHOICE QUESTIONS (PRACTICES)

Some assignments include multiple-choice questions which require students to choose from a list of provided answers. Most questions require that the student apply his or her learning from the module and/or lesson using high order reasoning. More, some questions provide several correct answers with the student expected to select the best answer among the choices provided.
5 | ANSWERING ESSAY QUESTIONS & THE VS RAP (PRACTICES)
Some course assignments ask constructed-response or essay-response questions. Such questions require that the student demonstrate knowledge and understanding by providing an explanation to the question posed or the line of inquiry. When answering a constructed-response question, the learner should use the “RAP” method or (1) “restate,” (2) “answer,” and (3) “prove.” This simply means that the student restates the question, answers the question, and proves or supports the answer offered with details and evidence. Unless the assignment specifies otherwise, students should always cite direct evidence from the textual materials provided in the course. Using the “RAP” method ensures an academically-focused submission that is well organized and supported. When using the “RAP” method, learners should also ensure that appropriate paragraph form is used.

6 | CITATION BASICS (POLICIES, PROCEDURES, & PRACTICES)
Students should be careful not to present the ideas of others as their own, original work. Learners are required to always cite another individual’s ideas when using those ideas or words in their writings. In such instances, students must cite the individual’s work using either Modern Language Association (MLA) or American Psychological Association (APA) style. Failure to do so is a direct violation of Virtual School’s Academic Integrity Policies.

MLA and APA citation styles are tools for avoiding plagiarism by using proper citations for consulted sources. While similar, MLA style is used to cite liberal arts and literary sources, whereas, APA is used for sources in the science and social science fields. Although there are numerous citation systems, the general method of proper citation requires two items: (1) an internal citation of the source within the assignment submission (using parenthetical citation) and (2) an accompanying “Bibliography” or “Works Cited” page listing the sources used and in the prescribed format. Table 11, as an example, provides proper in text APA format as well as the correct “Work Cited” structure.

Table 11: Citation Basics

| APA Internal Citation: |
| The theory seems logical because glucose is the brain’s primary fuel (Pinel, 2000). |
| APA Work Cited: |

7 | LIMITLESS LIBRARIES & RESEARCH MATERIALS (PRACTICES)
Virtual School utilizes “Limitless Libraries” as our school library. Limitless Libraries is the groundbreaking partnership between Nashville Public Library (NPL) and Metropolitan Nashville Public Schools (MNPS) whose goal is to improve student success by enhancing online access to research materials and other instructional resources. Limitless Libraries offers the following, online, for students: research materials, high quality books, learning materials, and other academic resources. Limitless Libraries is located on our school’s website located at: https://www.vlearn.mnps.org. From our homepage, click on the “book” icon. Students can also visit Limitless Libraries website, directly, at the following: https://www.limitlesslibraries.org/. If students have additional questions on accessing online research materials, please contact Mr. Charles “Van” Hawk, Virtualization Engineer, via email to charles.hawk@mnps.org.

8 | GRADING RUBRICS (PRACTICES)
Grading rubrics are presented in most Virtual School courses and should be followed by students. A grading rubric is a tool listing evaluation criteria for grading an assignment. Rubrics specify expectations for the completion and quality of a student’s submission. Grading rubrics are presented to help learners meet the detailed requirements of an assignment. Teachers use rubrics to score and explain the student’s final grade (on the corresponding assignment). Following a rubric ensures consistent and impartial grading by the teacher. When completing an assignment, the student should follow the rubric (to demonstrate mastery and earn the maximum grade possible). There is no excuse for failing to follow the expectations and criteria outlined in the rubric. Specific questions regarding a rubric found in a course should be directed to the teacher of that course.

CH 14 | MASTERY & SEQUENTIAL V-LEARNING
1 | MASTERY V-LEARNING (POLICIES & PROCEDURES)

Virtual School is an institute of mastery learning. Grades are based on learning and earned by students. Students are offered multiple opportunities to achieve. For teachers, this requires the following:

- Greater points equal greater evidence of learning.
- Student behaviors do not impact grading practices.
- Point deductions are not given for assignments submitted late or resubmitted for a higher grade.
- Academic feedback is focused on student growth with specific actions for improvement.
- Students are required to earn, at minimum, a seventy percent (70%) on each assignment of the module before the teacher can unlock the next module.
- When the student scores less than seventy percent (70%), the teacher requires the student to retake the assignment until a seventy percent (70%) is earned.
- If a student scores less than eighty percent (80%) on an assignment, the assignment is available for retake.
- If a student scores greater than eighty percent (80%) on an assignment, the assignment is not available for retake until the student has completed all other course assignments (with, at minimum, seventy percent (70%) earned on all assignments).
- Within the semester, missed assignments are considered incomplete and available for make-up.
- Missed or resubmitted assignments are accepted until Virtual School’s “uniform make-up work deadline” for the semester (as published by Virtual School). After that uniform deadline, make-up work is not accepted.

For students, mastery learning requires the following:

- Missed assignments are considered “incomplete” until the learner completes the assignment and worth zero percent (0%). Missed assignments have a dramatic impact on the semester grade.
- When a student scores less than seventy percent (70%) on an assignment, the learner is required to retake the assignment.
- When a student scores less than eighty percent (80%) on an assignment, the learner may retake the assignment.
- When the student scores an eighty percent (80%) or greater on an assignment, the learner may retake the assignment, but only after completing all other assignments and earning a seventy percent (70%) or greater.

For the Fall 2018 semester, teachers accept make-up or resubmitted assignments until Virtual School’s “uniform make-up work deadline” of Friday, December 14, 2018 at 11:59PM CDT. The “uniform make-up work deadline” for the Spring 2019 semester is Friday, May 10, 2019 at 11:59PM CDT. Finally, the “uniform make-up work deadline” for the Summer 2019 semester is Friday, June 28, 2019 at 11:59PM CDT.

2 | SEQUENTIAL V-LEARNING (POLICIES & PROCEDURES)

Virtual School modules as well as lessons are constructed in a way that requires sequential completion of modules, lessons, and assignments. This feature is called “adaptive release.” A new course module is “released” to a student after earning, at minimum, a seventy percent (70%) on either the discussion-based assessment (DBA) or module exam. Before completing a DBA, the student must complete all module assignments (with a minimum grade earned of seventy percent (70%) or greater). Otherwise, the teacher will not allow the student to complete the DBA.

3 | ADAPTIVE RELEASE (POLICIES & PROCEDURES)

Courses at Virtual School are constructed in a way that requires sequential completion of modules, lessons, and assignments. This feature is called “adaptive release.” A new course module is “released” to a student when the student masters all the previous quarter’s assignments with, at minimum, a seventy percent (70%) course grade. Students are required to complete assignments sequentially, and courses are configured to ensure completion in this manner.

4 | QUARTER COMPLETION (POLICIES & PROCEDURES)

Before beginning the next quarter’s assignments, the student is required to complete the previous quarter’s assignments. At the beginning of the Second (2nd) and Fourth (4th) quarters, if a student has not achieved mastery on all previous quarter assignments, the learner must first complete those assignments (from the previous quarter). Access is not granted to the next quarter’s assignments until the student masters all the previous quarter’s assignments with, at minimum, a seventy percent (70%).

Make-up work submitted under this policy is accepted consistent with Virtual School’s “uniform make-up work deadline” as published deadline by Virtual School. Completion of make-up work improves the student’s final semester grade. All make-up work submitted, from the previous quarter, is graded and reflected on the final quarter report card.

5 | SUMMER COMPLETION (POLICIES & PROCEDURES)

During the Summer Success Program, students are required to earn, at minimum, a seventy percent (70%) overall course grade to earn credit. Students not achieving a seventy percent (70%) course grade will not earn credit, nor will the attempted course be included on
the student’s transcript (since summer enrollment is optional).

6 | ACADEMIC FEEDBACK FOR RESUBMISSION (POLICIES & PROCEDURES)
A student may retake an assignment if the student scores below eighty percent (80%). A student must retake an assignment if the student scores below seventy percent (70%). Before doing so, the student should visit the teacher’s feedback from the previously graded assignment. Within Schoology and the course, the student simply clicks on the “grades” link on the left side toolbar. Then, the student identifies the specific assignment submission and reviews the teacher’s feedback on the right side of the webpage.

Academic feedback is detailed, actionable, information about how the student can improve their submission to fully demonstrate mastery of the concepts within the assignment. This information further helps students earn the maximum grade possible by providing specific details on how to improve the quality of the submission. Students should always review the teacher’s academic feedback before reattempting the assignment. If a student has any questions regarding an assignment grade or academic feedback, the learner should contact the teacher directly.

CH 15 | ACADEMIC SUPPORT SYSTEMS & BEYOND

1 | ACADEMIC SUPPORT SYSTEMS (INFORMATIONAL)
Academic support systems information coming soon!

2 | S-TEAM & BEYOND (POLICIES & PROCEDURES)
Information on the S-Team process, as well as policies and procedures coming soon!

3 | MULTI-TIERED SYSTEM OF SUPPORT (PROCEDURES & PRACTICES)
Multi-Tiered System of Support (MTSS) procedures and practices coming soon!

4 | V-SCHOOL SUPPORT & INTERVENTION TEAM & MEETINGS (POLICIES, PROCEDURES & PRACTICES)
More information on Virtual School’s Support and Intervention Team as well as policies, procedures, and practices coming soon!

5 | ROLLING TRUANCY INTERVENTION LABORATORIES & SCHEDULE (POLICIES & PROCEDURES)
Virtual School’s “rolling truancy intervention laboratories” are designed to help students struggling with time management and assignment completion (in an online learning environment). The goal of labs includes the following: (1) getting the student back on pace in order to complete the course by the end of the semester, and (2) preventing the student and parent from receiving absences leading to the initiation of truancy proceedings.

If a student has not submitted two (2) or more assignments by the designated due date or has a current grade of seventy percent (70%) or lower by the designated due date—the student is considered “off-pace” in that specific course. A student that is off-pace in two (2) or more courses is required to attend Virtual School’s rolling truancy intervention lab. Students that are not present for the mandatory labs are considered “absent” with that information reported to the Metropolitan Nashville Public Schools (MNPS) district as well as the Tennessee Department of Education for the purposes of compulsory attendance reporting.

Laboratories begin at 9:00 AM CDT and end at 3:00 PM CDT. Labs are only held Monday through Thursday—labs do not take place on Fridays. All sessions are held in Suite 304 at Virtual School’s physical building location. Please note that students are not allowed to leave campus for lunch. Thus, students should bring a lunch. Also note that Virtual School closes at 3:30 PM CDT and students must be picked up by that time.

Virtual School’s v-Student Engagement Specialist is responsible for tracking student progress and notifying learners and families when students are required to attend our rolling truancy intervention labs. Information is shared, on a weekly basis, with students and families. Questions regarding rolling truancy intervention labs can be directed to Mr. Charles “Van” Hawk, v-Student Engagement Specialist, via email to charles.hawk@mnps.org.

6 | MIDDLE SCHOOL MATH TUTORING (INFORMATIONAL)
More information regarding middle school math tutoring coming soon!

7 | HIGH SCHOOL MATH TUTORING (INFORMATIONAL)
More information regarding high school math tutoring coming soon!

8 | HOMEWORK HOTLINE (INFORMATIONAL)
Virtual School has a tutoring partnership, with Homework Hotline, for students. Homework Hotline offers free tutoring by telephone, email, and chat to all students. In fact, Homework Hotline has an online whiteboard that allows students and tutors to work problems, together, using digital technologies. Students can even take a picture of their assignment, using a smart phone or other device, and send it to the desktop of the Hotline tutor. Homework Hotline is open (during the regular school year) Monday through Thursday between 4:00 PM CDT and 8:00 PM CDT via telephone at (615) 298-6636 or chat at http://homeworkhotline.info/. Once at Homework Hotline’s homepage, then click the “chat” icon located in the bottom right corner of the browser.

9 | GRADERESULTS TUTORING (INFORMATIONAL)
For math and science courses, an online, on-demand tutoring service is available to students for free. The tutoring service is named GradeResults. v-Learners can receive help by logging in at the following website: www.graderesults.com. The student’s Metropolitan Nashville Public Schools (MNPS) student identification number serves as the username and password. Upon logging in, learners are greeted by a GradeResults tutor. If
CH 16 | ATTENDANCE & TRUANCY

1 | V-STUDENT ATTENDANCE (POLICIES & PROCEDURES)
As a public school, Virtual School is required to monitor a student’s attendance in accordance with all applicable statutes set forth by the Tennessee General Assembly as well as report all truant learners to the appropriate legal authorities. Parents with legal responsibility for a student between the ages of six (6) and seventeen (17) are accountable for the student’s attendance, in a public school, unless otherwise exempt by law.

A part-time student— to be considered present and attending the Virtual School course—must be present and physically attending the designated virtual lab period at the school of primary enrollment (i.e., the period designated in the student’s schedule to complete the course). Thus, if a student is absent at the school of primary enrollment during that period—the learner would be counted “absent” for that class period. The primary school of enrollment is responsible for initiating any attendance related interventions for part-time students.

Virtual School's full-time attendance is based upon, in part, the completion of assignments, by the designated due date (consistent with each course syllabus). If a student has not submitted two (2) or more assignments by the designated due date or has a current grade below seventy percent (70%) by the designated due date—the student is considered “off-pace” in that specific course. A student that is off-pace in two (2) or more courses is required to attend Virtual School’s rolling truancy intervention lab (at Virtual School’s physical location). Attendance is taken daily. Students that are not present for mandatory labs are considered “absent” on that particular day—with that information reported to the Metropolitan Nashville Public Schools (MNPS) district as well as the Tennessee Department of Education for the purposes of compulsory attendance reporting. Virtual School monitors the accumulation of absences for truancy intervention and reporting purposes.

2 | FULL-TIME V-STUDENT TRUANCY & COURT PROCEEDINGS (POLICIES & PROCEDURES)
For purposes of compulsory attendance, a student failing to attend Virtual School’s mandated truancy intervention labs (without an adequate excuse) is counted as “absent.” Virtual School will intervene, based upon accumulated absences, consistent with the following:

- **Five (5) Days Unexcused Absences**: The v-Executive Principal/Designee provides written notice, via a letter, to the parent/guardian noting the number of absences and provides information on Tennessee’s Compulsory Attendance Law. Further, Virtual School’s Counselor requests a meeting with the student and parent/guardian.

- **Seven (7) Days Unexcused Absences**: The v-Executive Principal/Designee provides written notice, via a letter, to the parent/guardian noting the number of absences and provides information on Tennessee’s Compulsory Attendance Law. Further, Virtual School’s v-Executive Principal requests a meeting with the student and parent/guardian. Note: In the event that the parent/guardian does not comply with the meeting request, Virtual School refers the student and parent/guardian to our designated social worker.

- **Ten (10) Days Unexcused Absences**: Each quarter, the v-Executive Principal/Designee provides written notice, via a letter, to the parent/guardian regarding non-compliance with Tennessee’s Compulsory Attendance Law. Further, Virtual School refers the student and parent/guardian to Davidson County’s Juvenile Court (for noncompliance and legal intervention purposes).

CH 17 | MIDDLE SCHOOL GRADES & BEYOND

1 | MIDDLE SCHOOL V-COURSE GRADE CALCULATION (POLICIES & PROCEDURES)
School Board Policy IM 4.144 details grading calculation policies and procedures for middle school. Unlike high school, middle school grades are calculated by school year as opposed to by semester. Presented in Table 12 are grading calculation policies and procedures for middle school year-long courses.

Table 12: Middle School Year-Long v-Course Grade Calculations

<table>
<thead>
<tr>
<th>grade calculations explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighty-Five percent (85%) of the course grade is calculated by averaging the First (1st), Second (2nd), Third (3rd), and Fourth (4th) quarter grades.</td>
</tr>
<tr>
<td>Fifteen percent (15%) of the course final grade is based on the score earned on the course final or TNReady exam.</td>
</tr>
</tbody>
</table>

Note: The final exam in the fall sections of all middle school courses count as a regular test grade. Further, these exams can be taken remotely and are not proctored by Virtual School. Spring final exams for year-long courses, as well as Spring TNReady exams, are the only exams that count fifteen percent (15%) of the overall course average.
2 | MIDDLE SCHOOL REPORT CARD GRADE CALCULATION (POLICIES & PROCEDURES)

Pursuant to MNPS School Board Policy IM 4.144 outlining the scale for grades five (5) through eight (8), Virtual School applies the district’s middle school grading scale presented as Table 13.

Table 13: Middle School Grading Scale for Report Cards

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B</td>
<td>85-92</td>
</tr>
<tr>
<td>C</td>
<td>75-84</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>50-69</td>
</tr>
</tbody>
</table>

Special Note: When a middle school student takes a high school course for advanced credit, the high school grading scale applies.

3 | MIDDLE SCHOOL HONORS (POLICIES & PROCEDURES)

Virtual School is excited to offer middle school students “honors” course options in English Language Arts and Mathematics. These courses prepare students for future, advanced, academic options. Middle school students completing an honors course also earn an additional three (3) points on each quarter's average as well as the TNReady exam grade. Students must complete all honors assignments to earn honors credit. Failure to complete all honors assignments will result in standard, non-honors, credits being awarded. It is the student’s responsibility, not Virtual School, to ensure that all honors assignments are completed.

4 | EARLY HIGH SCHOOL V-CREDIT ATTAINMENT FOR MIDDLE & ELEMENTARY SCHOOL V-STUDENTS (POLICIES & PROCEDURES)

An eighth (8th) grade student may enroll in a high school credit course, at Virtual School, with the approval of the Executive Principal of the school of primary enrollment as well as with parent permission. Enrollment is limited to the following virtual courses as well as course availability:

- Integrated Math I
- Latin I
- Physical Science
- Spanish I

Exceptions to the above must be reviewed and approved by the Executive Director for School Counseling Services.

Enrollment of middle and elementary school students in high school credit courses, prior to the eighth (8th) grade, requires the following additional steps:

- Recommendation, by the IEP, 504 team, or Executive Principal of the school of primary enrollment that the student demonstrates readiness for advanced studies as well as exhibits such traits as academic professionalism, ownership over learning, and superior communication skills.

- Review and approval of the designated Exceptional Education Coordinator/504 Education Coordinator at the student’s school of primary enrollment.
- Review and approval of the Executive Director for School Counseling Services.
- Parent permission as indicated by receipt and signature of a statement of understanding. Students are also required to meet all other enrollment requirements contained herewith.

Parents requesting approval of early high school enrollment prior to the eighth (8th) should be aware of the following:

- The student will be required to graduate from Metropolitan Nashville Public Schools (MNPS) when all graduation requirements are met. This may mean, depending upon the number of credits attained, that the student would be required to graduate early.
- In some instances, the only way for the student to continue progression in coursework would be to enroll in dual enrollment, dual credit, and/or Virtual School. If the family decides to continue progression past those courses offered by MNPS, those courses and associated costs will be the responsibility of the parents and not MNPS.
- Any courses taken for high school credit at Virtual School are part of the official transcript and calculated into the student’s Grade Point Average (GPA). These calculations are used for academic magnet school acceptance, the Tennessee Hope Lottery Scholarship, as well as other future academic opportunities.

Note that students taking a high school course while in middle or elementary school, with the exception of eighth (8th) grades, are required to have a seventy percent (70%) or higher progress report grade during the distribution of the first progress report of the semester (i.e., either mid-First (1st) or mid-Third (3rd) quarter progress report). If a student does not meet those criteria, the student would be required to repeat that course.

Metropolitan Nashville Public Schools (MNPS) when all graduation requirements are met. This may mean, depending upon the number of credits attained, that the student would be required to graduate early.

CH 18 | HIGH SCHOOL GRADES & BEYOND

1 | HIGH SCHOOL V-COURSE GRADE CALCULATION (POLICIES & PROCEDURES)

School Board Policy IM 4.144 details Virtual School’s grading calculation policies and procedures for high school courses. Our school encounters unique grading circumstances and the below accounts for those situations. Presented in Table 14 are grade calculation policies and procedures for all high school courses. Note in the below table that End-of-Course (EOC) and non-EOC courses have different calculation methods.
Table 14: High School v-Course Grade Calculation

<table>
<thead>
<tr>
<th>Grade Calculation Explained</th>
<th>Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Half Credit Course with an EOC Exam</strong> (i.e., Spring EOC Course)</td>
<td>Eighty-five percent (85%) of the course grade is calculated based upon the average of all assignments during the First (1st) and Second (2nd) or Third (3rd) and Fourth (4th) quarters.</td>
</tr>
<tr>
<td><strong>Half Credit Course without an EOC Exam</strong></td>
<td>Twenty percent (20%) of the course grade is calculated based upon the score earned on the proctored course final exam.</td>
</tr>
</tbody>
</table>

Table 15: High School Report Card/Transcript Grading Scale & GPA Calculation

<table>
<thead>
<tr>
<th>Grade Scale for High School</th>
<th>GPA Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Numeric Value</td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
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<td>B</td>
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<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>50-69</td>
</tr>
</tbody>
</table>

3 | Issuing & Transferring v-Credit (Policies & Procedures)

For purposes of communicating with college admission offices and scholarship granting agencies, and for determining honor graduates (valedictorian and salutatorian), all courses, except for pass/fail courses, are calculated pursuant to School Board Policy IM 4.144 outlining Metropolitan Nashville Public Schools (MNPS) high school grade calculations.

For Advanced Placement (AP) v-courses, five (5) extra points are added to each quarter grade. For Honors and Dual Enrollment (DE), three (3) extra points are given. These practices are mandatory under Tennessee’s State Board of Education’s “uniform grading policy” and followed by Virtual School.

For transfer students, the cumulative grade point average (GPA) on the transcript for transferred credits and grades are used without any recalculation except that Honors, DE, AP, and IB International Baccalaureate (IB) courses are recalculated to match NIM’s grading scale.

The calculation of the cumulative grade point average (GPA) is determined by dividing the sum of the quality points, including grade point weighting, by the total number of courses attempted. All high school courses taken for credit count. GPAs are recalculated on the graduated 4-point scale with additional grade point weighting of 0.5 for Honors and DE courses and 1.0 for AP and IB courses.

Presented as Table 15 is the district’s grading scale as well as the GPA weighting methods.
3 | COURSE GRADE OF FIFTY PERCENT (50%) OR LOWER (POLICIES & PROCEDURES)
Please note that pursuant to Metropolitan Nashville Public Schools (MNPS) policy, a student cannot earn less than fifty percent (50%) on the quarter average. For instance, if a student has a quarter average of twenty-five percent (25%), the student’s quarter average is changed from twenty-five percent (25%) to fifty percent (50%). If a student’s quarter average is fifty-one percent (51%) that grade is untouched and remains fifty-one percent (51%). Further note that the above policy also applies to students earning less than fifty percent (50%) on a course final, CollegeBoard, End-of-Course (EOC), or TNReady exam.

4 | V-COURSE EXTENSIONS (POLICIES & PROCEDURES)
Very few course extensions are granted by Virtual School. Our school employs adjunct teachers on a semester contract with employment ending at the end of the semester. Thus, at most, a week extension may be granted. A week extension will only be granted in the following limited circumstances:
- An exceptional education student’s Individualized Education Plan (IEP) provides, as an accommodation, an extension based upon the student’s disability,
- An extension is afforded, as an accommodation and based upon the learner’s circumstances, under a 504 Plan,
- The Executive Principal of Virtual School, under unique circumstances, grants an extension by convening a Student Support Team (SST) where the student and parent are present.
- Under extraordinary circumstances, the Executive Principal of Virtual School grants an extension.

Extension are never granted at the end of the semester. Consequently, the last day to request an extension for the Fall 2018 semester is Friday, November 9, 2018 and for the Spring 2019 semester is Thursday, April 11, 2019.

5 | V-COURSE RETAKE (POLICIES & PROCEDURES)
Students retaking a previously failed Virtual School course, for course retake purposes, are only required to retake assignments that the learner scored less than seventy percent (70%). Virtual School transfers all grades of seventy percent (70%) or greater into the new semester’s course (i.e., during the semester the student is re-taking the virtual course). The student has a quarter (i.e., nine (9) weeks) to complete the course retake pursuant to the above. If the student does not complete the course during the respective quarter, the learner must take the course via traditional credit recovery methods.

Nothing in this policy prevents a student from redoing all course assignments consistent with other policies and procedures included herewith. More, nothing in the policy limits a teacher’s ability to create individualized assignments and/or assessments on those learning targets not previously mastered during the first virtual course attempt—for course re-take and demonstrated mastery purposes.

CH 20 | V-COURSE FINAL EXAMS & BEYOND

1 | V-COURSE FINAL EXAMS FOR PART-TIMERS & SCHEDULE (PROCEDURES)
Students are required to take the course final exam in a proctored setting. Part-time students take exams at the school of primary enrollment whereas full-time students take exams at Virtual School.

For the Fall 2018 semester part-time students can test, at the school of primary enrollment, beginning Monday, December 10, 2018 through Thursday, December 20, 2018. For the Spring 2019 semester part-time testing runs Monday, May 13, 2019 through Wednesday, May 22, 2019. The primary school of enrollment determines specific testing dates and times consistent with the above testing windows. For more information on specific testing dates for your school please contact your designated school counselor (at the school of primary enrollment).

2 | V-COURSE FINAL EXAM FOR FULL-TIMERS & SCHEDULE (PROCEDURES)
Full-time students test at Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209. For the Fall 2018 semester v-student testing occurs daily at 8:00AM CDT, 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT beginning Monday, December 17, 2018 through Thursday, December 20, 2018.

During the Spring 2019 semester, testing occurs daily at 8:00AM CDT, 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT beginning Monday, May 13, 2019 through Thursday, May 16, 2019. No appointment is necessary. Students should arrive at least fifteen (15) minutes before testing begins. Learners will not be allowed to enter the testing center after testing begins and must wait until the next testing time.

3 | V-COURSE FINAL EXAM FOR 2019 SUMMER SUCCESS PROGRAM & SCHEDULE (PROCEDURES)
Students enrolled in the 2019 Summer Success Program test at Virtual School located at 4805 Park Avenue, Suite 300,
Nashville, Tennessee 37209. For the 2019 Summer semester student testing occurs daily at 8:00AM CDT, 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT beginning Thursday, June 27, 2019 through Friday, June 28, 2019. No appointment is necessary. Students should arrive at least fifteen (15) minutes before testing begins. Learners will not be allowed to enter the testing center after testing begins and must wait until the next testing time.

4 | V-COURSE FINAL EXAM PROCTORING GUIDELINES (PROCEDURES & PRACTICES)

The below procedures are in place to protect the security and integrity of the testing process for all Virtual School final exams. The guidelines herewith must be followed by Virtual School as well as partner schools administering Virtual School exams. During testing, the proctor must read, and students must adhere to the following procedures and practices:

- Cell phones, smartphones, PDAs, and any other electronic, photographic, scanning, recording, or listening devices are not permitted during testing. If bringing such devices, you (i.e., the student) will be dismissed from the exam and your scores canceled.
- All tests are taken on school computers. You are not allowed to use your personal computer for testing. If you brought a personal computer, please remove it from your desk and do not access it during testing.
- Be sure to bring and present either a student ID or driver's license to confirm your identity (for testing purposes). Discrepancies must be reported to the v-Executive Principal of Virtual School for investigation.
- Log into the course and pull up your test. Then, raise your hand and the proctor will match your identification with the name presented in the course.
- Exams require entry of a confidential password entered directly by the proctor. Please do not enter anything into that dialog box and wait for the proctor to enter the appropriate password.
- When needed, use of graphing, scientific, and four-function calculator is allowed.
- Except for one (1) five-by-eight (5x8) index card with handwritten notes as well as a writing utensil, students are not allowed to bring materials to the testing area.
- Use only scratch paper provided by the test proctor. You may not bring your own scratch paper or remove scratch paper from the testing room.
- You are not allowed to navigate outside of the test. If doing so, it is presumed that you are accessing and misusing information from the Internet in violation of Virtual School's "Academic Integrity Policies and Procedures."
- There are no time limitations for testing. Take as much time as you need.
- Tests are set to force completion. Therefore, once you begin testing you must complete the test and will not be able to return to the test at a later date and time.
- Raise your hand if you have a problem with your computer or need the proctor's help.
- Before beginning the exam, if you have a documented testing accommodation that the proctor is not aware of, please bring that to his or her immediate attention.

Special Note: The above procedures and practices only apply virtual course final exams and are different from those outlined for CollegeBoard, End-of-Course (EOC), and TNReady exams.

5 | V-COURSE FINAL EXAM & 5X8 INDEX CARD (PROCEDURES)

Virtual School allows students to create and use a five-by-eight (5x8) index card when taking the course final exam. The card may include handwritten notes only with any information beneficial to the student for the purposes of taking the exam. One (1) card is allowed per exam taken. Students are expected to take advantage of this opportunity and create a card for testing purposes.

6 | SPRING END-OF-COURSE (EOC) & SPRING TNREADY V-COURSES EXEMPT FROM V-COURSE FINAL EXAM (POLICIES & PROCEDURES)

The following spring sections of the noted high school End-of-Course (EOC) subjects are exempt from taking the course final exam: Biology, English I, English II, English III, Integrated Math I, Integrated Math II, Integrated Math III, and United States History. Likewise, the following spring sections of the prospective middle school TNReady subject areas are exempt from taking the course final exam: Comprehensive Science, Language Arts, Mathematics, and Social Studies. In this instance, the mandatory state assessment serves as the final exam grade for that course. Teachers, however, may allow students to take the course final exam, remotely, as a practice test in preparation for the state assessment.

7 | EARLY V-COURSE FINAL EXAM TESTING (PROCEDURES)

Virtual learning allows students the opportunity to learn at an accelerated rate, complete the course early, and finish at various points during the semester. For optimal performance on the final exam, students can take the exam upon completion of the course. Only students that complete all coursework can take the final exam early. Further, the student must obtain the teacher's confirmation of course completion and approval—prior to sitting for the exam. Once approved, the student will schedule an exam via the teacher.

Early exams are not administered after Thursday, November 8, 2018 during the Fall of 2018. The Spring 2019 deadline is Thursday, April 11, 2019. Finally, the deadline to take an exam early for the Summer 2019 semester is Friday, June 14, 2019. After the noted dates students must wait until the final exam-testing window opens. If you have any questions regarding early testing please contact Mr. Charles "Van" Hawk, v-Student Engagement Specialist, via email to charleshawk@mnps.org. Note: The
procedures presented herewith do not apply to CollegeBoard, End-of-Course (EOC), or TNReady exams.

8 | V-COURSE FINAL EXAM MAKE-UPS (PROCEDURES)
Any student who fails to take the course final exam during the designated testing windows (due to illness or other extenuating circumstances) must request, in writing, to the v-Executive Principal permission to make-up the exam. It is the student’s responsibility to schedule and attend the make-up exam and not Virtual School or the teacher. Students have exactly two (2) weeks from the beginning of the next semester to make-up exams from the previous semester. After the two (2) weeks have passed, students are ineligible to make-up a course final exam. Students failing to take the course final exam earn a zero percent (0%) on the test grade.

CH 21 | MIDDLE SCHOOL TNREADY & BEYOND

1 | MIDDLE SCHOOL TNREADY OVERVIEW (INFORMATIONAL)
As a public school, Virtual School falls under the Tennessee accountability system and must raise overall achievement. To ensure that all students master a core body of knowledge, students in grades three (3) through eight (8) must take a timed, multiple choice, state-mandated exam known as TNReady. Tested subject areas include the following: Comprehensive Science, Language Arts, Mathematics, and Social Studies. Exams are scored in “achievement levels” ranging from “mastered” (the highest level), “on-track,” “approaching,” and “below” (the lowest level). Learners are required to take these assessments with the grade on the culminating TNReady exam worth fifteen percent (15%) of the student’s overall, yearly, course grade. Hence, it is extremely important that the student takes the test seriously and prepares accordingly.

2 | MANDATORY TNREADY EXAM & SCHEDULE (PROCEDURES)
TNReady testing for full-time students takes place at Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209. Testing for part-time students takes place at the school of primary enrollment. TNReady exams are administered only during the spring semester and consistent with the state’s designated testing window. Currently, the Tennessee Department of Education’s district testing window for TNReady exams begins Monday, April 15, 2019 and closes on Friday, May 3, 2019. The school of primary enrollment will schedule and share specific dates and times for TNReady testing with students and parents. Questions regarding TNReady testing can be directed to your designated school counselor at the school of primary enrollment.

3 | MANDATORY TNREADY BENCHMARK EXAM, TESTING, & SCHEDULE (PROCEDURES)
All students taking TNReady courses are required to participate in two (2) benchmark exams, per TNReady subject, during the upcoming 2018-2019 school year. Middle School TNReady subject areas include the following: Comprehensive Science, Language Arts, Mathematics, and Social Studies. One benchmark exam is administered during the Fall of 2018 and one benchmark exam is administered during the Spring 2019 (for each TNReady subject area).

Fall 2018 TNReady benchmark exams are administered online (within the virtual course). Fall 2018 benchmarks are not timed nor proctored. Thus, full-time and part-time students may take Fall 2018 benchmark exams remotely. Fall benchmark exams open on Monday, October 1, 2018 and remain open through Friday, October 12, 2018. Students must complete all Fall 2018 benchmark exams no later than Friday, October 12, 2018 at 11:59PM CDT.

Spring 2019 TNReady benchmark exams are proctored and not taken remotely. Part-Time students take Spring 2019 benchmark exams at the school of primary enrollment. Exams open beginning Monday, March 4, 2019 through Friday, March 8, 2019. Part-time students must complete all Spring 2019 benchmark exams no later than Friday, March 8, 2019. The school of primary enrollment coordinates specific testing dates and times for part-time students.

Full-time students take Spring 2019 benchmark exams at Virtual School located 4805 Park Avenue, Suite 304, Nashville, Tennessee 37209. Spring 2019 TNReady benchmark testing begins Monday, March 4, 2019 through Friday, March 8, 2019. During the window, full-time students can test, daily, at the following times: 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT. No appointment is required. Full-time students must complete all Spring 2019 benchmark exams no later than Friday, March 8, 2019. For more information on benchmark exams please contact the counselor at your school of primary enrollment.

CH 22 | HIGH SCHOOL END-OF-COURSE (EOC) & BEYOND

1 | HIGH SCHOOL END-OF-COURSE (EOC) OVERVIEW (INFORMATIONAL)
As a public school, Virtual School falls under the Tennessee accountability system and must raise overall
achievement. To ensure that all students master a core body of knowledge and skills before graduation, the state of Tennessee requires that all high schools administer tests known as End-of-Course (EOC) exams (also known as TNReady exams). These exams measure what students have learned and are able to demonstrate upon completion of certain high school courses. Exams are scored in “achievement levels” ranging from “mastered” (the highest level), “on-track,” “approaching,” and “below” (the lowest level).

EOC exams are administered for the spring sections of the following courses: Biology, English I, English II, Integrated Math I, Integrated Math II, Integrated Math III, and United States History. Learners are required to take these assessments with the grade on the culminating EOC exam worth fifteen percent (15%) of the student’s overall semester grade. Hence, it is extremely important that students take tests seriously and prepare accordingly.

2 | MANDATORY END-OF-COURSE (EOC) EXAM & SCHEDULE (PROCEDURES)

End-of-Course (EOC) testing for full-time students takes place at Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209. Testing for part-time students takes place at the school of primary enrollment. EOC exams are administered during the Fall and Spring semesters (consistent with the state’s designated testing window). Currently, the Tennessee Department of Education’s district testing window for Fall 2018 exams has not been established. Once scheduled, specific testing dates and times will be shared with students and parents. The Tennessee Department of Education has set the Spring 2019 testing window for EOCs, which opens on Monday, April 15, 2019 and closes on Friday, May 3, 2019. The school of primary enrollment will schedule and share specific dates and times for EOC testing with students and parents. Questions regarding EOC testing can be directed to your designated school counselor at the school of primary enrollment.

3 | MANDATORY END-OF-COURSE (EOC) BENCHMARK EXAM, TESTING, & SCHEDULE (PROCEDURES)

All students taking End-of-Course (EOC) courses are required to participate in two (2) benchmark exams, per EOC subject, during the upcoming 2018-2019 school year. EOC courses include the following: Biology, English I, English II, Integrated Math I, Integrated Math II, Integrated Math III, and United States History. One benchmark exam is administered during the Fall of 2018 and one benchmark exam is administered during the Spring 2019 (for each EOC subject area).

Fall 2018 EOC benchmark exams are administered online (within the virtual course). Fall 2018 benchmarks are not timed or proctored. Thus, full-time and part-time students may take Fall 2018 benchmark exams remotely. Fall benchmark exams open on Monday, October 1, 2018 and remain open through Friday, October 12, 2018. Students must complete all Fall 2018 benchmark exams no later than Friday, October 12, 2018 at 11:59PM CDT.

Spring 2019 EOC benchmark exams are proctored and not taken remotely. Part-Time students take Spring 2019 benchmark exams at the school of primary enrollment. Exams open beginning Monday, March 4, 2019 through Friday, March 8, 2019. Part-time students must complete all Spring 2019 benchmark exams no later than Friday, March 8, 2019. The school of primary enrollment coordinates specific testing dates and times for part-time students.

Full-time students take Spring 2019 benchmark exams at Virtual School located at 4805 Park Avenue, Suite 304, Nashville, Tennessee 37209. Spring 2019 EOC benchmark testing begins Monday, March 4, 2019 through Friday, March 8, 2019. During the window, full-time students can test, daily, at the following times: 9:00AM CDT, 10:00AM CDT, 11:00AM CDT, 12:00PM CDT, 1:00PM CDT, and 2:00PM CDT. No appointment is required. Full-time students must complete all Spring 2019 benchmark exams no later than Friday, March 8, 2019. For more information on benchmark exams please contact the counselor at your school of primary enrollment.

CH 23 | ADVANCED PLACEMENT (AP) & BEYOND

1 | ADVANCED PLACEMENT (AP) OVERVIEW (INFORMATIONAL)

Virtual School offers full-time and part-time students the opportunity to take advantage of CollegeBoard approved Advanced Placement (AP) courses. Learners earn college credit and advanced placement, stand out in the admissions process, and learn from some of the most skilled, dedicated, and inspiring teacher-scholars. Make no mistake about it, Virtual School’s AP courses are rigorous, and students should be prepared to commit ten (10) to fifteen (15) hours of learning per week, per course. The only difference between an AP course and a course offered in a brick-and-mortar school is the online delivery method. All AP courses offered are CollegeBoard approved and may be transferred to any other Metropolitan Nashville Public Schools (MNPS) for fulfillment of graduation requirements.

2 | MANDATORY COLLEGEBOARD EXAMS & SCHEDULE (PROCEDURES)

All students in an Advanced Placement (AP) course are expected to take the culminating CollegeBoard exam. CollegeBoard exams are only administered during the spring. The Spring 2019 testing window for CollegeBoard exams opens Monday, May 6, 2019 and runs through Friday, May 17, 2019. The school of primary enrollment schedules testing administration dates and times for all CollegeBoard exams. Thus, part-time students test at the school of primary enrollment. CollegeBoard testing for all full-time students takes place at Virtual School located at 4805 Park Avenue, Suite 300, Nashville, Tennessee 37209. A testing schedule is shared with students and parents early during the 2018-2019 school year. The CollegeBoard exam costs $94.00 per test taken. Please note that students and parents are expected to pay all testing fees. If a student or parent has a specific financial hardship or other
In-County Full-Time Exceptional Education Applicants

For in-county full-time enrollment, exceptional education students apply following Virtual School's regular application process. Exceptional Education students must meet the eligibility requirements for full-time enrollment. Students and parents must also disclose, via the online application, whether a student has an existing Individualized Education Program (IEP). Failure to disclose an existing IEP will result in revocation of the enrollment decision—pending a determination of whether virtual learning is an appropriate educational placement (based upon the student’s unique learning needs).

If the student is currently enrolled in an out-of-county/non-public school, the parent must sign a “Release of Information.” The “release” authorizes Virtual School to obtain educational records, including the most recent copy of the student’s IEP, from the student’s current school of enrollment. Educational records must come directly to Virtual School from the school of primary enrollment. Until records are received, the student’s enrollment application is not complete or processed. Once all educational records are received, Virtual School determines whether the student’s services and supports can be met in a virtual learning environment. If appropriate, the full-time enrollment request is approved.

Part-Time Exceptional Education Applicants

Exceptional education students may also apply to attend Virtual School on a part-time basis. Please note that all part-time enrollment requirements must be met. Before the school of primary enrollment requests part-time enrollment, the existing IEP team must determine whether the student can master the course content with the appropriate accommodations designated in the IEP. If the IEP team determines that virtual learning best serves the student’s unique educational needs, the learner may enroll on a part-time basis.

Out-of-County/Non-Public School Full-Time Exceptional Education Applicants

For out-of-county/non-public school applicants seeking full-time enrollment, students also apply following Virtual School’s regular application process. Exceptional Education students must meet the eligibility requirements for full-time enrollment. Students and parents must also disclose, via the online application, whether a student has an existing Individualized Education Program (IEP). Failure to disclose an existing IEP will result in revocation of the enrollment decision—pending a determination of whether virtual learning is an appropriate educational placement (based upon the student’s unique learning needs).

Virtual School is committed to providing accommodations, which are achievable in an asynchronous online learning environment, as well as outlined in a student’s Individualized Education Program (IEP). Teachers receive, at the beginning of each semester, accommodation information for each exceptional education student enrolled in the course. Virtual School’s Exceptional Education v-Teacher is responsible for distributing this information and working with teachers to ensure fidelity with accommodation implementation. If a student, parent, teacher, staff member, or partner has a question regarding exceptional education services at Virtual School, please contact Mr. Zachary Barnes, Exceptional Education v-Teacher via email to zachary.barnes@mnps.org.

3 | TESTING ACCOMMODATIONS (POLICIES & PROCEDURES)

Virtual School acknowledges that individual situations vary given the severity of the disability, the exam being taken, and the accommodations needed. Virtual School works collaboratively with the student, parent, and other partners to provide the testing accommodations outlined in the learner’s Individualized Education Program (IEP). If an exceptional education student, parent, teacher, staff member, or partner has questions regarding specific testing accommodations, please contact Mr. Zachary...
The applicant scores, at minimum, “proficient” on the previous year’s state-mandated assessment in Mathematics. If no assessment is available, the applicant demonstrates “proficiency” in Mathematics by taking and submitting the results of a Nationally-Normed Referenced Test (NNRT). The NNRT is completed privately and at the applicant’s and/or parent’s expense.

- The applicant has approval from the Executive Principal at the learner’s school of primary enrollment.
- The applicant completes all mandatory new student induction activities required by Virtual School.
- The applicant does not meet the eligibility requirements above the applicant and/or parent may request a waiver, in writing, of one (1) eligibility requirement.

If the full-time applicant does not meet the eligibility requirements above the applicant and/or parent may request a waiver, in writing, of one (1) eligibility requirement. No more than one (1) eligibility requirement will be waived. Waivers should be directed to the attention of the v-Executive Principal of Virtual School. The discretion to waive an eligibility requirement rests with the v-Executive Principal.

4 | FULL-TIME ENROLLMENT ELIGIBILITY (POLICIES & PROCEDURES)

Before enrolling on a full-time basis, students and parents should consider whether online learning best serves the learner’s educational needs. Virtual School is modeled after the collegiate style of online learning and delivered primarily in an asynchronous format. Please note that courses are not synchronous with “live” interaction between students and teachers. Courses are constructed around “modules and lessons” allowing students to work independently and advance at their own pace—with the support and help of a highly qualified, certified, teacher. Also note that course content cannot be modified, and students are expected to complete all course content and lessons.

The following eligibility requirements apply for full-time student applicants:

- The applicant demonstrates the ability to successfully work independently, at a distance, and without direct supervision.
- The applicant has a 2.0 grade point average (GPA), at the high school level. At the middle school level, the applicant has an overall “C” average in all courses.
- The applicant scores, at minimum, “proficient” on the previous year’s state-mandated assessment in English Language Arts. If no assessment is available, the applicant demonstrates “proficiency” in English Language Arts by taking and submitting the results of a Nationally-Normed Referenced Test (NNRT). The NNRT is completed privately and at the applicant’s and/or parent’s expense.

- The applicant has parent permission, acknowledged by a parent’s signature, to take a course at Virtual School. Note: Parent permission is obtained by the school of primary enrollment.
- The applicant has approval from the Executive Principal at the learner’s school of primary enrollment.
- The applicant demonstrates the ability to successfully work independently, at a distance, and without direct supervision.
- The applicant receives no more than five (5) hours of direct educational services or support from the current school of enrollment.
- The applicant completes Virtual School’s “v-student online orientation” by the designated “due date” for that semester.
It is recommended that first time, part-time students enroll in no more than one (1) half-credit course during the first semester of enrollment.

6 | DAVIDSON COUNTY, TENNESSEE RESIDENTS & ENROLLMENT (POLICIES & PROCEDURES)
Virtual School’s full-time enrollment is open to all Davidson County residents meeting the eligibility requirements herewith. Davidson County residents can also enroll on a part-time basis consistent with the eligibility requirements noted and based upon seat availability. Please note that tuition may be assessed, in certain situations, for both full-time and part-time enrollment. For more information, please review the “v-Student Tuition” section found in this chapter.

7 | NON-DAVIDSON COUNTY, TENNESSEE RESIDENTS & ENROLLMENT (POLICIES & PROCEDURES)
Contingent upon availability, non-Davidson County, Tennessee, residents may attend Virtual School on a full-time basis (if meeting all eligibility requirements). Non-Davidson County students, seeking full-time enrollment at Virtual School, follow all the same enrollment procedures as Davidson County students. Non-Davidson County, Tennessee residents must travel to Virtual School for all mandatory events (e.g., testing, onsite Math classes, truancy intervention labs, etc.). Virtual School is not responsible for any costs associated with traveling to or from our school location. Please note that nothing in this procedure requires Metropolitan Nashville Public Schools (MNPS) to enroll a non-Davidson County student on a full-time basis. At this time, non-Tennessee residents are not eligible to attend Virtual School.

Non-Davidson County, Tennessee, residents may also enroll on a part-time basis at Virtual School. Please note that tuition is assessed for part-time Non-Davidson County, Tennessee, residents. For more information, please review the “v-Student Tuition” section found in this chapter.

8 | FULL & PART-TIME V-STUDENT WITHDRAWAL (POLICIES & PROCEDURES)
When in the best interest of the learner, the student is withdrawn from Virtual School (at the end of a semester) and enrolled in a more appropriate educational setting. Withdrawal reasons for full-time students include the following:
- The full-time student did not complete the “online v-student orientation” by the mandatory “due date.”
- The part-time student failed one (1) or more Virtual School courses during the previous semester.
- The part-time student had five (5) or more violations of Virtual School’s “Academic Integrity Policy” during the previous semester.

Full-time students are transitioned back to the zoned school or another choice school. Part-time students are transitioned back into a brick-and-mortar course at the school of primary enrollment.

Withdrawal reasons for part-time students include the following:
- The part-time student did not complete the “online v-student orientation” by the mandatory “due date.”
- The part-time student failed one (1) or more Virtual School courses during the previous semester.
- The part-time student had five (5) or more violations of Virtual School’s “Academic Integrity Policy” during the previous semester.

9 | ACADEMIC PROBATION & FULL-TIME V-STUDENTS (POLICIES & PROCEDURES)
More information coming soon on academic probation policies and procedures for full-time students.

10 | V-STUDENT TUITION (POLICIES & PROCEDURES)
Consistent with Tenn. Code Ann. § 49-16-211, in limited situations, tuition is required to enroll at Virtual School. In the following circumstances, Tennessee’s Basic Education Program (BEP) does not cover the educational expenses associated with a student’s attendance at Virtual School:
- Taking a course above and beyond a full course schedule.
- Taking a course in Virtual School’s optional summer success program.
- Taking a course on a part-time basis while attending a charter school (within Davidson County, Tennessee).
- Taking a course on a part-time basis as a non-Davidson County, Tennessee, resident.

In the above situations, the student and/or parent is required to pay tuition to enroll. Tuition is set annually, per half credit, by Virtual School—with ultimate approval of the Metropolitan Nashville Public Schools (MNPS) district.

Tuition for Davidson County residents, for the 2018-2019 school year, is $199.00 per half credit taken. Tuition for non-Davidson County, Tennessee, residents, for the 2018-2019 school year, is $399.00 per half credit taken. Students encountering a financial hardship may contact the
counselor at the school of primary enrollment for tuition waiver options. Special Note: Tuition is fully refundable up until the first due date of the semester. After the first due date, no refunds are available.

CH 26 | FULL-TIMERS

1 | V-SCHOOL PROGRESSION PLAN & GRADUATION REQUIREMENTS (POLICIES & PROCEDURES)

Full-time students must complete twenty-two (22.0) credit hours, in specified subject areas, to graduate from Virtual School. Appendix C outlines the high school progression plan for a full-time student. Table 16 presents the graduation requirements for Virtual School.

Table 16: v-School Graduation Requirements

<table>
<thead>
<tr>
<th>subjects</th>
<th>Required credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4 Credits</td>
</tr>
<tr>
<td>Integrated Math I, II, &amp; III, as well as an Additional Higher-Level Math Course</td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>4 Credits</td>
</tr>
<tr>
<td>English I, II, III, &amp; IV</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Biology, Chemistry, &amp; Third Science Lab Course (e.g., Physical Science)</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.5 Credits</td>
</tr>
<tr>
<td>Economics, Government, Personal Finance, United States History, &amp; World History</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2 Credits</td>
</tr>
<tr>
<td>Consecutive Foreign Language Courses</td>
<td></td>
</tr>
<tr>
<td>Physical Education &amp; Wellness</td>
<td>1.5 Credits</td>
</tr>
<tr>
<td>Lifetime Wellness Fall with Physical Education I &amp; Lifetime Wellness Spring</td>
<td></td>
</tr>
<tr>
<td>Fine Art</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Art History, Digital Arts, or Another Fine Art</td>
<td></td>
</tr>
<tr>
<td>Focused Electives</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Pathway Electives Concentrated in Math &amp; Science, Career &amp; Technical Education, Fine Arts, Humanities, Advanced Placement (AP), or International Baccalaureate (IB)</td>
<td></td>
</tr>
<tr>
<td>Credits Required to Graduate from Virtual School</td>
<td>22 Credits</td>
</tr>
</tbody>
</table>

2 | V-PATHWAY/FOCUSED ELECTIVES OPTIONS AT V-SCHOOL (POLICIES & PROCEDURES)

Following the implementation of the Tennessee Diploma Project in 2009, high school students must complete three (3) credit hours in a focused area of study. Virtual School currently offers several pathways to meet this requirement. Students may enroll in The Virtual Academy of Business & Technology, studying either business management, coding, entrepreneurship, or web design. Learners may also complete a pathway in Advanced Placement (AP) or Dual Enrollment (DE). Table 17 presents the pathway options at Virtual School.

Table 17: v-Pathway Options/Focused Electives

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Advanced Placement Course Option #1</th>
<th>Advanced Placement Course Option #2</th>
<th>Advanced Placement Course Option #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
<tr>
<td>Dual Enrollment</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
<tr>
<td>Enhanced Plan of Study Course</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
<tr>
<td>Computer Science Foundations</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
<tr>
<td>Coding I</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
<tr>
<td>Coding II</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
<tr>
<td>Web Design</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
<td>(1.0 Credit)</td>
</tr>
</tbody>
</table>

For additional information on our pathway options, please visit our current “v-course catalog” accessible on our website at: https://www.vlearn.mnps.org/. Additional questions may be directed to Mrs. Adrienne McNew, v-School Counselor via email to adrienne.mcnew@mnps.org.

3 | MANDATORY US CIVICS EXAM (POLICIES & PROCEDURES)

In accordance with Tenn. Code Ann. §49-6-408, Tennessee students are required to take a “United States (U.S.) civics exam.” The exam is composed of questions found on the United States citizenship exam for persons seeking to become naturalized citizens. Virtual School deploys a “civics course,” during the spring semester, for all seniors needing to meet this requirement. The course contains resources and materials to study for and pass the US civics exam as well as the culminating exam (to be taken). The test can be taken online, remotely, and is not proctored. Students can also attempt the test multiple times. While taking the US civics exam is required by Tennessee law,
During the Spring 2019 semester, the US civics exam course will be launched to all full-time seniors on Monday, January 28, 2019. Seniors will have until Friday, March 29, 2019 at 11:59PM CDT to complete the US civics exam. For more information about the exam, please contact Mr. Charles “Van” Hawk, v-Student Engagement Specialist via email to charleshawk@mnps.org.

4 | MANDATORY ACT-V-COURSE (POLICIES & PROCEDURES)
Virtual School offers a mandatory year-long online ACT Preparation course for all Juniors (as a credit-granting course). Our ACT course is designed to familiarize Juniors with the concepts and structure of the ACT exam. Students in the online course use practice tests and materials to create individualized pacing guides, establish ACT score goals, and to identify content areas of focus—across all four (4) areas of the test including English, Math, Reading, and Science. An in-person practice “diagnostic” ACT test is required, at the beginning of the course, to move forward and complete the preparation course. Testing dates can be located in Virtual School’s calendar. Pass/Fail credit is earned for taking the course. The ACT test is administered by Virtual School once a year for Seniors (re-take option) and once a year for Juniors. Specific ACT testing dates can be found in the school’s calendar. For more information regarding the ACT v-course, please contact Mr. Charles “Van” Hawk, v-Student Engagement Specialist via email to charleshawk@mnps.org.

5 | DIPLOMA ELIGIBILITY (POLICIES)
Full-time students graduating from Virtual School are required to complete, at minimum, twenty-five percent (25%) of the courses required for graduation at our institution. Hence, any student desiring to graduate from Virtual School must complete between five (5) and six (6) credit hours at our school. This policy is required as a condition of continued AdvancED accreditation status.

6 | V-SCHOOL V-STUDENT ID (POLICIES)
Full-time learners receive a Virtual School student identification (ID). The ID is used for testing and also includes a free Nashville Metropolitan Transit Authority (MTA) bus pass. If you lose your student ID, there is a $5.00 replacement cost. To order a new Virtual School student ID please bring check, money order, or cash to our Administrative Offices. Upon paying the fee, your replacement student ID will be ordered and mailed to your home address.

7 | WITHHOLDING V-STUDENT RECORDS FOR MONEY OWED TO VIRTUAL SCHOOL (POLICIES & PROCEDURES)
Virtual School withholds report cards, diplomas, certificates of progress, transcripts, and/or other school records when a student owes money to our school. The student and parent are responsible for the debt and, until the expense is paid in full, Virtual School reserves the right to withhold all school records and documents.

8 | V-SCHOOL ATHLETICS (POLICIES & PROCEDURES)
Virtual School maintains an athletic partnership with McGavock High School allowing full-time Virtual School students to participate in organized sports (at McGavock). Tennessee Secondary School Athletic Association (TSSAA) has approved the cooperative agreement between our two (2) schools. Students interested in athletic options may contact McGavock High School’s Athletic Director, Mr. Julius Gore for more information. Mr. Julius Gore may be contacted via email to julius.gore@mnps.org. To participate, Virtual School students must try out for the athletic team and meet all of McGavock’s eligibility requirements for participation.

9 | NON-ATHLETIC OPPORTUNITIES FOR V-STUDENTS (POLICIES & PROCEDURES)
With prior approval of the v-Executive Principal of Virtual School, students can participate in other non-athletic opportunities (not available at Virtual School) at the student’s designated MNPS zoned school. Examples include clubs, marching band, part-time course enrollment, etc. Requests should be directed to the v-Executive Principal of Virtual School at least three (3) weeks prior to the beginning of the semester. Participation in such activities is also contingent upon availability and approval by the executive principal of zoned MNPS school. More, if the specific activity/opportunity has student eligibility requirements, the full-time Virtual School learner must also meet all those requirements.

10 | V-STUDENT TECHNOLOGY (POLICIES & PROCEDURES)
If a full-time student does not have the appropriate technology needed to participate in Virtual School, the learner’s parent can checkout technology with our school. Parents must sign an agreement for before the technology is issued to the student. In the event that technology is damaged or lost, the student and parent are directly responsible for any costs associated with repairing or replacing the item. At the end of the school year, all student technology must be returned to Virtual School for annual updates. Please note that only one (1) devise will be issued per family.

11 | PROJECT LIT (INFORMATIONAL)
Virtual School participates in quarterly Project LIT book clubs. Project LIT, which is a book club community founded in Nashville, aims to increase access to diverse books and promote a love of reading. At Virtual School, the quarterly
book club meetings bring students together, in person, to foster relationships with peers and increase a love of reading. Virtual School will hold book club meetings at our physical building location, on the following dates:

- November 15, 2018
- February 28, 2019, and
- May 9, 2019.

If you have any questions, please contact Mr. Zack Barnes via email to Zachary.Barnes@mnps.org.

12 | DRIVER’S LICENSE FORM (PROCEDURES)

To obtain a driver’s permit or license in Tennessee, full-time students should request their “Compulsory Attendance Form” from Virtual School. In order to receive this form, students must be in good standing with our attendance policy. Since attendance is based upon progress, students must make adequate progress in current courses. Adequate progress equates to passing grades (70% or higher) and/or being on-pace with assignment due dates. Students should request the “form” from Mrs. Adrienne McNew, v-School Counselor. Mrs. McNew can be contacted via email to Adrienne.McNew@mnps.org.

Please note that the completed Compulsory Attendance Form cannot be sent electronically. It must be picked up at Virtual School or, upon request, it can be mailed to the student’s home address. The top copy is given to the student and should be taken to the Department of Motor Vehicles. Additional copies remain on file at Virtual School. The form expires 30 days from the time it is filled out and signed by Virtual School staff.

Should a student be deemed truant, at any point after receiving their form, the noncompliance section of the Compulsory Attendance Form will be completed by Virtual School and sent to the Department of Motor Vehicles. Upon receipt of the updated form, the Department of Motor Vehicle may restrict or revoke a student’s driver’s permit or license until he/she complies with the compulsory attendance policy.

13 | GRADUATION CEREMONY & GALA (POLICIES & PROCEDURES)

Learners can graduate in either the Fall or Spring semester and upon completing all graduation requirements. However, Virtual School only hosts a graduation ceremony during the Spring semester. Virtual School’s 2019 Graduation Ceremony & Gala will be held on Thursday, May 23, 2019 beginning at 7:00PM CDT in the historic Sadler Auditorium of The Cohn School. A reception will immediately follow in the Media Center of The Cohn School with light refreshments.

Seniors planning to participate in this year’s graduation ceremony should take note of the following mandatory participation requirements:

- Seniors must participate in the “Senior Class of 2019 Cap & Gown Picture Day” held on Tuesday, March 19, 2019 at Virtual School. Picture times are distinguished by last name with time slots as follows: A-C (1:30PM CDT), D-L (2:00PM CDT), M-Q (2:30PM CDT), and R-Z (3:00PM CDT).
- Seniors must complete all graduation requirements on or before Monday, May 20, 2019.
- Seniors must attend the graduation rehearsal held on Tuesday, May 21, 2019 from 10:00AM CDT until 11:30AM CDT in the historic Sadler Auditorium of The Cohn School.

Questions regarding Virtual School’s 2019 Graduation Ceremony & Gala may be directed to Mrs. Adrienne McNew, v-School Counselor via email to adrienne.mcnew@mnps.org.

***SECTION CONCLUDES***
Communicating

- Coordinate the timely completion of discussion-based assessments (DBAs) ensuring mastery of essential module concepts while also guarding academic integrity.
- Grade student discussion-based assessments (DBAs) within twenty-four (24) hours of submission.
- Provide supplemental instructional materials, as needed, to refine and support student learning.
- Provide academic interventions for off-pace students consistent with the policies, procedures, and practices established by Virtual School.
- Ensure that Exceptional Education students receive all accommodations per the Individualized Education Program (IEP) as well as accommodations afforded under a 504 Plan.
- Based upon student/course achievement data, develop, post, and grade a final exam review assignment (non-EOC/TNReady courses only).
- Based upon student/course achievement data from benchmark exams, develop, post, and grade one (1) End-of-Course (EOC) or TNReady inquiry-based assignment (only applies to EOC and TNReady teachers).
- Continually grow virtual teaching practices towards attaining maximum levels of student achievement.

Communicating

- Communicate effectively with students, parents, staff members, and partners both asynchronously and synchronously.
- Respond to students, parents, staff members, and other partners inquiries in a professional, clear, and well-expressed manner—within twenty-four (24) hours except for Sundays, holidays, and Virtual School breaks.
- Establish and maintain an online appointment scheduler (via Bookings App in Microsoft 365) with ample availability for students, parents, staff, and partners to schedule appointments as well as discussion-based assessments (DBAs). Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
- Publish a syllabus, with semester specific due dates, utilizing the template provided by Virtual School.
- Set all course assignment due dates, at the beginning of each semester, consistent with the established deadlines.
- Post a weekly announcement (most Saturdays) no later than 10:00AM CDT.
- Communicate with the student and parent, via telephone, twice a semester regarding learner progress in the course (during the communication windows established by Virtual School).
- Report student mid-quarter progress report grades to Virtual School (consistent with the schedule shared with teachers).
- Facilitate, guide, and monitor student discussion boards (if applicable).

Other Teaching Functions

- Monitor the course for authentic learning and report academic integrity concerns consistent to Virtual School.
- Maintain and archive records such as student work, correspondence, grades, etc.
- Attend events such as professional developments, meetings, orientations, etc. (as required by Virtual School.)
- Be knowledgeable of the job requirements by reading and abiding by the teacher job description and v-School Handbook.
- Other professional duties as assigned.

3 | V-TEACHER PROFESSIONAL COMPETENCIES (PRACTICES)

Effective instructors at Virtual School continuously demonstrate the following professional competencies:

- The teacher motivates, supports, and encourages students to achieve at maximum levels.
- The teacher demonstrates knowledge of course content.
- The teacher effectively communicates orally and in writing.
- The teacher displays professionalism.
- The teacher embodies empathy and kindness.
- The teacher seeks innovative ways to enhance student learning.
- The teacher exhibits attention to detail.
- The teacher possesses superior customer service skills—promptly attending to student, parent, staff, and partner needs and concerns.
- The teacher acts ethically and with integrity.
- The teacher successfully manages competing demands.
- The teacher demonstrates dependability.
- The teacher takes responsibility for actions.
- The teacher consistently provides timely, specific, actionable academic feedback.
- The teacher asks for help when support is needed and speaks up if a problem arises.
- The teacher strives to continuously improve his or her craft.

4 | ADJUNCT V-TEACHER EMPLOYMENT & DISMISSAL (PROCEDURES)

Adjunct teachers are hired for a single semester. No guarantee of future employment is made beyond that semester. The v-School Handbook outlines the work detail, expectations, and competencies for teaching at Virtual School as well as policies, procedures, and practices. Failure to abide by these guiding principles as well as insubordination will result in dismissal. The Metropolitan Nashville Public Schools (MNPS) district reserves the right to dismiss a teacher, at any time, with or without notice, with or without cause. If a teacher is dismissed during the semester, he or she will only be paid for the work performed pursuant to the work detail (for that Virtual School pay period). In this instance, the teacher will not be paid for future pay periods not actually worked.
5 | V-TEACHER PROFESSIONAL DRESS [POLICIES]
Teacher dress and appearance communicate a nonverbal message about Virtual School. Consequently, teachers are expected to dress in an appropriate manner conveying a professional or professionally casual appearance and image. Dress should always be neat and clean. Appropriate dress is required when visiting or working from Virtual School's Administrative Offices and Student Success Center, attending meetings, using visual communication technologies, or representing Virtual School at a school-related event.

6 | V-TEACHER PROFESSIONAL LEAVE [POLICIES & PROCEDURES]
Sick and vacation leave is not accumulated by adjunct, teachers of Virtual School. Hence, adjunct teachers cannot take leave during the regular semester. Teachers, however, are not expected to work during Virtual School holidays and breaks. Regardless of illness or scheduled vacations, teachers are expected to be accessible (consistent with the professional responsibilities and competences presented herewith). Before accepting an adjunct position at Virtual School, the teacher should seriously consider the ability to perform the work detail and the time commitment required. Further, individuals should consider existing plans such as vacations, surgeries, etc. and the ability to perform the functions of a teacher (in conjunction with non-work commitments). If a teacher is unable to perform his or her professional responsibilities and competences, the teacher should immediately notify the v-Executive Principal of Virtual School.

7 | EMPHASIZED MNPS POLICIES & PROCEDURES FOR V-TEACHERS & V-STAFF [POLICIES & PROCEDURES]
Virtual School is a public school governed by Tennessee State and common law, Tennessee State School Board Policy, as well as the policies and procedures adopted by the School Board of the Metropolitan Nashville Public Schools (MNPS) district. Virtual School must also abide by all applicable Federal law in addition to Federal common law. Teachers, staff, and other partners should remain abreast to all applicable policies, procedures, practices, and law as well as remain in compliance with those governing authorities. Emphasized policies, procedures, practices, and law are noted below:
- **Child Abuse Reporting**—Per Tenn. Code Ann. §37-1-403 it is the obligation of a teacher or any other staff member, who has a reasonable suspicion that a child has been the victim of physical, mental, or sexual abuse, to report such harm to the county office of the Department of Human Services, Juvenile Court, sheriff, or the police chief. If a teacher or v-staff member does not report the suspected abuse, that team member could be found guilty of a misdemeanor. After reporting such abuse, the teacher is also required to share that information with the v-Executive Principal of Virtual School. MNPS requires the v-Executive Principal to notify the district when such reports are made at the school-level. For more information please visit school board policy SP 6.117.
- **Employee Concerns & Grievance Procedures**—Virtual School abides by district policy relative to employee concerns and grievance procedures. Grievances should be referred to and resolved by, whenever possible, the v-Executive Principal of Virtual School. If the v-Executive Principal is unable to address the concern, the teacher should contact the Metropolitan Nashville Public Schools (MNPS) Customer Relations Office for resolution purposes. For more information on this policy please visit school board policy HR 5.130.
- **Employee Harassment Policy**—Virtual School is committed to safeguarding the rights of all students, parents, teachers, staff, and partners as well as ensuring that the virtual learning and work environment is free of all forms of harassment. The school system prohibits, and Virtual School enforces, the prohibition of any form of sexual harassment as well as harassment based on age, religion, marital status, creed, disability, and/or race/national origin. If you observe or experience any form of harassment, please immediately notify the v-Executive Principal of Virtual School or the supervisor of the offending person. For more information please visit school board policy HR 5.160.
- **Employee Technology Acceptable Use**—The use of electronic technology is a privilege and subject to all applicable state and federal laws as well as district policies and procedures. Virtual School reserves the right to examine email messages, files on all types of district-owned computers, technologies, servers, web browsers, cache files, websites, website logs, and any other information stored or passing through the district’s information systems. Teachers and staff must sign an “acceptable use agreement” which is kept on file by the Virtual School. For more information please visit school board policy HR 5.112.

CH 28 | V-TEACHING & BEYOND

1 | ABOUT V-TEACHING [INFORMATIONAL]
Virtual School is just like any other public school with the exception that our courses are online with students learning at-a-distance. All “v-teachers” are hired by and employees of the Metropolitan Nashville Public Schools (MNPS) district. Unlike most schools, however, Virtual School has full-time and part-time teachers. Part-time teachers, also known as “instructors” and “adjuncts” are hired semester-to-semester and based upon course enrollment. Like other schools, Tennessee State Law requires that teachers are (1) certified with a current Tennessee teaching license, (2) endorsed in the teaching area, and (3) highly qualified under No Child Left Behind.

Instructing online is demanding and not for all teachers. Instructors typically spend more time in their virtual course than a typical brick-and-mortar course might require. The essential function of a virtual teacher is to ensure the ultimate academic success of all students enrolled in the course. A teacher utilizes the learning management system (LMS) and other instructional technologies to teach, facilitate, and coach students to achieve ultimate
mastery of all course learning targets and objectives. Teachers must possess superior communications skills, both written and oral, demonstrating exceptional customer service skills. Furthermore, the teacher is required to provide timely, specific, actionable academic feedback on assignment submissions. Teachers also intervene when a student is off-pace towards ensuring ultimate academic success in the course. Virtual teaching requires time, flexibility, and accessibility on the part of a teacher. Thus, before accepting an adjunct position, the teacher should seriously consider the demands on online teaching.

2 | V-TEACHER COACHING FRAMEWORK (PROCEDURES & PRACTICES)
More information on the teacher coaching framework coming soon!

3 | V-TEACHER/V-STAFF/V-PARTNER GRIEVANCE (PROCEDURES)
Virtual School is committed to the timely resolution of any concern a teacher, staff, or other Virtual School partner may have regarding our school (or matters directly relating to our school). Virtual School has clear procedures for the quick resolution of such issues. Flow Chart 2 presents the sequence in which Virtual School handles such concerns.

Flow Chart 2: v-Teacher/v-Staff/v-Partner Grievance

Due to the large size of Virtual School, please follow this process for timely resolution of an issue, challenge, or concern. For example, a teacher should contact the v-Assistant Principal, first, and try to resolve the issue or challenge directly. Likewise, a teacher should contact the v-Executive Principal of Virtual School before contacting the Executive Director of School Improvement & Support. Such procedures afford the v-Assistant Principal and the v-Executive Principal the opportunity to resolve the issue or challenge before the Executive Director of School Improvement & Support becomes involved. If an issue, challenge, or concern warrants the immediate attention of the v-Executive Principal, the teacher should not hesitate to contact the v-Executive Principal.

4 | V-COURSE SYLLABUS (POLICIES & PROCEDURES)
Students are required to submit completed assignments consistent with each due date outlined in the course syllabus. Each course syllabus notes all assignments due as well as specific “due dates” for the entire semester. Assignments are due, most Fridays, by 11:59PM CDT—consistent with the twelve (12) uniform due dates published by Virtual School. Virtual School provides teachers with a master course syllabus. Teachers publish the course syllabus after setting all due dates. Each course syllabus includes the following information:

- Course Overview
- Module Descriptions
- Due Dates
- Lesson/Assignment Names
- Lesson Learning Targets (I Can Statements)
- Lesson/Assignment Components (i.e., Checklist)
- Completion Date (Tracker for Students)

Note that all “honors” assignments are designated in a bold, orange, font. Only students working to earn “honors” credit should complete those assignments. There is also a dialog box noting the points to be earned to achieve an “A,” “B,” “C,” etc. For an example of the standard format for course syllabuses please visit Appendix B.

5 | V-ASSIGNMENT DUE DATES (POLICIES & PROCEDURES)
During Fall and Spring semesters, there are twelve (12) designated due dates for students to submit assignments. During the Summer term, there are eight (8) due dates. Due dates fall on Fridays with assignments due no later than 11:59PM CDT. During each semester, there are also designated weeks when no new assignments are due. During those weeks, learners should catch-up or work ahead in the course. Even though no new assignments are due, students and teachers are expected to work (unless designated as a Virtual School holiday or break on the school’s calendar). A listing of all twelve (12) due dates as well as Virtual School’s uniform make-up work deadline for Fall 2018 are included herewith in Table 18.

Table 18: Fall 2018 v-Assignment Due Dates

<table>
<thead>
<tr>
<th>v-assignment due dates</th>
<th>Fall Uniform Make-Up Work Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date #1</td>
<td>Friday, August 17, 2018</td>
</tr>
<tr>
<td>Due Date #2</td>
<td>Friday, August 24, 2018</td>
</tr>
<tr>
<td>Due Date #3</td>
<td>Friday, August 31, 2018</td>
</tr>
<tr>
<td>Due Date #4</td>
<td>Friday, September 14, 2018</td>
</tr>
<tr>
<td>Due Date #5</td>
<td>Friday, September 21, 2018</td>
</tr>
<tr>
<td>Due Date #6</td>
<td>Friday, September 28, 2018</td>
</tr>
<tr>
<td>Due Date #7</td>
<td>Friday, October 12, 2018</td>
</tr>
<tr>
<td>Due Date #8</td>
<td>Friday, October 26, 2018</td>
</tr>
<tr>
<td>Due Date #9</td>
<td>Friday, November 9, 2018</td>
</tr>
<tr>
<td>Due Date #10</td>
<td>Friday, November 16, 2018</td>
</tr>
<tr>
<td>Due Date #11</td>
<td>Friday, November 30, 2018</td>
</tr>
<tr>
<td>Due Date #12</td>
<td>Friday, December 7, 2018</td>
</tr>
<tr>
<td>December 14, 2018</td>
<td></td>
</tr>
</tbody>
</table>
A listing of all twelve (12) due dates as well as Virtual School's uniform make-up work deadline for Spring 2019 are included herewith in Table 19.

**Table 19: Spring 2019 v-Assignment Due Dates**

<table>
<thead>
<tr>
<th>v-assignment due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date #1: Friday, January 18, 2019</td>
</tr>
<tr>
<td>Due Date #2: Friday, January 25, 2019</td>
</tr>
<tr>
<td>Due Date #3: Friday, February 1, 2019</td>
</tr>
<tr>
<td>Due Date #4: Friday, February 15, 2019</td>
</tr>
<tr>
<td>Due Date #5: Friday, February 22, 2019</td>
</tr>
<tr>
<td>Due Date #6: Friday, March 1, 2019</td>
</tr>
<tr>
<td>Due Date #7: Friday, March 8, 2019</td>
</tr>
<tr>
<td>Due Date #8: Friday, March 22, 2019</td>
</tr>
<tr>
<td>Due Date #9: Friday, March 29, 2019</td>
</tr>
<tr>
<td>Due Date #10: Friday, April 5, 2019</td>
</tr>
<tr>
<td>Due Date #11: Friday, April 12, 2019</td>
</tr>
<tr>
<td>Due Date #12: Friday, April 26, 2019</td>
</tr>
<tr>
<td>Spring Uniform Make-Up Work Deadline: May 10, 2019</td>
</tr>
</tbody>
</table>

During the Summer semester (i.e., Summer Success Program), there are eight (8) due dates. A listing of all eight (8) due dates as well as Virtual School's uniform make-up work deadline for Summer 2019 are included herewith in Table 20.

**Table 20: Summer 2019 v-Assignment Due Dates**

<table>
<thead>
<tr>
<th>v-assignment due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date #1: Friday, May 31, 2019</td>
</tr>
<tr>
<td>Due Date #2: Tuesday, June 4, 2019</td>
</tr>
<tr>
<td>Due Date #3: Friday, June 7, 2019</td>
</tr>
<tr>
<td>Due Date #4: Tuesday, June 11, 2019</td>
</tr>
<tr>
<td>Due Date #5: Friday, June 14, 2019</td>
</tr>
<tr>
<td>Due Date #6: Tuesday, June 18, 2019</td>
</tr>
<tr>
<td>Due Date #7: Friday, June 21, 2019</td>
</tr>
<tr>
<td>Due Date #8: Tuesday, June 25, 2019</td>
</tr>
<tr>
<td>Summer Uniform Make-Up Work Deadline: June 28, 2019</td>
</tr>
</tbody>
</table>

### Additional Information

**6 | Allocating v-Assignment Due Dates (Practices)**

A simple way to allocate the number of assignments to be submitted, each due date, is to first add the total number of assignments for the semester. Next, divide that number by twelve (12) or the total number of due dates for the semester. This provides the teacher with a general estimate of the number of assignments to be assigned and submitted on each due date. Then, teachers should consider the estimated time and complexity of each assignment. If needed, the teacher should redistribute the number of assignments to be completed on a given due date if the actual work required is not evenly distributed among due dates.

**7 | v-Course Set-Up Requirements & Syllabus Publication (Policies & Procedures)**

Teachers are required to set up their courses, consistent with the guidance provided herewith as well as publish a course syllabus with due dates. The following is a list of course set-up requirements for teachers:

- Task #1: Set Up a User Profile (for New Schoology Users)
- Task #2: Download the Course Syllabus—Adding Due Dates and Teacher Contact Info as well as Uploading to the Course (Upon Completion)
- Task #3: Update the "My Teacher" Link with the Link to your Virtual School Profile
- Task #4: Update the Discussion-Based Assessment (DBA) Appointment Link, for "Schedule My DBA," replacing with the Teacher's Bookings App Link
- Task #5: Add Due Dates to the Course Gradebook
- Task #6: Share a Welcome Announcement/Post with Students

During the Fall 2018 semester, courses must be set up and ready for students by Monday, August 20, 2018 by 10:00AM CDT. For the Spring semester, set-up must be complete by Tuesday, January 22, 2019 at 10:00AM CDT. The deadline for the Summer 2019 semester is Wednesday, May 29, 2019 at 10:00AM CDT. Questions regarding the above process may be directed to the v-Assistant Principal of Virtual School.

**8 | Mid-Quarter Progress Report Grades & Schedule (Policies & Procedures)**

All v-teachers must keep accurate grades for students. A mid-quarter progress report grade is nothing more than the student's current average, based upon everything that is due, via the course syllabus. Note that missed, incomplete, and failed assignments are included in the progress grade calculation. Further note that the progress grade submitted to Virtual School is not adjusted based upon MNPS's Fifty Percent (50%) Policy. Thus, a student with a mid-quarter average of forty percent (40%) would earn a forty percent (40%) progress grade. A grade must be reported for every student enrolled, by 11:59PM CDT on the dates noted in Table 21.
Table 21: Mid-Quarter Progress Report Grades & Schedule

<table>
<thead>
<tr>
<th>mid-quarter</th>
<th>dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-First Quarter</td>
<td>Saturday, September 1</td>
</tr>
<tr>
<td>Mid-Second Quarter</td>
<td>Saturday, November 10</td>
</tr>
<tr>
<td>Mid-Third Quarter</td>
<td>Saturday, February 2</td>
</tr>
<tr>
<td>Mid-Fourth</td>
<td>Saturday, April 13</td>
</tr>
<tr>
<td>Mid-Summer</td>
<td>Wednesday, June 12</td>
</tr>
</tbody>
</table>

Timely submission and accurate reporting is a deliverable for wage payment purposes. Failure to do so will result in a delay of pay administration for failure to complete the “work detail.” Virtual School’s progress grade and report deadlines and distribution dates align with Metropolitan Nashville Public Schools (MNPS) progress report distribution dates.

9 | QUARTER & FINAL EXAM GRADES & SCHEDULE (POLICIES & PROCEDURES)

All teachers must keep accurate grades for students. Quarter grades as well as course final exam grades must be reported to Virtual School for report card and transcript posting purposes. Teachers are asked to report to Virtual School the average for all assignments due, consistent with the syllabus. Note that missed, incomplete, and failed assignments are used in the grade calculation. Also note that at the end of the semester, teachers are required to report the grade earned on the course final exam. All grades submitted to Virtual School are not adjusted based upon the MNPS 50% Policy. Grades must be reported for every student enrolled, by 11:59PM CDT on the dates noted in Table 22.

Table 22: Quarter & Final Exam Grades & Schedule

<table>
<thead>
<tr>
<th>quarter</th>
<th>dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Quarter</td>
<td>Saturday, October 6</td>
</tr>
<tr>
<td>Second Quarter</td>
<td>Saturday, December 22</td>
</tr>
<tr>
<td>Third Quarter</td>
<td>Saturday, March 9</td>
</tr>
<tr>
<td>Fourth</td>
<td>Saturday, May 25</td>
</tr>
<tr>
<td>Summer</td>
<td>Saturday, June 29</td>
</tr>
</tbody>
</table>

Timely submission and accurate reporting is a deliverable for wage payment purposes. Failure to do so will result in a delay of pay administration for failure to complete the “work detail.” Virtual School’s grade reportage deadlines and distribution dates align with Metropolitan Nashville Public Schools (MNPS) dates.

10 | V-COURSE ANNOUNCEMENTS/POSTS (POLICIES & PROCEDURES)

Most weeks during the school year, the teacher is required to post a course announcement/post. Announcements must be posted, most Saturdays, no later than 10:00AM CDT (with a few exceptions). Fall 2018 posting dates are presented in Table 23.

Table 23: Fall 2018 v-Course Announcements/Posts

<table>
<thead>
<tr>
<th>Fall ’18 Announcement</th>
<th>posting dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcement #1</td>
<td>Saturday, August 11, 2018</td>
</tr>
<tr>
<td>Announcement #2</td>
<td>Saturday, August 18, 2018</td>
</tr>
<tr>
<td>Announcement #3</td>
<td>Saturday, August 25, 2018</td>
</tr>
<tr>
<td>Announcement #4</td>
<td>Saturday, September 1, 2018</td>
</tr>
<tr>
<td>Announcement #5</td>
<td>Saturday, September 8, 2018</td>
</tr>
<tr>
<td>Announcement #6</td>
<td>Saturday, September 15, 2018</td>
</tr>
<tr>
<td>Announcement #7</td>
<td>Saturday, September 22, 2018</td>
</tr>
<tr>
<td>Announcement #8</td>
<td>Saturday, September 29, 2018</td>
</tr>
<tr>
<td>Announcement #9</td>
<td>Saturday, October 6, 2018</td>
</tr>
<tr>
<td>Announcement #10</td>
<td>Saturday, October 13, 2018</td>
</tr>
<tr>
<td>Announcement #11</td>
<td>Monday, October 22, 2018</td>
</tr>
<tr>
<td>Announcement #12</td>
<td>Saturday, October 27, 2018</td>
</tr>
<tr>
<td>Announcement #13</td>
<td>Saturday, November 3, 2018</td>
</tr>
<tr>
<td>Announcement #14</td>
<td>Saturday, November 10, 2018</td>
</tr>
<tr>
<td>Announcement #15</td>
<td>Saturday, November 17, 2018</td>
</tr>
<tr>
<td>Announcement #16</td>
<td>Tuesday, November 20, 2018</td>
</tr>
<tr>
<td>Announcement #17</td>
<td>Monday, November 26, 2018</td>
</tr>
<tr>
<td>Announcement #18</td>
<td>Saturday, December 1, 2018</td>
</tr>
<tr>
<td>Announcement #19</td>
<td>Saturday, December 8, 2018</td>
</tr>
</tbody>
</table>

Spring 2019 posting dates are presented in Table 24.

Table 24: Spring 2019 v-Course Announcements/Posts

<table>
<thead>
<tr>
<th>Spring ’19 Announcement</th>
<th>posting dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcement #1</td>
<td>Saturday, January 12, 2019</td>
</tr>
<tr>
<td>Announcement #2</td>
<td>Saturday, January 19, 2019</td>
</tr>
<tr>
<td>Announcement #3</td>
<td>Saturday, January 26, 2019</td>
</tr>
<tr>
<td>Announcement #4</td>
<td>Saturday, February 2, 2019</td>
</tr>
<tr>
<td>Announcement #5</td>
<td>Saturday, February 9, 2019</td>
</tr>
<tr>
<td>Announcement #6</td>
<td>Saturday, February 16, 2019</td>
</tr>
<tr>
<td>Announcement #7</td>
<td>Saturday, February 23, 2019</td>
</tr>
<tr>
<td>Announcement #8</td>
<td>Saturday, March 2, 2019</td>
</tr>
<tr>
<td>Announcement #9</td>
<td>Saturday, March 9, 2019</td>
</tr>
<tr>
<td>Announcement #10</td>
<td>Monday, March 18, 2019</td>
</tr>
<tr>
<td>Announcement #11</td>
<td>Saturday, March 23, 2019</td>
</tr>
<tr>
<td>Announcement #12</td>
<td>Saturday, March 30, 2019</td>
</tr>
<tr>
<td>Announcement #13</td>
<td>Saturday, April 6, 2019</td>
</tr>
<tr>
<td>Announcement #14</td>
<td>Saturday, April 13, 2019</td>
</tr>
<tr>
<td>Announcement #15</td>
<td>Saturday, April 20, 2019</td>
</tr>
<tr>
<td>Announcement #16</td>
<td>Saturday, April 27, 2019</td>
</tr>
<tr>
<td>Announcement #17</td>
<td>Saturday, May 4, 2019</td>
</tr>
<tr>
<td>Announcement #18</td>
<td>Saturday, May 11, 2019</td>
</tr>
</tbody>
</table>

Summer 2019 posting dates are presented in Table 25.
Table 25: Summer 2019 v-Course Announcements/Posts

<table>
<thead>
<tr>
<th>Summer '18 Announcement posting dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcement #1  Wednesday, May 29, 2019</td>
</tr>
<tr>
<td>Announcement #2  Saturday, June 1, 2019</td>
</tr>
<tr>
<td>Announcement #3  Wednesday, June 5, 2019</td>
</tr>
<tr>
<td>Announcement #4  Saturday, June 8, 2019</td>
</tr>
<tr>
<td>Announcement #5  Wednesday, June 12, 2019</td>
</tr>
<tr>
<td>Announcement #6  Saturday, June 15, 2019</td>
</tr>
<tr>
<td>Announcement #7  Wednesday, June 19, 2019</td>
</tr>
<tr>
<td>Announcement #8  Saturday, June 22, 2019</td>
</tr>
<tr>
<td>Announcement #9  Wednesday, June 26, 2019</td>
</tr>
</tbody>
</table>

11 | CRAFTING V-COURSE ANNOUNCEMENTS/POSTINGS (PRACTICES)
Course announcements/postings are an effective way to provide timely information regarding the upcoming week’s learning/focus. Announcements might include reminders, updates, added learning resources, assignments due, upcoming holidays or breaks, and exam information. Announcements might also include the following:
- Focus of Learning for the Week
- Learning Targets for the Week
- Lessons & Assignments Due
- Clarifying Assignment Instructions
- Virtual School Policies, Procedures, & Practices

Teachers are also expected to include contact information in all course announcements/postings. This allows easy access to the teacher's contact information (for communication purposes). The following items must be included within the teacher's signature line for all course announcements/postings:
- Teacher Name
- Teacher Telephone Number used for Official Virtual School Business
- Teacher Email Address
- Teacher Appointment Scheduler Link (i.e., Booking App Link)
- Teacher Office Hours (If Applicable)
- Teacher Picture & Virtual School Logo (Provided by Virtual School)

Please remember this is an expectation of all virtual teachers.

Virtual School’s “course announcement/posting rubric” has also been included as Appendix E to help teachers evaluate and improve course postings.

12 | V-COURSE ROSTER & BEYOND (PROCEDURES & PRACTICES)
A “course roster” is located, shared, and accessible via teachers’ Microsoft Office 365 accounts. Updated weekly by our Administrator of v-Enrollment, the roster includes current course enrollment information. When a student’s enrollment changes, the roster is updated accordingly. Any questions regarding the roster can be directed to Mrs. Sherry Hill, Administrator of v-Enrollment via email to sherry.hill@mnps.org. Please note that the course roster also serves as a collection point for mid-quarter progress report grades as well as quarter and semester grades. Virtual School is working to integrate the new learning management system, Schoology, with Infinite Campus.

13 | DISCUSSION-BASED ASSESSMENT (DBA) (INFORMATIONAL)
To protect academic integrity at Virtual School, students are required to authenticate their learning during discussion-based assessments (DBAs). At the end of most modules of the course, students complete a DBA with the teacher. During the DBA, the student is expected to demonstrate understanding of the module’s major learning targets and concepts. Students unable to do so are given an incomplete until being able to demonstrate and authenticate their learning. Learners cannot proceed to the next module until mastering the former module's DBA. DBAs are graded and scored pursuant to the rubric provided within the course.

14 | DBA DECONSTRUCTED (POLICIES & PROCEDURES)
The discussion-based assessment (DBA) is nothing more than a short conversation (i.e., 10-minute discussion) between the teacher and the learner regarding what the student has learned. Teachers should craft and use high order questioning strategies to engage students in critical thinking and reflection (regarding the content presented in the module). Teachers should also vary question sets to meet the unique needs of each learner. A student is allowed to have and reference notes during the DBA—so, encourage learners to take advantage of this opportunity. DBAs are scored pursuant to the rubric provided in the course. If no rubric is present, teachers should use the example DBA rubric found in Appendix F.

15 | DBA SCHEDULING & BEYOND (POLICIES & PROCEDURES)
Virtual School teachers are required to maintain an online appointment scheduler (using the Bookings App) allowing students to book appointments for the completion of discussion-based assessments (DBAs). Teachers are required to provide ample booking availability with varying dates and times to accommodate differing student schedules. Teachers are further required to have four (4) days of availability one (1) of which is either Saturday or Sunday. Students, not teachers, are responsible for booking DBAs as well as calling at the selected time (unless the student has a DBA accommodation). Teachers are expected to be focused during DBAs (i.e., in a quiet location and not distracted by other competing demands). Appointment scheduling links must be posted in the course and also included in all weekly teacher posts. Beginning with the 2018-2019 school year, all virtual teachers must utilize the Bookings App accessible in the teachers’ Microsoft 365 account.
16 | DBA V-ASSIGNMENT SUBMISSION & TWENTY-FOUR: (24)-HOUR GRADING WINDOW (POLICIES & PROCEDURES)

After the discussion-based assessment (DBA) takes place, the student is required to "turn in" (i.e., submit) the DBA assignment. When submitting the assignment, the student answers the reflective questions presented in the DBA assignment. All DBAs must be graded by the teacher within twenty-four (24)-hours of submission. If a student experiences a teacher failing to timely grade his or her DBA, the student should submit a Communication HelpDesk ticket, for resolution, at the following link: https://www.vlearn.mnps.org/help/.

17 | DBA EXEMPTIONS & ACCOMMODATIONS (POLICIES & PROCEDURES)

Teachers are not permitted to exempt discussion-based assessments (DBAs) for students—except for the final DBA of that semester. DBA accommodations are, however, offered when outlined and documented in a student’s Individualized Education Plan (IEP) or 504 Plan. In this instance, the teacher accommodates or changes the DBA structure consistent with the guidance outlined in the plan. The v-Teacher for Exceptional Education shares accommodations directly with a teacher (for an exceptional education student with a DBA accommodation). For students with 504 Plans, an executive leader of Virtual School will share that information directly with the teacher. General questions regarding DBA accommodations may be directed to v-Assistant Principal for Virtual School.

18 | EOC & TNREADY V-TEACHER DATA CHATS (PROCEDURES & PRACTICES)

More information about EOC and TNReady teacher data chats coming soon!

19 | V-TEACHER CONFERENCING/MEETING (POLICIES & PROCEDURES)

When direct instruction is needed, or a parent requests a conference, teachers can meet with the student/parent synchronously. However, teachers are never allowed to meet off campus with a student and/or parent (away from Virtual School). Being alone with a student and/or parent has many potential legal ramifications. Teachers may host a “virtual conference” using such digital communication technologies as telephone, Facetime, Skype, etc. “Virtual conferencing” does not require prior approval from Virtual School. Teachers may, similarly, choose to meet at Virtual School’s Student Success Center or another MNPS school. If meeting at another MNPS school, the teacher must obtain permission from the v-Executive Principal of Virtual School. The v-Executive Principal will request permission from the designated executive principal of the partner MNPS school. Please remember professional dress requirements when meeting with students and parents whether in person or online.

20 | SCHOOLOGY GRADE BOOK & INFINITE CAMPUS (INFORMATIONAL)

Virtual School uses the gradebook in the district’s learning management system (LMS) (i.e., Schoology) and not Infinite Campus. There are future plans to integrate the two platforms. To access the “gradebook” in Schoology, click on the “gradebook” link in the system. This link resides on the left side toolbar. The gradebook presents each assignment sequentially noting the student’s name, due date, and grade earned for each assignment and all students.

21 | WEB BROWSERS COMPATIBLE WITH SCHOOLOGY (INFORMATIONAL)

All learning management systems (LMS) utilized by Virtual School are compatible with the latest versions of Internet Explorer, Microsoft Edge, and Mozilla Firefox web browsers when using a personal computer (PC). Safari and Mozilla Firefox web browsers work best with Macintosh (MAC) computers.

22 | TECHNICAL CHALLENGES (POLICIES & PROCEDURES)

Teachers experiencing a technical challenge (with Schoology) should submit a Technical HelpDesk Ticket at the following link: https://www.vlearn.mnps.org/help/. After reviewing and resolving the issue, the teacher receives an email notification that the issue has been resolved (with additional information shared regarding the resolution). Please note that it is the teacher's responsibility to resolve any technical challenges encountered.

23 | TURN-IT-IN (PROCEDURES & PRACTICES)

More information about Turn-It-In coming soon!

24 | BEP FUNDS FOR V-TEACHERS (POLICIES & PROCEDURES)

Basic Education Program (BEP) funding provides allotted state and district funds (for eligible teachers) to purchase instructional items. BEP funds for the 2018-2019 school year are $200.00 per teacher with an additional $100.00 per teacher allotted to a school-wide “pooled” fund for Virtual School. Teachers receiving BEP funds can begin purchasing items on Monday, July 2, 2018 and must collect and submit receipts for reimbursement by Friday, March 29, 2019 at 5:00PM CDT. If you are eligible for BEP funding, you will receive a direct deposit of $200.00 to be spent on school-related items. Typically, those distributions happen during the month of October.

The following are acceptable purchases using BEP funds: paper, toner, pencils, pens, student books, erasers, workbooks, markers, planners, post Its, calculators (under $100.00), and folders. The following are not acceptable purchases using BEP funds: apps, software, online subscriptions, tissue, hand sanitizer, Clorox wipes, furniture, rugs, desk calendars, food, technology and professional development. Note that, if ordering online, those items must be shipped directly to Virtual School located at 4805 Park Avenue (Suite 303), Nashville, Tennessee, 37209 (Attention: Administrator of School Finance & Payroll).
Make sure that receipts only have school items for reimbursement purposes (i.e., do not purchase non-school items when purchasing items for BEP fund reimbursement purposes). Collect all receipts and submit original receipts to the Administrator of School Finance & Payroll before **Friday, March 29, 2019** at 5:00PM CDT. Please remember that you cannot exceed $200.00. Also note that if you do not spend these funds as well as submit receipts by the noted deadline, funds will be withdrawn from your checking account.

**CH 29 | V-TEACHER COMMUNICATIONS & BEYOND**

**1 | V-TEACHER COMMUNICATION REQUIREMENTS (POLICIES & PROCEDURES)**

Teachers must maintain consistent and regular communication with the student, parent, and school leadership. As a condition of employment, teachers must comply with certain communication requirements. Those requirements include the following:

- Teachers are required to have and maintain Internet access for virtual teaching and communicating purposes.
- Teachers are required to have a working telephone number for distribution to Virtual School’s students, parents, staff, and partners.
- Teachers must maintain a voice mailbox and clear out messages daily.
- Teachers are required to utilize the MNPS-issued email address when communicating with students, parents, staff, and partners.
- Teachers must maintain an online appointment scheduler (i.e., Bookings App) for booking discussion-based assessments (DBAs) and other appointments with students, parents, staff, and partners.
- Teachers must maintain ample booking availability, via the appointment scheduler, offering varying dates and times to accommodate differing student, parent, staff, and partner schedules. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
- Teachers are required to post the instructor’s telephone number, MNPS email address, and appointment scheduler link in the weekly announcement/post, email signature line, as well as within the course.
- Teachers must post a course announcement, most weeks, consistent with the schedule distributed by Virtual School.
- Teachers must respond to all questions within twenty-four (24) hours Monday through Saturday—except for Sundays, district holidays, and breaks—in the same mode in which the initial communication was received.
- Teachers must grade student discussion-based assessments (DBAs) within twenty-four (24) hours of submission by the student.
- Teachers must grade all assignments within seventy-two-(72)-hours of submission except for Sundays, district holidays, and breaks. Note: During the Summer Success Program, the grading window is twenty-four (24) hours from submission by the student.

- Teachers must provide timely, specific, actionable academic feedback on all assignments.
- Teachers must communicate with parents and students, consistent with Virtual School’s guidance, twice during the semester.
- Teachers must facilitate and monitor discussion boards to ensure that discussions are appropriate and academically focused.

**2 | EMAIL COMMUNICATIONS & V-TEACHER SIGNATURE (PRACTICES)**

Teachers should check email daily. Further, teachers are required to utilize the district-issued mnps.org email address when communicating with students, parents, staff, partners via email. All other email addresses are prohibited. Teachers are further required to include all appropriate contact information in the email signature line. The following items should be included in each teacher email communication:

- Teacher Name
- Teacher Telephone Number
- Teacher Email Address
- Teacher Appointment Scheduler Link (i.e., Booking App Link)
- Teacher Office Hours (If Applicable)
- Teacher Picture & Virtual School Logo (Provided by Virtual School)

Teachers are encouraged to utilize the email function within Schoology. This function documents, archives, and preserves all communications.

**3 | FERPA & EMAIL COMMUNICATIONS (POLICIES, PROCEDURES, & PRACTICES)**

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of all student education records. Furthermore, student privacy is protected under Metropolitan Nashville Public Schools (MNPS) school board policy HR 5.107. Teachers must safeguard a student’s privacy rights and ensure that educational records and other personal information remain confidential. Personal information includes, but not limited to, the following:

- Names of Students, Parents, and Siblings
- Addresses
- Telephone Numbers
- Email Addresses
- Grades
- Evaluations
- Assessment Results
- Disciplinary Information
- Identification Numbers of Any Type
- Other Similarly Private Information

Please note that this extends to the unauthorized disclosure of student and parent email.
With the vast amount of emailing that takes place at Virtual School, it is critical that a teacher’s emailing practices do not inadvertently violate a student’s right to privacy. If a teacher is emailing more than one (1) student and/or parent, outside of Schoology, the teacher is required to “blind copy” (BC) all intended recipients. Otherwise, the teacher is unintentionally sharing protected information, such as email addresses, in violation of FERPA. This does not apply when emailing a parent and “carbon copying” (CC) him or her on an email to his or her student.

It is also recommended that the v-teacher include an “intended use” disclaimer, at the end of each email, addressing the unauthorized use of potentially confidential and protected information. This can be included within the teacher’s email signature line. An example disclaimer has been included as follows:

This email may contain privileged and confidential information. The email is only intended for use by the specified individual(s) to whom addressed. If you are not the intended recipient, you are hereby notified that any unauthorized use, dissemination or copying of this email or attachment(s) are prohibited (e.g., forwarding). If you receive this email in error, please delete it and immediately notify the author. Furthermore, the author of the email cannot authenticate any correspondence that has been distributed or copied without the author’s explicit permission.

Taking these steps, when emailing students and parents, further safeguards protected and confidential information.

### 4 | TELEPHONE COMMUNICATION WINDOW (POLICIES & PROCEDURES)

Teachers must provide students, parents, staff, and partners with a functioning telephone number where the teacher conducts school-related business. Virtual School respects that not all students, parents, teachers, staff, and partners work early in the morning or late into the evening. Thus, teachers should not telephone students, parents, staff, and partners before 8:00AM CDT or after 8:00PM CDT. Likewise, students should not telephone teachers during this time period. Teachers should be extremely aware of perception and not accept late/early telephone calls from students and parents.

### 5 | REQUIRED V-TEACHER TELEPHONE CALL #1 & SCHEDULE (POLICIES & PROCEDURES)

Teachers are required, as a deliverable for wage administration purposes, to conduct a “welcome telephone call” with each student and parent in his or her course (i.e., required teacher telephone call #1). This required communication takes place at the beginning of the Fall of 2018, Spring of 2019, and Summer of 2019 semesters. Teachers are required to personally call each student and parent welcoming the student and family to Virtual School and your course. Text messages are not appropriate. During the telephone call, teachers should cover the following important information:

- Teacher's First & Last Name
- Teacher's Telephone Number
- Teacher's MNPS Email Address
- Course Name & Section the Student is Enrolled in (i.e., Fall or Spring; I or II)
- Teacher's Office Hours for the Semester (If Applicable)
- Teachers Appointment Scheduler (i.e., Bookings App)
- How to Make an Appointment with the Teacher
- Requirements for Honors Credit
- Other Course Specific Information

Teachers should discuss the student’s current academic progress, in the virtual course, as well as any strategies that would further student success and learning. Finally, the teacher should answer any student and parent questions regarding the course, the semester, and/or Virtual School.

Upon completing the telephone call, the teacher should follow-up with an email, to the student and parent, blind copying the v-Assistant Principal. The email is a simple follow-up message, with the student and parent, regarding the recent telephone call. The information listed above might also be important information to reiterate in that email.

During the **Fall 2018** semester telephone call #1 will take place beginning **Monday, August 27, 2018** through **Sunday, September 9, 2018** with calls documented and reported to Virtual School by **Monday, September 10, 2018** by 10:00AM CDT. During the **Spring 2019** semester Telephone Call #1 will take place beginning **Tuesday, January 22, 2019** through **Sunday, February 3, 2019** with calls documented and reported to Virtual School by **Monday, February 4, 2019** by 10:00AM CDT. During the **Summer 2019** semester telephone call #1 will take place beginning **Wednesday, May 29, 2019** through **Sunday, June 9, 2019** with calls documented and reported to Virtual School by **Monday, June 10, 2019** by 10:00AM CDT.

### 6 | REQUIRED V-TEACHER TELEPHONE CALL #2 & SCHEDULE (POLICIES & PROCEDURES)

Teachers are required, as a deliverable for wage administration purposes, to conduct a “student progress telephone call” with each parent for his or her course (i.e., Required teacher telephone call #2). The purpose of the call is to share information about the current academic progress of the student as well as strategies for success. This required communication takes place before second and fourth quarter mid-quarter progress reports are distributed to parents. Teachers are required to personally call each parent. Text messages are not appropriate. During the telephone call, teacher should cover the following important information:
• Celebrate areas the student is demonstrating academic success.
• Pinpoint areas that the student should target for improved academic success.
• Share the student’s current academic progress in the course.
• Provide resources that the student can take advantage of to further academic success.
• Offer ways in which the parent can further support the learner.
• Answer any questions the parent may have regarding the course, the semester, or Virtual School.

Upon completing the telephone call, the teacher should follow-up with an email, to the student and parent, blind copying the v-Assistant Principal. The email is a simple follow-up message, with the student and parent, regarding the recent telephone call. The information listed above might also be important information to reiterate in that email.

During the Fall 2018 semester telephone call #2 will take place beginning Monday, November 5, 2018 through Sunday, November 18, 2018 with calls documented and reported to Virtual School by Monday, November 19, 2018 by 10:00AM CDT. During the Spring 2019 semester telephone call #2 will take place beginning Monday, April 8, 2019 through Saturday, April 20, 2019 with calls documented and reported to Virtual School by Monday, April 22, 2019 by 10:00AM CDT.

7 | V-TEACHER TELEPHONE CALL AUDITS & SCHEDULE (PROCEDURES)
For teacher telephone Calls #1 and #2, Virtual School will conduct “audits” of those communications between the teacher, student, and parent. Audits serve two (2) important purposes including: (1) verifying that the telephone call was completed, and (2) collecting satisfaction survey data on the overall experience (for continuous improvement purposes). Audits will be conducted by executive leaders of Virtual School. Students and parents are selected at random from each teacher’s course. During the upcoming 2018-2019 school year, audits will take place consistent with Table 26.

Table 26: v-Teacher Communication Audits & Schedule
<table>
<thead>
<tr>
<th>Communication audits &amp; schedule</th>
<th>Fall 2018</th>
<th>Window Opens</th>
<th>Window Closes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit #1</td>
<td>Monday, September 10</td>
<td>Friday, September 14</td>
<td></td>
</tr>
<tr>
<td>Audit #2</td>
<td>Monday, November 19</td>
<td>Friday, November 23</td>
<td></td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Window Opens</td>
<td>Window Closes</td>
<td></td>
</tr>
<tr>
<td>Audit #1</td>
<td>Monday, February 4</td>
<td>Friday, February 8</td>
<td></td>
</tr>
<tr>
<td>Audit #2</td>
<td>Monday, April 22</td>
<td>Friday, April 26</td>
<td></td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Window Opens</td>
<td>Window Closes</td>
<td></td>
</tr>
<tr>
<td>Audit #1</td>
<td>Monday, June 10</td>
<td>Friday, June 14</td>
<td></td>
</tr>
</tbody>
</table>

8 | POSITIVE V-PARENT COMMUNICATIONS (PRACTICES)
When communicating with parents, teachers represent themselves as well as Virtual School. Engaging in positive, productive conversations is essential to establishing partnerships with our parents. Table 27 presents teacher strategies for positive and effective communications with parents.

Table 27: Positive v-Parent Communications

<table>
<thead>
<tr>
<th>Communication strategies for success</th>
<th>Connect Early</th>
<th>Declare Intentions</th>
<th>Lead with the Good</th>
<th>Share How to Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect Early</td>
<td>Communicate with parents during the first couple of weeks of a semester and then at regular intervals throughout the year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declare Intentions</td>
<td>Tell parents that you want to partner with them. Note appreciation for their support and that you look forward to working together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead with the Good</td>
<td>Give positive praise first—especially when sharing a concern. Every student has something good about him or her. Find it. Share it. Celebrate it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share How to Help</td>
<td>Many parents want to help but do not know how. Share with parents how to help the student succeed as well as strategies for success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Specific</td>
<td>Provide specific ways that a parent can support the student. For instance, “You can help your student with Math by asking him or her to explain how the answer was calculated” or “Have your student read an English lesson out loud. Then, ask your student to make predictions. This will strengthen your learner’s reading comprehension.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite Shared Decision-Making</td>
<td>Invite parental input. Provide parents with information that will help them form an opinion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebrate Success</td>
<td>Share every student success with the parent. Let parents know what the student is doing well (what academic skills or knowledge the student has mastered).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Really Listen</td>
<td>Don’t just listen. Really listen. Parents know the student better than anyone. They are the experts, so listen to what the experts say.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain Decisions</td>
<td>Help parents understand what you are doing and why you are doing it (i.e., grading for assignments, academic integrity concerns, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank</td>
<td>Recognize what parents do to help the student succeed and thank them. Student success requires a partnership between teachers and parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 | SOCIAL MEDIA COMMUNICATIONS (POLICIES & PROCEDURES)
Metropolitan Nashville Public Schools (MNPS) Employee Social Media Policy (HC. 5.114) outlines social media expectations for all MNPS teachers and staff. Teachers and staff should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding what is private in the digital world is easily searchable, shareable, and often has the possibility of becoming public, even without an individual’s knowledge or consent. MNPS strongly encourages all teachers and staff carefully review the privacy settings on any social media and networking sites exercising care and good judgment when posting content and information on such sites.

When using social media for personal purposes, a teacher is strongly discouraged from including current, MNPS students as “friends” or any other similar terminology used.
by the social media entity. If doing so, the teacher should obtain written permission from the parent and coordinate submission of that documentation to the v-Executive Principal of Virtual School.

While it may seem appropriate to celebrate or publicly recognize a student’s success, posting identifying information, or media, is prohibited without written parent permission. Teachers are required to follow all applicable privacy laws when referencing students, posting photos, and/or videos of students on personal or MNPS affiliated social media accounts.

Additionally, it is strongly recommended that teachers adhere to the following guidelines, which are consistent with MNPS workplace standards on harassment, student relationships, conduct, professional communication, and confidentiality:

- A teacher must avoid making negative comments about any teacher work-related matter, on public or personal social media, which might damage the district or school’s reputation. If desiring to make a negative comment about a teacher work-related matter, the teacher should coordinate directly with the MNPS Communications Office.
- A teacher must reframe from making statements that would violate any MNPS policy or procedure, including policies concerning discrimination, harassment, or obscene material.
- A teacher must uphold MNPS’s value of respect for all individuals and avoid making defamatory statements about the district, Virtual School, Virtual School staff, teachers, students, parents, or partners.

Finally, in personal posts on social media outlets, it is strongly recommended that teachers conspicuously note that the views are their own and do not represent Virtual School or the MNPS school district. It is also strongly recommended that teachers include a statement, such as the following, within the profile section of the social media account: “The views expressed on this account are mine and do not reflect the views of Virtual School or the MNPS school district.”

CH 30 | V-TEACHER CREATIONS & BEYOND

1 | FINAL EXAM REVIEW V-ASSIGNMENT, CREATION, & SCHEDULE (POLICIES & PROCEDURES)

Each semester, Non-End-of-Course (EOC) teachers are required to create a “final exam assignment” for each segment of the course (i.e., Fall, Spring, I, and II). The goal of this assignment is to further prepare students for the course’s culminating exam. Teachers must create either a student-specific or class-specific assignment—based upon individual data or class data. After analyzing student data within the virtual course, teachers should consider the following:

- What areas are students (or the student) struggling with the most (in terms of mastery and achievement)?
- What additional practice will further achievement on the course final exam?

Please note that the assignment is not a comprehensive task covering all learning targets for the course. Instead, the assignment identifies and targets a few specific areas for additional student learning and practice. While students do not receive a grade for this assignment, students completing the assignment must receive answers/feedback before the final exam is administered.

Assignments can be project-based, multiple choice, constructed response, etc. The teacher is free to utilize his or her creativity and teaching skill to develop this assignment. The deadline to post the “final exam review” for the Fall of 2018 is **Saturday, October 13, 2018** by 11:59PM CDT. The deadline for the Spring of 2019 is **Saturday, March 23, 2019** by 11:59PM CDT and Summer of 2019 is **Saturday, June 15, 2019** by 11:59PM CDT. Please note this task is a teacher deliverable for wage payment administration purposes.

2 | END-OF-COURSE (EOC) & TNReady INQUIRY-BASED TASK/V-ASSIGNMENT, CREATION, & SCHEDULE (POLICIES & PROCEDURES)

Each semester, End-of-Course (EOC) and TNReady teachers are required to create an “inquiry-based task/assignment” for each segment of the course (i.e., Fall and Spring). The goal of this assignment is to further prepare students for the EOC or TNReady exam. Using student data from each benchmark exam, teachers create an “inquiry-based task/assignment.” These tasks are created by the teacher and focuses on skills and/or standards that most students did not master on the corresponding benchmark exam. Teachers may also elect to make these tasks student-specific (targeting those areas a learner did not master on the benchmark exam). When crafting the task, teachers should consider the following:

- What areas are students (or the student) struggling with the most (in terms of mastery and achievement)?
- What additional practice will further achievement on the state examination?

Please note that the assignment is not a comprehensive task covering all learning targets for the semester course. Instead, the assignment identifies and targets a few specific areas for additional student learning and practice. The inquiry-based task/assignment is worth twenty (20) additional “bonus points.”

The deadline to post the inquiry-based assignment/task for the Fall of 2018 is **Friday, November 9, 2018** by 11:59PM CDT. The deadline for students to complete the task is **Friday, November 30, 2018** by 11:59PM CDT. The deadline for the Spring of 2019 is **Friday, March 29, 2019** by 11:59PM CDT. The deadline for students to complete the task is **Friday, April 12, 2019** by 11:59PM CDT. Please note this task is a teacher deliverable for wage payment administration purposes.
CH 31 | ACADEMIC FEEDBACK & BEYOND

1 | ACADEMIC FEEDBACK DEFINED & EXPECTATIONS
(PRACTICES)

If done correctly, academic feedback has the potential to dramatically improve student learning. In fact, providing high-quality feedback is one of the most critical roles of a virtual teacher. Teachers are expected to provide academic feedback, on submitted assignments, moving students towards mastery and enhanced levels of understanding. Virtual School’s academic feedback rubric is included as Appendix G to help teachers evaluate and improve their feedback to students.

All Virtual School teachers also receive a copy of the book, Challenging Learning Through Feedback by James and Jill Nottingham (2017). This book is provided for continuous improvement of academic feedback. In this text, feedback is described as a means to provide information (relating to task, process, or strategy) that helps students close the gap between where they want to be and where they are now. To do this effectively, feedback should help students do the following:
- Understand the goal of learning intention,
- Know where they are in relation to the goal, and
- Realize what they need to do to bridge the gap between their current position and the goal.

Thus, academic feedback should help learners’ answer three key questions:
- What am I trying to achieve?
- How much progress have I made so far?
- What should I do next?

To help teachers provide effective feedback and answer the above questions, John Biggs and Kevin Collins devised the SOLO taxonomy model.

2 | SOLO TAXONOMY MODEL (PRACTICES)

SOLO stands for Structure of Observed Learning Outcomes. It is a means of classifying learning in terms of complexity, which in turn helps to identify the quality and depth of students’ understanding. The SOLO taxonomy model provides a useful framework for matching feedback to a student’s stage in the learning process. Table 28 presents the five (5) SOLO levels as well as corresponding descriptive feedback verbs to move students towards the next SOLO taxonomy level.

<table>
<thead>
<tr>
<th>SOLO Levels</th>
<th>Feedback Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>prestructural</td>
<td>Has no idea</td>
</tr>
<tr>
<td>unistructural</td>
<td>Has one idea</td>
</tr>
<tr>
<td>multistructural</td>
<td>Has many ideas</td>
</tr>
<tr>
<td>relational</td>
<td>Understands the whole</td>
</tr>
<tr>
<td>extended abstract</td>
<td>Predicts and invents</td>
</tr>
</tbody>
</table>

3 | PRAISE, GRADING, & ACADEMIC FEEDBACK
(PRACTICES)

Praise is not the same as feedback—and teachers are required to provide academic feedback. Remember, feedback answers the following three (3) questions for students:
- What am I trying to achieve?
- How much progress have I made so far?
- What should I do next?

In comparison, praise tends to only focus on what students have done well so far. Grading is also not considered feedback. When teachers give students a grade, the learning stops. When teachers provide students with specific feedback, student learning goes deeper and continues.

4 | PERSONALIZING ACADEMIC FEEDBACK (PRACTICES)

Feedback is more powerful when it is personalized. When teachers engage personally with students, learners feel more connected and in tune with their learning. First and foremost, teachers should personalize feedback by acknowledging the student by name. More, teachers can personalize academic feedback by highlighting or identifying key student learning. Feedback stems such as these might help:
- What you did there was very powerful because...
- What you have written here is interesting because...
- You make a significant point that...
- This made me laugh/think/wonder about...
- I learned something about this topic from you.

Specifically, ...
- I learned something about your interests, such as, ...
- I never thought about...
- It is interesting that you think X. Have you ever thought about Y?

The above stems are just a few examples of how to highlight student learning to personalize your feedback.
5 | EFFECTIVE ACADEMIC FEEDBACK CHECKLIST (PRACTICES)
To help teachers quickly assess the quality of their feedback, the following checklist was devised. Effective feedback considers the following:

• Feedback should relate to clear, specific, and appropriately challenging goals.
• Students should be actively involved in the feedback process—not just passive recipients.
• Feedback is more effective when helping students identify what they have done correctly so that they can better identify what they could do next.
• Feedback should reduce uncertainty as to how students are performing on a task and what needs to be accomplished to attain mastery.
• Feedback should relate to the task, process, and/or strategy.
• Feedback should be timely; coming after the initial teaching and student attempts.
• Students should expect to use the feedback received. This can be achieved by having learners identify how the feedback was used when reattempting an assignment or even as specific areas to be addressed in a student’s discussion-based assessment (DBA).
• Feedback should be unbiased and objective.
• Feedback should allow for learning from mistakes rather than making students fear failure. This includes emphasizing that effort leads to increased learning and that mistakes are an important part of the learning process.
• Feedback should be given in a culture of trust, respect, and support.
• Do not give feedback just to prove it’s been provided; instead, look at the effect of the feedback on the improvements in students’ performance and understanding.

The more criteria the academic feedback addresses from the above checklist, the greater likelihood that the feedback is effectively promoting student learning.

6 | PRESENTING ACADEMIC FEEDBACK (PRACTICES)
How teachers present feedback to students is also important. Many teachers use the ABC method or acknowledge, celebrate, and activate. This method is detailed, below, in Table 29.

Table 29: Presenting Academic Feedback

<table>
<thead>
<tr>
<th>academic feedback: Acknowledge, Celebrate, &amp; Activate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

7 | ACADEMIC FEEDBACK & GRADING RUBRICS WINDOW (PRACTICES)
Many assignments are project-based tasks. With project-based learning (PBL) students investigate and respond to complex questions, problems, and/or challenging tasks. Typically, projects involve presenting or submitting a culminating product to demonstrating mastery (and for grading purposes).

Most projects have a corresponding grading rubric in the course. The rubric provides a listing of criteria for scoring the assignment and a means of conveying expectations for the completion and quality of the assignment. Teachers must use the grading rubric when providing academic feedback, scoring the project, and explaining the student’s grade. Academic feedback should be organized by, reported by, and based upon the grading rubric.

8 | SEVENTY-TWO-(72)-HOUR GRADING WINDOW (POLICIES & PROCEDURES)
Academic feedback should always be timely. The more time that passes between a submission and receipt of feedback, the less likely that it will be “received and understood” by the learner. Virtual School requires that all assignments be graded within seventy-two-(72)-hours of submission during the regular academic school year (except for Sundays and Virtual School holidays as well as other designated breaks). During Virtual School’s Summer Success Program, assignments must be graded within twenty-four-(24)-hours of submission. This is an expectation of all teachers and a deliverable for wage administration purposes.

If a student experiences a teacher failing to timely grade his or her assignments, the student submits a Communication HelpDesk ticket, for resolution, at the following link: https://www.vlearn.mnps.org/help/. Virtual School tracks and monitors teachers failing to uphold the seventy-two-(72)-hour grading requirement. This, along with other criteria, are considered when evaluating whether to rehire a v-teacher.
CH 32 | EXCEPTIONAL EDUCATION & V-TEACHING

1 | V-Student Enrollment (Policies & Procedures)

Virtual School is committed to meeting the needs of our exceptional education learners. Due to the uniqueness of the virtual learning environment, it is critical to determine whether Virtual School is the most appropriate learning environment for exceptional education students. This determination must be made (for full-time and part-time students) prior to enrolling at our school.

For full-time enrollment, exceptional education students apply following Virtual School’s application procedures. Students and parents must disclose, via the application, whether a student has an existing Individualized Education Program (IEP). Exceptional education students must also meet the eligibility requirements for full-time enrollment at Virtual School.

If full-time Virtual School enrollment requirements are met and the student is currently enrolled in the Metropolitan Nashville Public Schools (MNPS) district, a meeting of the current Individualized Education Program (IEP) team is convened. This gathering is held at the student’s current MNPS school of enrollment. In consultation with Virtual School, the current IEP team assesses and determines whether the accommodations available at Virtual School meet the student’s educational, social, and emotional learning needs. If in the student’s best interest, after consulting with the current IEP team, an enrollment determination is made by Virtual School. If approved, the student is allowed to enroll on a full-time basis.

If the exceptional education student is out-of-county, Virtual School reviews the most recent copy of the student’s IEP to determine whether, without changing the current IEP, the accommodations and services at Virtual School meet the student’s academic, social, and emotional needs. If in the student’s best interest, the student is allowed to enroll. Failure to disclose an existing IEP may result in application and enrollment delays.

Exceptional education students may also apply to attend on a part-time basis. Before the school of primary enrollment requests part-time enrollment, the existing IEP team should assess whether virtual learning best serves the student’s unique educational, social, and emotional needs. If it is determined that part-time enrollment is appropriate, and with the approval of the Executive Principal at the student’s school of primary enrollment, a student may enroll.

It should be noted that Virtual School is not able to modify course content and, thus, our education setting may not be suitable for students needing and/or receiving a modified course curriculum. More, virtual learning entails learning at a distance, independently, without day-to-day teacher instruction. Exceptional education learners needing and/or receiving day-to-day, direct, instruction may not be best suited for Virtual School.

2 | Implementation of Services & Accommodations (Policies & Procedures)

Virtual School is committed to meeting the needs of our full-time and part-time exceptional education students. The following outlines the procedures and practices for providing and monitoring services for full-time students:

- After being accepted, the full-time exceptional education student’s new Individualized Education Program (IEP) team is convened.
- The IEP team determines the appropriate accommodations and services, based upon the full-time learner’s IEP, to be implemented by Virtual School.
- Virtual School monitors exceptional education students, on a weekly basis, ensuring the academic, social, and emotional success of our exceptional education learners.
- If appropriate, additional accommodations and services are added as well as monitored via the IEP process.

The following outlines the procedures and practices for providing and monitoring services for part-time students:

- Virtual School confirms that the current IEP team met and recommended part-time enrollment.
- Virtual School reviews the part-time student’s IEP to ensure that existing services and accommodations can be achieved in the online learning environment.
- If appropriate, Virtual School requests an IEP team meeting (at the partner school) to discuss the services needed to ensure the academic, social, and emotional needs of the part-time student.
- Virtual School further compiles a list of all part-time exceptional education students as well as shares that list with all Exceptional Education case managers.
- Monthly, Virtual School’s Exceptional Education Teacher conducts school visits with all part-time students. More, the Exceptional Education Teacher meets with all case managers sharing student progress as well as establishing plans of action for struggling part-time students.

Virtual School’s Exceptional Education Teacher also monitors the implementation of student services and accommodations, working collaboratively with teachers and exceptional education students. Questions regarding exceptional education services at Virtual School may be directed to Mr. Zachary Barnes, Exceptional Education V-Teacher, via email to zachary.barnes@mnps.org.
Virtual School is committed to providing accommodations, which are achievable in an asynchronous online learning environment, as well as outlined in a student’s Individualized Education Program (IEP). Our school is also committed to providing teachers with information about accommodations for exceptional education students. Teachers receive, at the beginning of each semester, accommodation information for each exceptional education student enrolled in the course. This information is shared via the “IEP At-A-Glance” document. The Teacher for Exceptional Education is responsible for distributing this information and working with teachers to ensure fidelity with implementation. Available course accommodations for students include, but not limited to, those presented in Table 30.

Note that the above accommodations, if appropriate, may also be afforded to a student under a 504 Plan. If a student, parent, teacher, staff member, or partner has a question regarding exceptional education course accommodations at Virtual School, please contact Mr. Zachary Barnes, Exceptional Education v-Teacher, via email to zachary.barnes@mnps.org.

4 | TESTING ACCOMMODATIONS FOR V-COURSE FINAL EXAM (POLICIES & PROCEDURES)

Virtual School acknowledges that individual situations vary given the severity of the disability, the exam being taken, and the accommodations needed. Virtual School works collaboratively with the student, parent, and teacher to provide the testing accommodations outlined in the learner’s Individualized Education Program (IEP). Available testing accommodations for students include, but not limited to, those presented in Table 31.
1 | V-TEACHER SALARY & CALCULATION (POLICIES & PROCEDURES)

Each semester, Virtual School teachers are paid a single base amount per class taught (not to be confused with the number of sections or course shells). The base amount for a 0.5 credit class is $1,000.00 and $1,500.00 for a 1.0 credit class (i.e., teachers instructing students in both Fall and Spring segments/shells of a class). Additionally, teachers are paid depending upon the total number of students enrolled and as distinguished by class type. Table 32 provides the amount paid per student (in addition to the base amount) by class type.

Table 32: v-Teacher Salary & Calculation

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOC, TNREADY, &amp; AP Classes</td>
<td>$70.00</td>
</tr>
<tr>
<td>All Other Classes</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

Note that the base amount is paid per class taught and not per course section or shell taught. For example, a teacher instructing English I (1.0 credit hour class with Fall and Spring students), which is an End-Of-Course (EOC) class, with forty-five (45) students (i.e., one class with two sections—both Fall and Spring) earns a base salary of $1,500.00 for that class. Additionally, the teacher earns $70.00 per student enrolled. In this illustration, the total teacher salary includes a base salary amount of $1,500.00 as well as $3,150.00 calculated based upon the total number of students enrolled (i.e., 45 students x $70.00 = $3,150.00). Thus, the teacher earns a total salary of $4,650.00 (i.e., $1,500.00 + $3,150.00 = $4,650.00) for the semester. The teacher's total semester salary is paid in five (5) equally divisible wage payments during the regular semester. During the Summer semester, the teacher's salary is paid in a single, lump sum payment.

Due to fluctuations in class enrollment a “snapshot” is taken to calculate and determine the per student count for teacher salaries. This calculation is determined prior to the first teacher wage payment administered for the semester. During the Fall 2018 semester, the “snapshot” will be taken Friday, August 24, 2018 and on Friday, January 25, 2019 for the Spring 2019 semester. The “snapshot” for the Summer 2019 semester will take place on Friday, June 7, 2019.

Note: An accelerated student taking the Fall and Spring segment, in a single semester, counts as two (2) separate student enrollments for the purposes of determining the number of learners enrolled in the class.

2 | ACHIEVEMENT FIRST STIPENDS (POLICIES & PROCEDURES)

At the end of the school year Advanced Placement (AP), End-of-Course (EOC), TNReady, and all other course classes, achievement first stipends are paid based upon demonstrated student achievement. The paid wages are referred to as “achievement first stipends.”

Note that the above accommodations, if appropriate, may also be available to a student under a 504 Plan. If a student, parent, teacher, staff member, or partner has a question regarding exceptional education testing accommodations at Virtual School, please contact Mr. Zachary Barnes, Exceptional Education v-Teacher, via email to zachary.bames@mnps.org.

Table 33: Advanced Placement (AP) Achievement First Stipends

<table>
<thead>
<tr>
<th>CollegeBoard Exam Score</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 = Qualified</td>
<td>$75.00</td>
</tr>
<tr>
<td>4 = Well Qualified</td>
<td>$100.00</td>
</tr>
<tr>
<td>5 = Extremely Well Qualified</td>
<td>$125.00</td>
</tr>
</tbody>
</table>

AP achievement first stipends are paid annually and at the end of the spring semester. Only teachers instructing an AP class in the spring are eligible for this stipend.

Table 34: EOC & TNReady Achievement First Stipends

<table>
<thead>
<tr>
<th>v-Student TVAAS Growth</th>
<th>Per v-Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets TVAAS Projection</td>
<td>$50.00</td>
</tr>
<tr>
<td>Advances One (1) Proficiency Level</td>
<td>$75.00</td>
</tr>
<tr>
<td>Advances Two (2) Proficiency Levels</td>
<td>$100.00</td>
</tr>
<tr>
<td>Advances Three (3) Proficiency Levels</td>
<td>$125.00</td>
</tr>
</tbody>
</table>

For Advanced Placement (AP) classes, achievement first stipends are paid upon students meeting or exceeding a “three (3)” (i.e., qualifying score) on the prospective CollegeBoard exam consistent with Table 33.

Note: An accelerated student taking the Fall and Spring segment, in a single semester, counts as two (2) separate student enrollments for the purposes of determining the number of learners enrolled in the class.

Note: An accelerated student taking the Fall and Spring segment, in a single semester, counts as two (2) separate student enrollments for the purposes of determining the number of learners enrolled in the class.
EOC and TCAP achievement first stipends are paid annually and at the end of the spring semester. Only teachers instructing an EOC or TNReady class during the spring semester are eligible for the stipend.

Other Course Achievement First Stipends
For all other courses (i.e., Non-EOC, Non-TNReady, and Non-AP) and at the semester’s end, the teacher receives an achievement first stipend of $20.00 for each student who successful achieves an eighty percent (80%) or greater course semester average.

3 | WORK DETAIL FOR V-TEACHERS & SALARY DISTRIBUTIONS (POLICIES & PROCEDURES)

During employment at Virtual School teachers are expected to complete a specified work detail as well as work deliverables associated with each of the pay administration periods (i.e., five (5) distributions each semester during the regular school year as well as one (1) during the Summer semester). During the 2018-2019 school year, pay is administered based upon teachers completing the noted detail and deliverables found in Tables 35-45. Virtual School reserves the right to withhold payment of wages until the work detail and deliverables are complete. If, at any time, a teacher believes he or she is unable to perform the required work detail and deliverables, the teacher should immediately notify the v-Executive Principal of Virtual School.

Table 35: Adjunct Timesheet #1 (Fall 2018) Work Detail & Deliverables

Due by 5:00PM CDT on Friday, August 24, 2018

The adjunct salary includes a wage payment for completing the following work detail:

- Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
- Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
- Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
- Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:

- Completing Teacher Telephone Call #1 with Students and Parents as well as Documenting those Calls
- Calculating & Submitting Mid-Quarter Progress Grades
- Posting Course Announcement #1
- Posting Course Announcement #2
- Posting Course Announcement #3
- Posting Course Announcement #4
- Posting Course Announcement #5
- Posting Course Announcement #6

Paycheck Distributed on Friday, September 7, 2018 for the Work Detail & Deliverables Presented Above

Table 36: Adjunct Timesheet #2 (Fall 2018) Work Detail & Deliverables

Due by 5:00PM CDT on Friday, September 21, 2018

The adjunct salary includes a wage payment for completing the following work detail:

- Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
- Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
- Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
- Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:

- Completing Teacher Telephone Call #1 with Students and Parents as well as Documenting those Calls
- Calculating & Submitting Mid-Quarter Progress Grades
- Posting Course Announcement #1
- Posting Course Announcement #2
- Posting Course Announcement #3
- Posting Course Announcement #4
- Posting Course Announcement #5
- Posting Course Announcement #6

Paycheck Distributed on Friday, October 5, 2018 for the Work Detail & Deliverables Presented Above

Table 37: Adjunct Timesheet #3 (Fall 2018) Work Detail & Deliverables

Due by 5:00PM CDT on Friday, October 26, 2018

The adjunct salary includes a wage payment for completing the following work detail:

- Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours
The adjunct salary includes a wage payment for completing the following deliverables:

- Participating in a Teacher Coaching Conversation (If Applicable)
- Calculating & Submitting 1st Quarter Grades
- Creating & Posting Final Exam Review Assignment in Course (If Applicable)
- Posting Course Announcement #7
- Posting Course Announcement #8
- Posting Course Announcement #9
- Posting Course Announcement #10
- Posting Course Announcement #11

Paycheck Distributed on Friday, November 16, 2018 for the Work Detail & Deliverables Presented Above

Table 38: Adjunct Timesheet #4 (Fall 2018) Work Detail & Deliverables

The adjunct salary includes a wage payment for completing the following work detail:

- Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
- Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
- Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
- Monitoring student discussion boards daily.

Paycheck Distributed on Friday, December 28, 2018 for the Work Detail & Deliverables Presented Above

Table 39: Adjunct Timesheet #5 (Fall 2018) Work Detail & Deliverables

The adjunct salary includes a wage payment for completing the following work detail:

- Creating, Posting, and Grading the EOC & TNReady Inquiry-Based Task/Assignment
- Calculating & Submitting Mid-Quarter Progress Grades to Virtual School
- Calculating & Submitting 2nd Quarter Grades to Virtual School
- Posting Course Announcement #12
- Posting Course Announcement #13
- Posting Course Announcement #14
- Posting Course Announcement #15
- Posting Course Announcement #16
- Posting Course Announcement #17
- Posting Course Announcement #18
- Posting Course Announcement #19

Paycheck Distributed on Friday, January 25, 2019 for the Work Detail & Deliverables Presented Above

Table 40: Adjunct Timesheet #1 (Spring 2019) Work Detail & Deliverables

The adjunct salary includes a wage payment for completing the following deliverables:

- Not Applicable

Paycheck Distributed on Friday, January 25, 2019 for the Work Detail & Deliverables Presented Above

Table 41: Adjunct Timesheet #2 (Spring 2019) Work Detail & Deliverables

The adjunct salary includes a wage payment for completing the following work detail:

- Participating in a Teacher Coaching Conversation (If Applicable)
- Completing Teacher Telephone Call #2 with Students and Parents as well as Documenting those Calls
• Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
• Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
• Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
• Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:
• Attending the New Teacher Induction (if Applicable)
• Participating in the Teacher Leadership Institute
• Attending the New Full-Time Student Induction
• Completing all Course Set-Up Requirements
• Posting Course Announcement #1
• Posting Course Announcement #2

Paycheck Distributed on Friday, February 8, 2019 for the Work Detail & Deliverables Presented Above

Table 41: Adjunct Timesheet #2 (Spring 2019) Work Detail & Deliverables

Second

Due by 5:00PM CDT on Friday, February 22, 2019

The adjunct salary includes a wage payment for completing the following work detail:
• Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
• Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
• Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
• Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:
• Participating in a Teacher Coaching Conversation (If Applicable)
• Calculating & Submitting Mid-Quarter Progress Grades
• Posting Course Announcement #3
• Posting Course Announcement #4
• Posting Course Announcement #5
• Posting Course Announcement #6

Paycheck Distributed on Friday, March 8, 2019 for the Work Detail & Deliverables Presented Above

Table 42: Adjunct Timesheet #3 (Spring 2019) Work Detail & Deliverables

Third

Due by 5:00PM CDT on Thursday, March 22, 2019

The adjunct salary includes a wage payment for completing the following work detail:
• Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
• Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
• Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
• Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:
• Participating in a Teacher Coaching Conversation (If Applicable)
• Calculating & Submitting 3rd Quarter Grades
• Posting Course Announcement #7
• Posting Course Announcement #8
• Posting Course Announcement #9
• Posting Course Announcement #10

Paycheck Distributed on Friday, April 5, 2019 for the Work Detail & Deliverables Presented Above

Table 43: Adjunct Timesheet #4 (Spring 2019) Work Detail & Deliverables

Fourth

Due by 5:00PM CDT on Friday, May 3, 2019

The adjunct salary includes a wage payment for completing the following work detail:
• Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
• Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
• Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
• Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:
• Participating in a Teacher Coaching Conversation (If Applicable)
• Completing Teacher Telephone Call #1 with Students and Parents as well as Documenting those Calls
• Calculating & Submitting 4th Quarter Grades
• Posting Course Announcement #11
• Posting Course Announcement #12
• Posting Course Announcement #13
• Posting Course Announcement #14

Paycheck Distributed on Friday, May 10, 2019 for the Work Detail & Deliverables Presented Above

Table 44: Adjunct Timesheet #5 (Spring 2019) Work Detail & Deliverables

Fifth

Due by 5:00PM CDT on Monday, May 27, 2019

The adjunct salary includes a wage payment for completing the following work detail:
• Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
• Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
• Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
• Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:
• Participating in a Teacher Coaching Conversation (If Applicable)
• Completing Teacher Telephone Call #2 with Students and Parents as well as Documenting those Calls
• Calculating & Submitting Final Grades
• Posting Course Announcement #15
• Posting Course Announcement #16
• Posting Course Announcement #17

Paycheck Distributed on Friday, June 7, 2019 for the Work Detail & Deliverables Presented Above

Table 45: Adjunct Timesheet #6 (Spring 2019) Work Detail & Deliverables
except for Sundays, district holidays, and Virtual School breaks.

- Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
- Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
- Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following deliverables:

- Creating, Posting, and Grading the EOC & TNReady Inquiry-Based Task/Assignment
- Creating & Posting Final Exam Review Assignment in Course (If Applicable)
- Calculating & Submitting Mid-Quarter Progress Grades to Virtual School
- Completing Teacher Telephone Call #2 with Students and Parents as well as Documenting those Calls
- Posting Course Announcement #11
- Posting Course Announcement #12
- Posting Course Announcement #13
- Posting Course Announcement #14
- Posting Course Announcement #15
- Posting Course Announcement #16

Paycheck Distributed on Friday, May 17, 2019 for the Work Detail & Deliverables Presented Above

Table 44: Adjunct Timesheet #5 (Spring 2019) Work Detail & Deliverables

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The adjunct salary includes a wage payment for completing the following deliverables:

- Responding to student, parent, staff, and partner inquiries and questions within twenty-four (24) hours except for Sundays, district holidays, and Virtual School breaks.
- Grading assignments and providing actionable academic feedback within seventy-two-(72)-hours of submission (during the summer within twenty-four-(24)-hours).
- Conducting all discussion-based assessments (DBAs) as scheduled by students. Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.
- Monitoring student discussion boards daily.

The adjunct salary includes a wage payment for completing the following work detail:

- Completing all Course Set-Up Requirements
- Completing Teacher Telephone Call #1 with Students and Parents as well as Documenting those Calls
- Calculating & Submitting Mid-Quarter Progress Grades
- Creating & Posting Final Exam Review Assignment in Course
- Calculating & Submitting Final Summer Grades
- Posting Course Announcement #1
- Posting Course Announcement #2
- Posting Course Announcement #3
- Posting Course Announcement #4
- Posting Course Announcement #5
- Posting Course Announcement #6
- Posting Course Announcement #7
- Posting Course Announcement #8
- Posting Course Announcement #9

Paycheck Distributed on Friday, July 12, 2019 for the Work Detail & Deliverables Presented Above

Table 45: Adjunct Timesheet (Summer 2019) Work Detail & Deliverables
For each pay period, upon completing the work detail and deliverables presented herewith, teachers must sign and submit the corresponding timesheet for payment of adjunct teacher wages. Teachers will not be paid until the work detail and deliverables have been completed as well as the timesheet completed, signed, and submitted to Virtual School. Before or by the noted deadlines below, timesheets should be submitted to the attention of the Administrator of v-School Finance & Payroll.

- Adjunct Teacher Timesheet #1 (Fall 2018) Due on Friday, August 24, 2018 by 5:00PM CDT
- Adjunct Teacher Timesheet #2 (Fall 2018) Due on Friday, September 21, 2018 by 5:00PM CDT
- Adjunct Teacher Timesheet #3 (Fall 2018) Due on Friday, October 26, 2018 by 5:00PM CDT
- Adjunct Teacher Timesheet #4 (Fall 2018) Due on Friday, December 14, 2018 by 5:00PM CDT
- Adjunct Teacher Timesheet #5 (Fall 2018) Due on Friday, January 4, 2019 by 5:00PM CDT
- Adjunct Teacher Timesheet #1 (Spring 2019) Due on Friday, January 25, 2019 by 5:00PM CDT
- Adjunct Teacher Timesheet #2 (Spring 2019) Due on Friday, February 22, 2019 by 5:00PM CDT
- Adjunct Teacher Timesheet #3 (Spring 2019) Due on Thursday, March 22, 2019 by 5:00PM CDT
- Adjunct Teacher Timesheet #4 (Spring 2019) Due on Friday, May 3, 2019 by 5:00PM CDT
- Adjunct Teacher Timesheet #5 (Spring 2019) Due on Friday, May 31, 2019 by 5:00PM CDT
- Adjunct Teacher Timesheet (Summer 2019) Due on Friday, June 28, 2019 by 5:00PM CDT

Upon completing the work detail and deliverables presented herewith as well as submission of the timesheet, teachers are paid via direct deposit (with the exception of adjunct teacher wages). Teachers will not be paid until the work detail and deliverables have been completed as well as the timesheet completed, signed, and submitted to Virtual School. Before or by the noted deadlines below, timesheets should be submitted to the attention of the Administrator of v-School Finance & Payroll.

- Teacher Adjunct Paycheck #1 (Fall 2018) Distributed/Deposited on Friday, September 7, 2018
- Teacher Adjunct Paycheck #2 (Fall 2018) Distributed/Deposited on Friday, October 5, 2018
- Teacher Adjunct Paycheck #3 (Fall 2018) Distributed/Deposited on Friday, November 16, 2018
- Teacher Adjunct Paycheck #4 (Fall 2018) Distributed/Deposited on Friday, December 28, 2018
- Teacher Adjunct Paycheck #5 (Fall 2018) Distributed/Deposited on Friday, January 25, 2019
- Achievement First Stipend (Fall 2018) Distributed/Deposited on Friday, February 8, 2019

- Teacher Adjunct Paycheck #1 (Spring 2019) Distributed/Deposited on Friday, February 8, 2019
- Teacher Adjunct Paycheck #2 (Spring 2019) Distributed/Deposited on Friday, March 8, 2019
- Teacher Adjunct Paycheck #3 (Spring 2019) Distributed/Deposited on Friday, April 5, 2019
- Teacher Adjunct Paycheck #4 (Spring 2019) Distributed/Deposited on Friday, May 17, 2019
- Teacher Adjunct Paycheck #5 (Spring 2019) Distributed/Deposited on Friday, June 14, 2019
- Achievement First Stipend (Spring 2019) Distributed/Deposited on Friday, June 28, 2019

- Teacher Adjunct Paycheck (Summer 2019) Distributed/Deposited on Friday, July 12, 2019
- Achievement First Stipend (Summer 2019) Distributed/Deposited on Friday, July 12, 2019

Virtual School’s Administrative Offices and the Thomas W. Hatfield Student Success Center are open Monday through Friday from 8:00AM CDT until 3:30PM CDT with the Student Success Center closed on Fridays. With approval of the v-Executive Principal of Virtual School, full-time employees can set a schedule that best accomplishes their work. Annually, full-time Virtual School employees must develop a work schedule and submit that to the v-Executive Principal for approval. Employees’ normal work schedules may begin no earlier than 7:00AM CDT and no later than 9:00AM CDT to best accommodate the students and parents of Virtual School. The required number of work hours for non-certificated staff is thirty-seven and a half (37.5) hours per week. Certificated staff members are also required to work thirty-seven and a half (37.5) hours per week. Questions regarding work schedules for full-time employees should be directed to the v-Executive Principal of Virtual School.

Executive staff must monitor students, parents, partners, and other visitors to our Administrative Offices and Student Success Center. At all times, any student, parent, partner, or other visitor must be under direct observation/supervision of an Executive staff member or Virtual School teacher. At no time should any student, parent, partner, or other visitor be left unattended.

Executive staff dress and appearance communicate a non-verbal message about Virtual School. Appropriate
Dress is required (as described herewith). At Virtual School, staff serve our clients remotely and do not see students, parents, teachers, partners, daily. Consequently, executive staff may dress casually, while still exhibiting a professional appearance.

Dress must always be neat and clean. Blue jeans may be worn in conjunction with a dress shirt but not a t-shirt. Likewise, a t-shirt can be worn in conjunction with dress pants, colored jeans (other than Blue), or a dress skirt. Note that blue jeans and a t-shirt cannot be worn together—except for Fridays and during summer (i.e., June and July). All jeans, dress pants, skirts, t-shirts, dress shirts, and other work attire must be free of holes and exhibit a professional demeanor. Torn, dirty, or frayed clothing is unacceptable. Staff attire should be suitable for the occasion. If a business suit is appropriate for the day/event, executive staff are expected to dress appropriately to best represent our school.

4 | LUNCH & BREAKS (POLICIES & PROCEDURES)
Certificated and non-certificated employees are allotted, daily, thirty (30) minutes for both lunch and/or breaks. Employees should notify the v-Administrator of School Finance & Payroll, v-Assistant Principal, and/or v-Assistant Principal of Virtual School if leaving the premises for lunch. If a staff member is gone for more than thirty (30) minutes for lunch, the individual is expected to make-up that missed work time on that specific work day.

5 | LEAVING THE BUILDING (POLICIES & PROCEDURES)
If leaving our Administrative Offices during regular work hours for lunch, off-site meetings, or other school-related business, please notify the v-Administrator of School Finance & Payroll, v-Assistant Principal, and/or v-Assistant Principal of Virtual School before leaving.

6 | LEAVE REQUEST (POLICIES & PROCEDURES)
All leave requests must be submitted on the appropriate form, presented as Appendix H to the attention of the v-Administrator of School Finance & Payroll. While communicating intent to take leave is appreciated, leave is not officially approved until the staff member has completed the “leave request form” and the v-Executive Principal of Virtual School has reviewed, approved, and signed the form. After approval, the v-Administrator places the approved leave on all executive staff calendars for communication purposes. A staff member is responsible for making all specific arrangements needed to ensure the efficient operation of the school in the individual’s absence.

7 | TARDINESS & SICK LEAVE (POLICIES & PROCEDURES)
Any Virtual School staff member running late, leaving early, or absent from work for sickness must notify the v-Executive Principal of Virtual School as well as the v-Administrator of School Finance & Payroll. Telephone, email, or text is acceptable for relaying this information. Individuals failing to report to work at the designated time should inform the v-Executive Principal no later than thirty (30) minutes after the staff member is scheduled to begin work. Team members should also state the reason for the absence. A doctor’s note is not required unless the individual is absent for six (6) consecutive workdays.

8 | COMP, FLEX, & OVERTIME (POLICIES & PROCEDURES)
Non-certificated employees are not allocated comp or flex time. With pre-approval from the v-Executive Principal of Virtual School, a non-certified staff member may work overtime consistent with the district’s “Employee Overtime Compensation Policy.” Certificated employees are exempt from overtime and expected to work until the job is done. Comp and flex time are not allocated to certificated team members either.

9 | 12-MONTH EMPLOYEES & INCLEMENT WEATHER (POLICIES & PROCEDURES)
If schools are closed due to inclement weather twelve (12)-month employees are required report to work on time—unless the district advises otherwise. The staff member may elect to stay home and take leave, or if annual leave is not available, the time is charged as leave without pay.

Metropolitan Nashville
Public Schools (MNPS) does not allow employees to work remotely, for pay, during inclement weather. Team members should communicate with the v-Administrator of School Finance & Payroll as well as the v-Executive Principal of Virtual School as to whether the employee is reporting to work or not.

**10 | 10-MONTH & 11-MONTH EMPLOYEES & INCLEMENT WEATHER (POLICIES & PROCEDURES)**
If schools are closed due to inclement weather all ten (10) and eleven (11)-month employees are not required to report to work.

**11 | WORK ACTIVITIES (POLICIES & PROCEDURES)**
During the regular workday, staff members are required to work on Virtual School activities (designated within the employee’s job description). Work on other activities or outside employment is prohibited while “on the clock” for Virtual School.

**12 | RIGHTS UNDER OSHA (POLICIES & PROCEDURES)**
The Occupational Safety and Health Act (OSHA) requires that all employees be informed of their rights and duties under the Act. More information on employee rights and duties may be accessed at the following link: [https://www.osha.gov/workers/](https://www.osha.gov/workers/).

**13 | V-SCHOOL FUNDRAISING (POLICIES & PROCEDURES)**
Policies and procedures on school fundraising coming soon!

**14 | CELL PHONE USE (POLICIES & PROCEDURES)**
Excessive use of personal cell phones for non-work-related duties is limited to employee breaks and lunch. Virtual School staff may use cell phones for job related communications, during work hours, if it does not disrupt the work environment.

***SECTION CONCLUDES***

**S6 | DIGITAL CITIZENSHIP & MORE**

**CH 35 | TECHTIQUETTE**

**1 | EMAIL TECHTIQUETTE (PRACTICES)**
Many of the communications between students, parents, teachers, partners, and executive leadership are written and sent via email. Please remember that words are powerful choices that we make. Choose words with care. The following are etiquette expectations of all students, parents, teachers, partners, and staff of Virtual School:

- Except for Sundays, district holidays, and Virtual School breaks, reply to emails within twenty-four (24) hours of receipt.
- Be aware of the “reply all” button. You might be inadvertently responding to everyone in the initial email. If so, consider whether the message is appropriate for everyone or not?
- Consider that anything you put in writing might be forwarded and shared with or without your permission. Therefore, be sure to reflect on what your email articulates about you (from the perspective of someone who has never met you).
- If you have a strong feeling about an email wait twenty-four (24) hours before replying or when you are calmer about the situation.
- Determine who needs the information you are sharing. Consider who should be carbon copied (CC) on your communication and be sure to include those individuals.
- Emailed communications represent Virtual School and should always be professional and courteous.

Metropolitan Nashville Public Schools (MNPS) email communications are not private and, if needed, may be requested. Accordingly, please do not put anything in an email that would not be appropriate if posted on a bulletin board, used in a lawsuit, or shared with an adversary. Do use professional,
courteous language that represents Virtual School in an honorable and professional way.

2 | EMAIL FORM & STRUCTURE TECHTIQUETTE (PRACTICES)
Email is a quick method for sending messages from one person to another. Individuals often neglect the rules of structure when emailing that often apply to more formal communications. Following a few simple rules will improve the structure and presentation of your emails, thereby, making them more readable and understandable. Consider the following:

- Provide a clear and concise subject line.
- Address the contact with the appropriate level of formality.
- Include a professional greeting and closing.
- Write short and concise emails. Less is more. If the email becomes long, pick up the telephone and call the individual directly. Alternatively, request that the person contact you by telephone.
- Discuss only one subject per email. Do not discuss multiple subjects in a single email. Instead, send one email per subject.
- Use correct spelling, punctuation, and grammar—do not use acronyms associated with social media.
- Read communications for tone and sarcasm ensuring that a positive, polite message is conveyed.
- Proof the email to identify and correct (1) typos, (2) wrong or missing words, and (3) grammatical errors.
- Provide a signature line with contact information including your first and last name, email address, as well as a telephone number.
- Omit words spelled using all capital letters; readers frequently consider this the equivalent of shouting. Instead, use a color or bold font for emphasis.
- If you receive an email with multiple questions, respond in a color or bold font directly below each question.

Using the above tips will help ensure that emails are structured and presented in a professional manner.

3 | CELLPHONE TECHTIQUETTE (PRACTICES)
Proper cellphone etiquette is extremely important as you are representing yourself as well as Virtual School. Using proper cellphone etiquette, whether answering a call or making one, leaves the other caller with a favorable impression of you as a student, parent, teacher, partner, or staff member of Virtual School. The following are Virtual School’s telephone etiquette expectations:

- Identify yourself at the beginning of the call.
- Speak into the receiver with an even and low tone of voice being sensitive to the nature and tone of your voice.
- Think through exactly what you plan to discuss before placing the call.
- Focus your attention during the call, not allowing interruptions or distractions to capture your attention.
- Call only once. If the person is not available, leave a message identifying yourself by first and last name in addition to leaving a telephone number where you can be reached.
- Speak clear and slowly when leaving a message to ensure that the information is understandable.
- Make calls between 8:00AM CDT and 8:00PM CDT and never before or after.

Exercising the above practices will ensure proper cellphone etiquette is exhibited.

4 | TEXTING TECHTIQUETTE (PRACTICES)
Texting is a common communication method at Virtual School. While texting is the most informal communication method, there are still common rules of etiquette. The following are etiquette expectations of all students, parents, teachers, partners, or staff members of Virtual School:

- Keep texts short. If there is a great deal of information to share, consider a telephone call or email.
- Use texts for questions or information prompts that the recipient can quickly respond to. Texts are not for providing massive amounts of information. If this is required, consider emailing or calling.
- Practice shorthand or textspeak. However, do not use textspeak unless the recipient is fluent in the constantly emerging language. Textspeak is described as the language characteristic of text messages, consisting of abbreviations, acronyms, initials, emoticons, etc.
- Read texts for tone and sarcasm ensuring a positive, polite message.
- Use text messages for general matters but never for anything confidential, private, or potentially embarrassing as well as sad, unpleasant, or urgent news.
- Start the text message by stating your name and the purpose of the text, if the recipient does not have your telephone number.
- Respond to a text with another text or a telephone call.
- Send texts between 8:00AM CDT and 8:00PM CDT and never before or after.
- Practice avoiding “group texts” as well as responding to them.

Exercising the noted practices will ensure proper texting etiquette is observed.
CH 36 | CYBER-BULLYING & REPORTING

1 | CYBER-BULLYING PROHIBITED (POLICIES & PROCEDURES)
Virtual School is dedicated to ensuring that all students have a safe and supporting learning environment where students thrive academically, socially, and emotionally. Students, parents, teachers, partners, and Virtual School staff are expected to treat one another with respect and civility. Our school does not tolerate any type of bullying and/or harassment. Virtual School enforces School Board Policy 6.110 prohibiting bullying and/or harassment as well as forms of bullying carried out using various communication technologies.

2 | CYBER-BULLYING DEFINED (POLICIES & PROCEDURES)
Cyber-bullying is described as the use of information and communication technologies to convey or encourage deliberate and/or hostile behavior intended to frighten, harm, or embarrass another. Communication technologies included, but are not limited to email, telephone, text, photograph, video, instant messaging, website, and social media. The v-Executive Principal of Virtual School, consistent with the policies and procedures presented herewith, is committed to addressing incidents of cyber-bullying and restoring a safe and supportive learning environment.

3 | CYBER-BULLYING REPORTING (POLICIES & PROCEDURES)
If a student, parent, teacher, partner, or Virtual School staff member encounters cyber-bullying, the individual should immediately report the activity to the v-Executive Principal of Virtual School. In fact, School Board Policy 6.110 requires all Virtual School staff members to immediately report cyber-bullying to the v-Executive Principal. Any form of notification is appropriate. Anonymous reporting is also acceptable. Upon receiving this information, the v-Executive Principal of Virtual School immediately investigates and addresses the incident.

4 | CYBER-BULLYING INCIDENT INVESTIGATION (POLICIES & PROCEDURES)
Within twenty-four (24) hours of the incident reportage, the v-Executive Principal of Virtual School contacts the parent of the complainant accused of cyber-bullying or the teacher or staff member accused of cyber-bullying. Next, the v-Executive Principal conducts a formal investigation of the incident. This process involves the following steps:
- Interviewing all students, parents, teachers, partners or staff members (if applicable), in confidence, who are involved.
- Collecting and reviewing all supporting documents.
- Completing and filing a “Bullying Incident Reporting Form” with the Metropolitan Nashville Public Schools (MNPS) district.
During this process, the v-Executive Principal determines the nature of the event and next steps.

5 | CYBER-BULLYING & DISCIPLINE (POLICIES & PROCEDURES)
When cyber-bullying is revealed the v-Executive Principal of Virtual School determines the appropriate discipline measures. If the nature of the incident warrants, a full-time student can be expelled from Virtual School for cyber-bullying. Likewise, a part-time student can be withdrawn from the virtual course for cyber-bullying. Learners may be required to participate in individual counseling, with a school counselor, addressing the causes, implications, and ramifications of cyber-bullying as well as other remedies available under the district’s “student code of conduct.” Finally, teachers and staff members engaged in cyber-bullying are also subject to all remedies available for such behavior to include immediate dismissal their positions.

***SECTION CONCLUDES***
During the upcoming school year, Virtual School’s Administrative Offices and the Thomas W. Hatfield Student Success Center are open Monday through Thursday from 8:00AM CDT until 3:30PM CDT. Students should not arrive at the Cohn School without prior coordination with Executive Staff, before 8:00AM. Our Administrative Offices and the Thomas W. Hatfield Student Success Center is closed on Fridays (except by appointment only).

During these times, visitors can access the Administrative Offices and Student Success Center for meetings, tutoring, labs, events, etc. Please note that full-time Virtual School students are required to wear their Student ID badge at all times. Further note that the Student Center, Student Café, and other Virtual School classrooms are for full-time students only. Parents and others visiting Virtual School must remain in waiting areas designated in the third-floor hallway area. Individuals not adhering to this policy will be required to leave.

Note that Virtual School is closed during district breaks and holidays. Please visit Virtual School’s calendar for more information on when the Administrative Offices and Student Success Center are closed. If you need to meet with a specific Virtual School staff member, it is always best to schedule an appointment to ensure availability.

During an emergency, Virtual School team members are expected to perform certain emergency management functions—operating under a coordinated incident command structure (ICS). Those functions depend upon the roles and responsibilities designated to the individual staff member during the emergency. The following roles apply during an emergency at Virtual School:

- Incident Commander
- Deputy Incident Commander
- Student Accountability Officer
- Deputy Student Accountability Officer
- Staff Accountability Officer
- Deputy Staff Accountability Officer
- Public Information Officer
- Deputy Public Information Officer
- EMS Responder Officer
- Deputy EMS Responder Officer
- Training & Development Officer
- Deputy Training & Development Officer
- First Responder

Table 47 includes a listing of Virtual School’s Emergency Management Team and the role in which each staff member serves.

Table 47: Emergency Management Team & Roles

<table>
<thead>
<tr>
<th>Emergency Management Role</th>
<th>Assigned Virtual School Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td>Dr. James Witty, v-Executive Principal</td>
</tr>
<tr>
<td>Deputy Incident Commander</td>
<td>Dr. Kelby Garner, v-Assistant Principal</td>
</tr>
<tr>
<td>Student Accountability Officer</td>
<td>Mr. Charles “Van” Hawk, v-Student Engagement Specialist</td>
</tr>
</tbody>
</table>
### 2 | INCIDENT COMMANDER RESPONSIBILITIES (PROCEDURES)

The Incident Commander is the individual directly responsible for all emergency response activities, including the development of strategies and tactics to mitigate the incident. The Incident Commander has overall authority and responsibility for the emergency situation. The Incident Commander may also delegate emergency response duties as the situation demands or changes. Responsibilities of the Incident Commander include, but are not limited to, the following:

- Activating the Emergency Management Team
- Activating additional emergency responders to Virtual School
- Confirming safety aspects, including need for personal protective equipment, sources of ignition, and potential need for evacuation
- Communicating and providing incident briefings to the Metropolitan Nashville Public Schools district
- Coordinating additional internal and external notifications to the media and public
- Coordinating and supervising the Emergency Response Team, as the situation demands
- Directing response to all cleanup operations
- Directing all post-incident activities to return the school to normalcy

For safety reasons, at all times, Virtual School staff members should listen to and follow the directives given by the Incident Commander.

### 3 | STUDENT ACCOUNTABILITY OFFICER RESPONSIBILITIES (PROCEDURES)

The Student Accountability Officer is responsible for being able to quickly access, at all times, the names of students currently at Virtual School’s physical building location. Additionally, the officer is responsible for maintaining all emergency contact information for all full-time Virtual School students. In the event of an emergency, the Student Accountability Officer collects a physical “go kit,” all emergency contact information for students, as well as the student sign-in sheet (located at the front desk of the Student Center). More, the officer has access online access to all student emergency contact information.

During an emergency event, the officer ensures that all students are accounted for and remain in the designated location. In the event that a student is missing or not accounted for, the Student Accountability Officer is responsible for sharing that information with the Incident Commander.

Further, Virtual School’s Student Accountability Officer will send out an email, school-wide, to all students and parents with the following information:

- Steps taken by Virtual School, the Metropolitan Nashville Public Schools district, law enforcement, and other emergency personnel to respond promptly to the situation and needs of students.
- Steps taken to secure the school premise and/or students (if applicable).
- Current safety status of students (to ease concerns of parents).
- The appropriate steps parents can take to reunite with students. Note: Depending on the emergency actions taken, parents can reunite with their students at (1) Virtual School, (2) Relocation Site #1, or (3) Relocation Site #2.
- Changes to Virtual School’s schedule or hours for the remainder of the week.
- Additional services available to students, staff, and parents from community-based organizations such as crisis counselors, victim assistance organizations, etc.

For students onsite at Virtual School’s physical school location (during the emergency), the Student Accountability Officer is also charged with coordinating personal telephone calls to all parents (of students onsite at Virtual School during the event).

### 4 | STAFF ACCOUNTABILITY OFFICER RESPONSIBILITIES (PROCEDURES)

The Staff Accountability Officer is responsible for being able to quickly access, at all times, the names of Virtual School staff currently on location at our physical school building. Additionally, the officer is responsible for maintaining all emergency contact information for all full-time Virtual School staff. In the event of an emergency, the Staff Accountability Officer collects all contact information for Virtual School staff. More, the officer has access to this information online. In the event that a staff person is missing or not accounted for, the Staff Accountability Officer is responsible for sharing this information with the Incident Commander. Following a real incident, the Staff Accountability Officer is responsible
for sharing critical information regarding staff members with the individual’s noted emergency contact.

5 | PUBLIC INFORMATION OFFICER RESPONSIBILITIES (PROCEDURES)
The Public Information Officer is the spokesperson, designed by Virtual School, to communicate with the media and public regarding the emergency situation. All media communications, during or directly after an emergency, should be directed to the Virtual School’s Public Information Officer or Deputy Public Information Officer. If the district’s Public Information Officer arrives, at that time, he/she will take over all communications regarding the emergency event. Individual staff members of Virtual School should direct all questions to Virtual School’s Public Information Officer or Deputy Public Information Officer.

Communications from Virtual School’s Public Information Officer or Deputy Public Information Officer should address the following:
- Steps taken by Virtual School, the Metropolitan Nashville Public Schools district, law enforcement, and other emergency personnel to respond promptly to the situation and needs of students.
- Steps taken to secure the school premise and/or students (if applicable).
- Current safety status of students (to ease concerns of parents) and the appropriate steps parents can take to reunite with their students. Note: Depending on the emergency actions taken, parents can reunite with their students at (1) Virtual School, (2) Relocation Site #1, or (3) Relocation Site #2.
- Changes to Virtual School’s schedule or hours for the remainder of the week.
- Additional services available to students, staff, and parents from community-based organizations such as crisis counselors, victim assistance organizations, etc.
- Appreciation, sympathy, and understanding for the reactions of students, staff, and parents during and after the emergency event.

Please note that, at no time, should communications specifically identify any Virtual School student. More, while in custody of Virtual School staff, students cannot be interviewed by the media.

6 | EMS RESPONDER OFFICER RESPONSIBILITIES (PROCEDURES)
The EMS (Emergency Medical Services) Responder Officer is accountable for, in the event an individual is harmed at our physical school building, for meeting EMS and other emergency personnel at the front door of the Cohn School building. Once EMS arrives, the officer is responsible for directing/leading emergency personnel to the individual needing medical treatment. In the event that EMS transports the individual to a hospital, the officer rides with the individual to the hospital (or follows EMS to the hospital). The EMS Responder Officer also communicates to the Incident Commander the hospital the individual has been transported to as well as any changes in the medical condition of the injured party.

7 | TRAINING & DEVELOPMENT OFFICER RESPONSIBILITIES (PROCEDURES)
The Training and Development Officer is responsible for training Virtual School students and staff on the proper emergency protocols. Additionally, the Training and Development Officer coordinates and implements a schedule of emergency drills to ensure student and staff readiness. Finally, the Training and Development Officer identifies areas of growth for continuous improvements in Virtual School’s emergency readiness.

8 | FIRST RESPONDER RESPONSIBILITIES (PROCEDURES)
A first responder is the initial person to arrive at the scene of an emergency and administer aid. While working at Virtual School, it is highly likely that—at some point—a staff member will be the first on the scene of an emergency. If a first responder, remember the following:
- Check the scene for safety before checking the injured person—your safety is equally important.
- If the scene is safe, check the injured person.
- If the injured person is unresponsive and not breathing, call 911. Begin CPR (starting with compressions) or use an AED if one is immediately available. Note: Only start CPR or use the AED if you are trained. If you are not trained, find another staff member who has that expertise.
- If the injured is awake, responsive and there is no severe life-threatening bleeding taking place—send someone to get the first aid kit. According to the condition that you find, provide care consistent with the knowledge and training that you have. Always be sure to inform the Incident Commander or Deputy Incident Commander when responding to an emergency.

9 | FIRE DRILL (PROCEDURES)
In the event of a fire, Virtual School staff and students are to evacuate from the third floor of the Cohn building—to Richland Park—remaining a minimum of fifty (50) feet from the building. Virtual School’s Student Accountability Officer and Deputy Student Accountability Officer are required to get the “student sign-in form” as well as the “go kit” which contains all emergency contact information for students as well as a first aid kit. The “go kit” is a red backpack found at the reception center in Suite 300. Virtual School’s Staff Accountability Officer and Deputy Staff Accountability Officer are required to get all emergency contact information for staff (prior to exiting the building).

Staff and students must use the stairwell to evacuate—not the elevator. To evacuate a person in a wheelchair, keep the following in mind:
- Turn off the wheelchair’s power before lifting.
- Turn the wheelchair so it is lowered down the stairs, backwards—person facing up the stairs—so the individual does not slip forward and out of the chair.
If the wheelchair is too heavy to be lifted, relocate the individual to a stable chair that can be lifted.

- If a seatbelt is available, use it.

Staff and students should exit the building at the handicap entrance. Once outside the building, staff and students should proceed to Richland Park. When walking towards Richland Park, staff and students should proceed towards the left side of the park (where the ball field is located).

Once at Richland Park, the Student Accountability Officer or Deputy Student Accountability Officer takes attendance—for students present that day—using the “student sign-in form.” The Staff Accountability Officer or Deputy Staff Accountability Officer takes attendance for all staff members present that day. Any students or staff members not accounted for should be immediately shared with the Incident Commander or Deputy Incident Commander.

Before exiting the Cohn building, the Incident Commander or Deputy Incident Commander conducts a “sweep” of all Virtual School offices, classrooms, and spaces. After visiting each area and ensuring that all students and staff have vacated the space, the door is locked. After all spaces have been visited, vacated, and secured, the Incident Commander or Deputy Incident Commander exits the building.

If a staff member or student is trapped and cannot evacuate, he or she should keep the door closed and put clothing, tarps, etc. along the bottom of the door (to stop smoke from entering the room). If possible, trapped staff members or students should open outside windows and shout “Fire!, Fire!, Fire!” to alert emergency personnel. If a window opens into a fire escape, the staff member or student should carefully escape using that exit point. Note: There is a fire escape accessible from the Thomas Hatfield Student Success Center. The exit can be accessed through Ms. Grace Gleaves’ office window. Staff and students are not allowed to reenter the building, for any reason, until given the “all clear” by the Incident Commander or Deputy Incident Commander.

10 | TORNADO DRILL (PROCEDURES)

In the event of a tornado, Virtual School staff and students are to:

- Turn off the wheelchair’s power before lifting.
- Turn the wheelchair so it is lowered down the stairs, backwards—person facing up the stairs—so the individual does not slip forward and out of the chair. If the wheelchair is too heavy to be lifted, relocate the individual to a stable chair that can be lifted.
- If a seatbelt is available, use it.

Virtual School’s Student Accountability Officer and Deputy Student Accountability Officer are required to get the “student sign-in form” as well as the “go kit” which contains all emergency contact information for students as well as a first aid kit. The “go kit” is a red backpack found at the reception center in Suite 300. Virtual School’s Staff Accountability Officer and Deputy Staff Accountability Officer are required to get all emergency contact information for staff (prior to exiting the building).

Once on the first floor, students and staff should proceed to the space in front of Room 105A. More, a staff member should close all emergency exit doors—isolating students in that corridor. Then, students should sit/kneel facing the wall—with his/her hands over the back of his/her head and neck—tucked into a ball.

Then, the Student Accountability Officer or Deputy Student Accountability Officer takes attendance—for students present that day—using the “student sign-in form.” The Staff Accountability Officer or Deputy Staff Accountability Officer takes attendance for all staff members present that day. Any students or staff members not accounted for should be immediately shared with the Incident Commander or Deputy Incident Commander. Staff and students are not allowed to relocate, for any reason, until given the “all clear” by the Incident Commander or Deputy Incident Commander.

Before joining students and staff on the first floor, the Incident Commander or Deputy Incident Commander conducts a “sweep” of all Virtual School offices, classrooms, and spaces. After visiting each area and ensuring that all students and staff have vacated the space, the door is locked.

11 | EARTHQUAKE DRILL (PROCEDURES)

In the event of an earthquake, Virtual School staff and students are to:

- Drop to the floor,
- Take cover under a desk or solid piece of furniture, and
- Hold on being sure to cover/protect the head area.

Staff members should not take cover until all students have assumed this position. After the earthquake is over, the Student Accountability Officer or Deputy Student Accountability Officer takes attendance—for students present that day—using the “student sign-in form.” The Staff Accountability Officer or Deputy Staff Accountability Officer takes attendance for all staff members present that day. Any students or staff members not accounted for should be immediately shared with the Incident Commander or Deputy Incident Commander. Staff and students are not to relocate or move from the current location until “all clear” is given by the Incident Commander or Deputy Incident Commander.

12 | HAZMAT DRILL (PROCEDURES)

In the event of a chemical spill, within the school building, Virtual School staff and students are to seal the doors and interior windows of occupied rooms and not exit until given an “all clear” by the Incident Commander or Deputy Incident Commander. The Student Accountability Officer or Deputy Student Accountability Officer takes attendance—for students present that day—using the “student sign-in form.” The Staff Accountability Officer or Deputy Staff Accountability Officer takes attendance for
all staff members present that day. Any students or staff members not accounted for should be immediately
shared with the Incident Commander or Deputy Incident Commander. Staff and students must remain in all sealed
rooms until “all clear” is given by the Incident Commander or Deputy Incident Commander.

13 | LOCKOUT DRILL (PROCEDURES)
A “lockout” is a school-wide protocol designed to secure the entire building from outside threats or emergencies
(i.e., criminal activity, dangerous events within the community, etc.). In short, students and staff members are
protected against external threats from outside of the school building. The easiest way to remember lockout
procedures, in the event of an emergency, is “get inside and lock all outside, exterior, doors.”

In the event of a lockout situation, Virtual School staff members are required to bring, inside, any student and/or
staff member that is outside of the building, locking all existing perimeter doors. After locking all perimeter doors,
the Student Accountability Officer or Deputy Student Accountability Officer takes attendance—for students
present that day—using the “student sign-in form.” The Staff Accountability Officer or Deputy Staff Accountability
Officer takes attendance for all staff members present that day. Any students or staff members not accounted for
should be immediately shared with the Incident Commander or Deputy Incident Commander.

Both staff and students are to carry on with the rest of the school day— as scheduled. Both staff and students are not
allowed to open perimeter doors, for any reason, until given an “all clear” by the Incident Commander or Deputy
Incident Commander.

14 | LOCKDOWN DRILL (PROCEDURES)
In the event of an emergency (e.g., active shooter, intruder, etc.), a “lockdown” is a procedure designed to
secure individual areas of the building. The easiest way to remember lockdown procedures is “locks, lights, out-of
sight.” Please remember that all doors can be locked from inside the room.

In the event of a lockdown situation, staff members are required to bring all students inside interior Virtual School
spaces, lock all interior doors, turn out all lights, move all students away from sight, maintain silence, and account
for all students under the staff member’s immediate control. Staff members should also barricade the doors
using any available furniture. More, staff members should cover any windows that view into the lockdown area (from
the hallway). Staff members and students should move as far away as possible from the door—to a space that
cannot be seen from the entry way of the room (i.e., door). Both staff and students are not to open doors, for any
reason, until assisted by law enforcement or given the “all clear” by the Incident Commander or Deputy Incident
Commander.
Virtual School is very proud of our facility. We ask that students, parents, and other visitors take pride in our unique spaces. It takes everyone working together to maintain our beautiful school. Everyone is expected to share in the responsibility of keeping our school attractive and welcoming for all. Any damage to or destruction to Virtual School property will result in immediate disciplinary action. Students and their parents are responsible for any repairs or replacement costs associated with damaged school property.

***SECTION CONCLUDES***

S8 | V-SCHOOL GLOSSARY

- **5x8 Index Card**: Virtual School allows students to create and use a five-by-eight (5x8) index card when taking the final exam. The card may include handwritten notes only with any information beneficial to the student for the purposes of taking the exam. One (1) card is allowed per course final exam.

- **ACA Method**: The ACA method is a procedure for presenting feedback to students. This stands for acknowledge students, celebrate student learning, and activate student learning.

- **Academic Integrity**: The learner, without unauthorized help of any kind (i.e., collaborating absent teacher’s approval, plagiarizing, copying, allowing the student’s work to be copied, and/or using content from the Internet), completes all academic work independently.

- **Accelerated Student**: A learner taking and completing both the fall and spring or I and II sections of the prospective course in a single semester.

- **Adaptive Release**: Coursework is set upon completion of the module’s discussion-based assessment (DBA) or module exam with, at least, seventy percentage (70%) on all assignments (with each subsequent module opening upon completion).

- **AdvancED Accreditation**: Virtual School is currently accredited by AdvancED which ensures the following: (1) ease in transferring credits from one school to another, (2) greater access to federal loans, scholarships, postsecondary education and military programs that require accreditation, and (3) a commitment to raising v-student performance and accountability.

- **Advanced Placement (AP)**: An option offered at Virtual School and approved by CollegeBoard where students access college-level curriculum and, based upon results of the culminating CollegeBoard exam, learners with a qualifying exam score are granted college credit (typically a score of “3” or greater).

- **Advisor**: All students have a designated advisor at Virtual School. The advisor serves as a mentor, coach, and support for students as they matriculate at our school.

- **Announcement/Post**: A message from the teacher, which is accessible on the toolbar, that reviews weekly expectations, learning targets, and provides contact information.

- **Annual Measurable Objectives (AMOs)**: School-specific performance goals that measure college and career readiness aims and serve as the basis for Tennessee’s accountability system. Annual Measurable Objectives (AMOs) are set yearly by the Metropolitan Nashville Public School’s (MNPS) district and shared with Virtual School. Virtual School is expected to make progress towards attaining each yearly AMO.

- **Appointment Scheduler**: A convenient and timesaving web-based software system that serves as an online scheduler for making an appointment with the teacher. Virtual School requires teachers and students to use this option (i.e., Bookings) when scheduling a meeting or discussion-based assessment (DBA) with the teacher.

- **Asynchronous Virtual School**: A school designed so that students and teachers can access the course and participate at various times and need not be online simultaneously. In practice this means that the student has the flexibility of completing weekly assignments at any time prior to the due date as well as based upon the learner’s unique schedule. This also places more responsibility on the student to take direct ownership over their learning.

- **Benchmark Assessment**: An assessment used as a snapshot to evaluate students’ mastery of standards throughout the school year. Benchmarks are tools that provide opportunities to refine and reteach skills not yet mastered.

- **Bookings App**: This application is the software used by Virtual School to establish the “appointment scheduler” for discussion-based assessment and other scheduling purposes.

- **Cheating**: Influencing or leading by deceit, trickery, or artifice, as well as practicing fraud or trickery.

- **Communication HelpDesk Ticket**: A web-based ticket, submitted in the event of a communication challenge, when a student or parent is unable to reach the teacher by telephone or email. The ticket can be accessed at the following link: https://www.vlearn.mnps.org/help/.
- **Completion Policy**: A policy that requires the student to complete First (1st) or Third (3rd) Quarter work sequentially and before moving on to Second (2nd) or Fourth (4th) Quarter material.

- **Constructed-Response Question**: A question that requires the student to demonstrate learning by providing an in-depth explanation of the subject presented. Essay and problem-solving questions are examples of constructed-response questions.

- **Course (Virtual Course)**: A course (i.e., v-course) found within the learning management system (LMS) where students access content, lessons, assignments, tests, grades, and other learning resources.

- **Course Final Exam**: A mandatory, culminating, proctored exam that must be taken. The exam measures the student’s knowledge of major concepts, content, and learning targets presented in the course.

- **Cyber-Bullying**: The use of information and communication technologies, including but not limited to email, cell phone and pager voice, text, still photograph or video messages, instant messaging, defamatory personal websites, social networking sites and online personal polling sites or journals, to support deliberate and hostile behavior intended to frighten, harm, or embarrass others.

- **Data Wall**: An Excel spreadsheet shared with End-of-Course (EOC) teachers outlining student assessment data. This includes students’ predicted Tennessee Value-Added Assessment System (TVAAS) score as well as preliminary practice assessment results that help track students’ progress towards achievement. Moreover, this document presents Virtual School’s Annual Measurable Objective (AMO) for that subject area.

- **Diploma Eligibility Policy**: A policy that requires full-time students graduating from Virtual School to complete, at minimum, twenty-five percent (25%) of the courses required for graduation at our institution (i.e., six v-credit hours).

- **Discussion-Based Assessment (DBA)**: A graded conversation, at the end of most modules, between the teacher and learner, ensuring mastery learning and academic integrity.

- **Discussion Board**: A platform, within the course, where students, utilizing written expression, consider a question or topic and examine varying perspectives by reading and responding to others within a discussion thread.

- **Discussion Thread**: A focused online discussion, within the discussion board, centered on a posed question or topic.

- **Dual Enrollment**: A partnership with Nashville State Community College (NSCC) affording full-time juniors and seniors opportunities to participate in dual enrollment courses and earn advanced college credit.

- **Due Date**: The date that an assignment is due, consistent with the syllabus. Due dates fall on Fridays (during the regular school year) and must be submitted by 11:59PM CDT.

- **End-of-Course (EOC) Exams**: State examinations, required by Tennessee state law, administered for spring sections of the following courses: Algebra II, Biology I, English I, English II, Integrated Math I, Integrated Math II, and United States History. Further, the results of these tests are factored into the student’s grade at twenty-five percent (25%) of overall course average.

- **Essay Form**: Students are expected to write in essay form, when applicable, which includes an introductory paragraph, a body including two (2) or three (3) paragraphs with supporting details, and a concluding paragraph.

- **Executive Principal (Virtual Executive Principal)**: A full-time, certified teacher and administrator, who has the executive and leadership authority for the operation of Virtual School consistent with the vision, goals, policies, procedures, and objectives of the Metropolitan Nashville Public Schools (MNPS) district.

- **Data Window Policy**: A Virtual School policy requiring that all assignments be graded, to include

- **Final Exam Review Assignment**: This teacher-created assignment is designed and assigned to further prepare students for the course’s culminating final exam.

- **Full-Time Student**: A student (i.e., v-student) that is enrolled at Virtual School, on a full-time basis, taking all courses online. High school students may earn their diploma and graduate from our school.

- **Google Scholar**: A free, online, search engine that allows students to look for both physical and digital copies of scholarly articles. The engine searches a wide variety of peer-reviewed sources, including academic publishers, universities, and preprint depositories with all sources peer-reviewed.

- **GradeResults**: For math students, an online, on-demand tutoring service with learners able to login by visiting the following website: [www.graderesults.com](http://www.graderesults.com). The learner’s Metropolitan Nashville Public Schools (MNPS) student identification number serves as both the username and password.

- **Grading Rubric**: An assessment tool, associated with some assignments, listing evaluation criteria for grading purposes as well as providing a means of conveying expectations for the completion of an exemplary student submission.

- **Grading Window Policy**: A Virtual School policy requiring that all assignments be graded, to include
providing academic feedback, within seventy-two-(72)-hours of submission (except for Sundays, holidays, and breaks).

- **Honors Course**- Several courses have an advanced option that requires the completion of additional “honors” assignments. These assignments cover advanced material, permit more in-depth study, and may demand independent research by the learner.

- **Inquiry-Based Assignment**- An assignment created by the teacher after analyzing student data from the benchmark to provide additional instruction and practice with skills not yet mastered.

- **Intersession**- A time during the school year in which Virtual School is closed, teachers are on leave, and students can work ahead or take a break.

- **Learning Management System (LMS)**- A web-based software application used for the administration, documentation, tracking, reporting, and delivery of courses, offered at Virtual School. Virtual School utilizes the Schoology LMS.

- **Learning Target**- An achievement goal, identified at the beginning of each lesson and within the syllabus, which the student is expected to master while completing the assignment for that lesson (presented as a “I can statement”).

- **Lesson**- A segment of the module that presents instruction, organized by learning targets, where the student engages and experiences learning with a culminating assignment (completed at the end of the unit of study).

- **Limitless Library**- Limitless Libraries offers the following, online, for students: research materials, high quality books, learning materials, and other academic resources accessible at the following website: https://www.limitlesslibraries.org/.

- **Mastery Learning**- Mastery requires that the learner demonstrate knowledge and/or skill in a subject area. Virtual School expects that students work at maximum levels, towards mastery, which is represented by, at least, an eighty percent (80%) or greater on each assignment.

- **Microsoft Office 365**- Students and teachers have a free district-provided account for Microsoft Office 365 that provides access to the entire Suite, email as well as space to store documents on the Cloud. To access this benefit, visit our homepage at www.vlearn.mnps.org and select the designated icon. Microsoft Office 365 provides access to email, Word, PowerPoint, Excel, OneNote, calendar options, space to store documents on the Cloud, and much more!

- **Minimum Pace**- Students are expected to keep a minimum pace, as outlined in the syllabus, ensuring completion of the course by semester’s end.

- **Minimum Grade**- The minimum grade for all course assignments to progress to the next v-module is represented by a seventy percent (70%).

- **MNPS Email**- Teachers and students are provided a district-issued email address for the purposes of teaching and learning. When communicating via email, both students and teachers are required to utilize the district’s email system.

- **Module**- A group of individual lessons comprising a cohesive unit of study (i.e., v-module) that is comparable to a chapter in a textbook.

- **myNSCC**- Nashville State Community College’s (NSCC’s) learning management system (LMS) where dual enrollment v-course options are housed. The website is accessible at the following: https://my.nscc.edu/cp/home/displaylogin.

- **National Collegiate Athletic Association (NCAA) Eligibility**- If National Collegiate Athletic Association (NCAA) eligibility is a concern, please note that all of Virtual School’s core courses are eligibility with more information available at the following:
- **Note Taking**: A learning activity and expectation of students entailing the documentation, for review purposes, of major concepts presented in the course.

- **Paragraph Form**: Students are expected to write in paragraph form, which includes a topic sentence, supporting sentences, and a concluding sentence.

- **Part-Time Student**: A student (i.e., student) enrolled at Virtual School (on a part-time basis) while also attending another primary school of enrollment and taking between one (1) and three (3) online courses.

- **Pathway to Honors**: An option for middle school students whereby learners complete additional, academically challenging, assignments that mimic honors and advanced placement (AP) coursework in preparation for future advanced academics.

- **Plagiarism**: Copying or using ideas or words, without properly citing them, from another individual and presenting those as one’s own.

- **ProctorU**: An online, fee-based, proctoring service utilized by Virtual School whereby students take course final exams remotely. This service requires a webcam, reliable high-speed Internet, and payment of the required fee by the family.

- **Progress Report**: A mailed report to the attention of the parent, at the midpoint of the quarter, noting the current grade in the course.

- **Project-Based Learning (PBL)**: Fifty percent (50%) of all assignments in the course utilize project-based learning (PBL). PBL involves learners investigating and responding to complex questions, problems, or challenges with real-world solutions submitted in the form of a “project.”

- **Quarter**: A nine (9) week grading period for students. There are (2) two quarters each semester and (2) two semesters each school year.

- **Report Card**: A report mailed to parents and students, each quarter, which communicates a student’s academic performance in the form of grades. Report cards are distributed four (4) times during the school year.

- **Restate, Answer, & Prove (RAP)**: A student strategy for responding to constructed-response questions whereby learners restate the question, answer the question, and prove or support the answer with details and evidence from the course materials.

- **Rolling Truancy Intervention Labs**: Virtual School’s “rolling truancy intervention laboratories” are designed to help students struggling with time management and assignment completion (in an online learning environment).

- **Roster**: An online roster where teachers access enrollment information as well as where teachers report grades. The roster is housed in the teacher’s Microsoft 365 account.

- **Semester**: A half year term that is comprised of two (2) quarter terms with culminating assessments taken at the end of the semester (i.e., course final exam).

- **Semester Extension**: Semester extensions are NOT offered by Virtual School and students are expected to remain ahead or on-pace. In limited situations, a week extension is granted and only with prior approval.

- **School Counselor (Virtual School Counselor)**: A full-time, certified, school counselor who works directly with students and parents on academic and career as well as personal, social, and emotional student development.

- **Selection-Response Question**: A question that requires the student to choose from a list of provided answers/responses (i.e., multiple choice question).

- **Sequential Learning**: Course content is presented in a chronological order and must be completed linearly with each module and lesson building upon the previous one.

- **SOLO Method**: An academic feedback method outlined in Challenging Learning Through Feedback by James and Jill Nottingham (2017). SOLO includes five (5) levels of understanding as well as corresponding descriptive feedback verbs to move students to further levels of understanding.

- **Student (Virtual Student)**: A student (i.e., v-student) enrolled at Virtual School, on a part-time or full-time basis, taking one (1) or more classes online.

- **Student Survey**: A confidential survey, administered once a semester in each course, that captures perceptions regarding learning experiences for continuous improvement purposes.

- **Student Username & Password**: Students can log into the learning management systems using their Metropolitan Nashville Public Schools (MNPS) student identification number as both the username and password. After login in, students have the ability to change their username.

- **Syllabus**: A printable document listing all assignments including learning targets as well as due dates. This tool assists students in remaining on-pace and completing the course by the end of the semester.

- **Synchronous Virtual School**: A Virtual School with synchronous courses that meet in “real-time” with teachers conducting live, streaming, classes. Students and teachers communicate through a
microphone, chat, or by writing on a web-based whiteboard. Virtual School is NOT a synchronous school but does provide a limited number of synchronous learning opportunities.

- **Teacher (Virtual Teacher)** - A highly qualified, certified, teacher-scholar who facilitates instruction, mostly asynchronously, via the districts’ learning management systems (LMSs) and other innovative instructional technologies.
- **Technology Helpdesk Ticket** - A web-based ticket submitted, at the following link, when the teacher or student encounters a technology or challenge with the learning management system (LMS): https://www.vlearn.mnps.org/help/.
- **Tennessee Value-Added Assessment System (TVAAS)** - A system measuring student growth that distinguishes the impact Virtual School and teachers have on students’ academic progress (not whether students are proficient or advanced on the Tennessee state assessment).
- **Textspeak** - Language regarded as characteristic of text messages, consisting of abbreviations, acronyms, initials, emoticons, etc.
- **TNReady** - A timed, multiple choice, state-mandated assessment for grades three (3) through eight (8) that measures skills in Reading, Language Arts, Mathematics, Science, and Social Studies.
- **Uniform Make-Up Policy** - A Virtual School policy where students can re-take missed or failed assignments when the learner scored less than eighty percent (80%) and until the “make-up work deadline” for that semester.
- **The Virtual Academy of Business & Technology** - Virtual School’s Academy offering focused pathways in either business or technology.
- **Virtual Learning** - Acquiring knowledge or skill—at any distance—using the Internet and other digital technologies to unite teachers and students in a community of v-learning.
- **Virtual School (MNPS Virtual School)** - The only nontraditional, K-12, public virtual school within the Metropolitan Nashville Public Schools (MNPS) district where teachers use a learning management system (LMS) and other innovative instructional technologies to facilitate teaching and learning for students.

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***SECTION CONCLUDES***
A | A: V-SCHOOL'S OPERATIONAL STRUCTURE

v-Executive Principal, Dr. James Vince Witty

v-Instructional Designer, Mrs. Trina Edwards

v-Instructional Designer, Mr. Max Kuhlman

v-School Counselor, Mrs. Adrienne McNew

v-Dean of Instruction, Mr. Mike Terry

Administrator of v-School Finance & Payroll, Ms. Relanda Booker

v-Student Engagement Specialist, Mr. Van Hawk

v-Assistant Principal, Dr. Kelby House Garner

Administrator of v-Enrollment, Mrs. Sherry Hill

v-Teacher, Mrs. Marge Krengel

v-Teacher, Ms. Grace Gleaves

v-Teacher, Mr. Zack Barnes

Adjunct v-Teachers
ENGLISH I - SEGMENT 1 SYLLABUS

COURSE OVERVIEW: In English I, students take a journey through important concepts such as equality, identity, opportunity, understanding, and the unknown—learning the foundations of communication and analysis. In each unit of the course, students explore a variety of STEM-related literature, including genre fiction, poetry, non-fiction, and speeches. Through the study of these writings, learners hone their skills in communication and analysis. To facilitate engagement and academic responsibility, students are also encouraged to make choices at different points in the course. Notable is the novel unit, in which students select a novel of interest. This practice gives ownership to the student and places each learner able to develop a deeper appreciation of reading based upon his/her particular interests.

MODULE #1: JOURNEY TO THE UNKNOWN: In Module 1, students will receive review information of important concepts in reading, note taking, and writing. Students will explore concepts in science fiction as they progress through the module. They will read the short story “The Cold Equations” and listen to “War of the Worlds.”

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Lesson Title</th>
<th>Learning Targets (I Can Statements)</th>
<th>Lesson Components (Checklist)</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.00</td>
<td>Module Pretest</td>
<td>• I can understand of the unit focus and be able to utilize the unit checklist to plan your coursework.</td>
<td>☐ 01.00 Instruction: Complete the instruction. (Completion) ☐ 01.00 Quiz: Submit the quiz. (20 points)</td>
<td></td>
</tr>
<tr>
<td>01.01</td>
<td>Pre-reading</td>
<td>• I can understand the purpose of literature. • I can determine the effect literature has on the real world. • I can make predictions about literature.</td>
<td>☐ 01.01 Instruction: Complete the instruction. (Completion) ☐ 01.01 Quiz: Submit the quiz. (50 points)</td>
<td></td>
</tr>
</tbody>
</table>
# Student High School Progression Plan

**9th Grade**
- **v-English**
  - v-English I (1.0 v-Credit)
- **v-Mathematics**
  - v-Algebra I (1.0 v-Credit) OR v-Integrated Math I (1.0 v-Credit)
  - v-Geometry (1.0 v-Credit) OR v-Integrated Math II (1.0 v-Credit)
  - v-Liberal Arts Math (1.0 v-Credit) OR v-Integrated Math III (1.0 v-Credit)
  - v-Algebra II (1.0 v-Credit) OR v-Integrated Math IV (1.0 v-Credit)
- **v-Science**
  - v-Biology (1.0 v-Credit)
  - v-Physical Science (1.0 v-Credit)
  - v-Chemistry (1.0 v-Credit)
- **v-Social Studies**
  - v-Personal Finance (0.5 v-Credit)
  - v-United States History (1.0 v-Credit) AND v-United States Government (0.5 v-Credit)
  - v-World History (1.0 v-Credit) AND v-Economics (0.5 v-Credit)
- **v-Global Studies**
  - v-French I, v-Latin I, or v-Spanish I (1.0 v-Credit) AND v-Lifetime Wellness with v-PE I & v-Lifetime Activities (2.0 v-Credits)
  - v-French II, v-Latin II, or v-Spanish II (1.0 v-Credit) AND v-Art History (1.0 v-Credit)
- **Focused Pathway v-Courses**
  - v-Course Elective #1 (0.5 v-Credit)
  - v-Course Elective #2 (0.5 v-Credit)
  - v-Course Elective #3 (0.5 v-Credit)
  - v-Course Elective #4 (0.5 v-Credit) AND v-Senior Capstone (1.0 v-Credit)

**Total v-Credits:** 6.5 v-Credits

**10th Grade**
- **v-English**
  - v-English II (1.0 v-Credit)
- **v-Mathematics**
  - v-Geometry (1.0 v-Credit) OR v-Integrated Math II (1.0 v-Credit)
  - v-Liberal Arts Math (1.0 v-Credit) OR v-Integrated Math III (1.0 v-Credit)
  - v-Algebra II (1.0 v-Credit) OR v-Integrated Math IV (1.0 v-Credit)
- **v-Science**
  - v-Physical Science (1.0 v-Credit)
  - v-Chemistry (1.0 v-Credit)
- **v-Social Studies**
  - v-Personal Finance (0.5 v-Credit)
  - v-United States History (1.0 v-Credit) AND v-United States Government (0.5 v-Credit)
  - v-World History (1.0 v-Credit) AND v-Economics (0.5 v-Credit)
- **v-Global Studies**
  - v-French I, v-Latin I, or v-Spanish I (1.0 v-Credit) AND v-Lifetime Wellness with v-PE I & v-Lifetime Activities (2.0 v-Credits)
  - v-French II, v-Latin II, or v-Spanish II (1.0 v-Credit) AND v-Art History (1.0 v-Credit)
- **Focused Pathway v-Courses**
  - v-Course Elective #1 (0.5 v-Credit)
  - v-Course Elective #2 (0.5 v-Credit)
- **Total v-Credits:** 6.0 v-Credits

**11th Grade**
- **v-English**
  - v-English III (1.0 v-Credit)
- **v-Mathematics**
  - v-Liberal Arts Math (1.0 v-Credit) OR v-Integrated Math III (1.0 v-Credit)
  - v-Algebra II (1.0 v-Credit) OR v-Integrated Math IV (1.0 v-Credit)
- **v-Science**
  - v-Chemistry (1.0 v-Credit)
- **v-Social Studies**
  - v-Personal Finance (0.5 v-Credit)
  - v-United States History (1.0 v-Credit) AND v-United States Government (0.5 v-Credit)
  - v-World History (1.0 v-Credit) AND v-Economics (0.5 v-Credit)
- **v-Global Studies**
  - v-French I, v-Latin I, or v-Spanish I (1.0 v-Credit) AND v-Lifetime Wellness with v-PE I & v-Lifetime Activities (2.0 v-Credits)
  - v-French II, v-Latin II, or v-Spanish II (1.0 v-Credit) AND v-Art History (1.0 v-Credit)
- **Focused Pathway v-Courses**
  - v-Course Elective #1 (0.5 v-Credit)
  - v-Course Elective #2 (0.5 v-Credit)
  - v-Course Elective #3 (0.5 v-Credit)
  - v-Senior Capstone (1.0 v-Credit)
- **Total v-Credits:** 5.0 v-Credits

**12th Grade**
- **v-English**
  - v-English IV (1.0 v-Credit)
- **v-Mathematics**
  - v-Liberal Arts Math (1.0 v-Credit) OR v-Integrated Math III (1.0 v-Credit)
  - v-Algebra II (1.0 v-Credit) OR v-Integrated Math IV (1.0 v-Credit)
- **v-Science**
  - v-Chemistry (1.0 v-Credit)
- **v-Social Studies**
  - v-Personal Finance (0.5 v-Credit)
  - v-United States History (1.0 v-Credit) AND v-United States Government (0.5 v-Credit)
  - v-World History (1.0 v-Credit) AND v-Economics (0.5 v-Credit)
- **v-Global Studies**
  - v-French I, v-Latin I, or v-Spanish I (1.0 v-Credit) AND v-Lifetime Wellness with v-PE I & v-Lifetime Activities (2.0 v-Credits)
  - v-French II, v-Latin II, or v-Spanish II (1.0 v-Credit) AND v-Art History (1.0 v-Credit)
- **Focused Pathway v-Courses**
  - v-Course Elective #1 (0.5 v-Credit)
  - v-Course Elective #2 (0.5 v-Credit)
  - v-Course Elective #3 (0.5 v-Credit)
  - v-Course Elective #4 (0.5 v-Credit) AND v-Senior Capstone (1.0 v-Credit)
- **Total v-Credits:** 5.0 v-Credits
A | D: V-TEACHER JOB DESCRIPTION

JOB TITLE
v-teacher MNPS Virtual School
(Last Updated: July 2018)

REPORTS TO
Executive Principal & Assistant Principal

POSITION TYPE
Semester teaching position with salary set annually, no benefits. For high school teaching positions, a valid Tennessee license with the appropriate secondary endorsement is required. For middle school teaching positions, a valid Tennessee license with the appropriate secondary endorsement or any one of the following is required: Elementary 1-8, Middle Grades 4-8, or Middle Grades 5-8. Highly qualified status under No Child Left Behind is also required.

SALARY PLAN OR PAY GRADE
Metropolitan Nashville Public School (MNPS) virtual teacher adjunct salary set annually. No benefits.

POSITION SYNOPSIS
The essential function of the v-teacher is to ensure the ultimate academic success of students enrolled in the course. A teacher utilizes the learning management system (LMS) and other instructional technologies to teach, facilitate, and coach students to ultimate mastery of all learning targets and objectives. Teachers must possess superior communications skills, both written and oral, demonstrating exceptional customer service skills. Furthermore, the teacher is required to provide timely, specific, actionable academic feedback on assignment submissions. Teachers also intervene when a student is off-pace towards ensuring ultimate academic success in the course.

PROFESSIONAL COMPETENCIES
Effective teachers continuously demonstrate the following competencies while employed at Virtual School:
- The teacher motivates, supports, and encourages students to achieve at maximum levels.
- The teacher demonstrates knowledge of course content.
- The teacher effectively communicates orally and in writing.
- The teacher displays professionalism.
- The teacher embodies empathy and kindness.
- The teacher seeks innovative ways to enhance student learning.
- The teacher displays attention to detail.
- The teacher possesses superior customer service skills—promptly attending to student, parent, staff, and partner needs and concerns.
- The teacher acts ethically and with integrity.
- The teacher successfully manages competing demands.
- The teacher demonstrates dependability.
- The teacher takes responsibility for actions.
- The teacher consistently provides timely, specific, actionable academic feedback.
- The teacher asks for help when support is needed and speaks up if a problem arises.
- The teacher strives to continuously improve his or her craft.

PROFESSIONAL RESPONSIBILITIES
v-Teaching Function #1: Instruction & Coaching
- Provide instruction to students via Virtual School’s learning management system (LMS).
- Facilitate teaching and learning from the approved course of study.
Motivate, encourage, and coach students, daily, to actively participate in all aspects of the virtual learning experience.

Provide regular, timely, specific, and actionable academic feedback for students.

Grade all assignments and assessments within seventy-two-(72)-hours of submission (except for district holidays and breaks). Note: During the Summer Success Program, the grading window is within twenty-four-(24)-hours of assignment submission.

Coordinate the timely completion of discussion-based assessments (DBAs) ensuring mastery of essential module concepts while also guarding academic integrity.

Grade student discussion-based assessments (DBAs) within twenty-four (24) hours of submission.

Provide supplemental instructional materials, as needed, to refine and support student learning.

Provide academic interventions for off-pace students consistent with the policies, procedures, and practices established by Virtual School.

Ensure that Exceptional Education students receive all accommodations per the Individualized Education Program (IEP) as well as accommodations afforded under a 504 Plan.

Based upon student/course achievement data, develop, post, and grade a final exam review assignment (non-EOC/TNReady courses only).

Based upon student/course achievement data from benchmark exams, develop, post, and grade one (1) End-of-Course (EOC) or TNReady inquiry-based assignment (only applies to EOC and TNReady teachers).

Continually grow virtual teaching practices towards attaining maximum levels of student achievement.

v-Teaching Function #2: Communication & Accessibility

Communicate effectively with students, parents, staff members, and partners both asynchronously and synchronously.

Respond to students, parents, staff members, and other partners inquiries in a professional, clear, and well-expressed manner—within twenty-four (24) hours except for Sundays, holidays, and Virtual School breaks.

Establish and maintain an online appointment scheduler (via Bookings App in Microsoft 365) with ample availability for students, parents, staff, and partners to schedule appointments as well as discussion-based assessments (DBAs). Note: Teachers must have four (4) days of availability one (1) of which is either Saturday or Sunday.

Publish a syllabus, with semester specific due dates, utilizing the template provided by Virtual School.

Set all course assignment due dates, at the beginning of each semester, consistent with the established deadlines.

Post a weekly announcement (most Saturdays) no later than 10:00AM CDT.

Communicate with the student and parent, via telephone, twice a semester regarding learner progress in the course (during the communication windows established by Virtual School).

Report student mid-quarter progress report grades to Virtual School (consistent with the schedule shared with teachers).

Facilitate, guide, and monitor student discussion boards (if applicable).

v-Teaching Function #3: Other Instructional Duties

Monitor the course for authentic learning and report academic integrity concerns consistent to Virtual School.

Maintain and archive records such as student work, correspondence, grades, etc.

Attend events such as professional developments, meetings, orientations, etc. (as required by Virtual School.)

Be knowledgeable of the job requirements by reading and abiding by the teacher job description and v-School Handbook.

Other professional duties as assigned.
# V-COURSE ANNOUNCEMENT/POSTING RUBRIC

## Announcement/Posting Rubric

<table>
<thead>
<tr>
<th>v-Teacher Evaluated</th>
<th>(INSERT v-Teacher Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>v-Course Announcement Evaluated</td>
<td>(INSERT v-Course Names)</td>
</tr>
<tr>
<td>Evaluator</td>
<td>(INSERT Evaluator Name)</td>
</tr>
<tr>
<td>Date of Evaluation</td>
<td>(INSERT Date of Evaluation)</td>
</tr>
</tbody>
</table>

## Areas of Reinforcement & Opportunities for Growth

<table>
<thead>
<tr>
<th>Domain Area</th>
<th>Reinforcement Area</th>
<th>Growth Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
</tr>
<tr>
<td>Appearance</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
</tr>
<tr>
<td>Tecniquette</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
</tr>
<tr>
<td>Supplemental Materials</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
<td>(INSERT EVALUATOR FEEDBACK)</td>
</tr>
</tbody>
</table>

## Significance Levels

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Significantly Above Expectations</td>
</tr>
<tr>
<td>2</td>
<td>At Expectations</td>
</tr>
<tr>
<td>1</td>
<td>Significantly Below Expectations</td>
</tr>
</tbody>
</table>

### Signature Line

- v-Teacher Name
- v-Teacher Telephone Number
- v-Teacher Email Address
- v-Teacher Appointment Scheduler Link
- v-Teacher Picture & Virtual School Logo (Provided by Virtual School)
- v-Teacher Office Hours

Missing one (1) or more items
<table>
<thead>
<tr>
<th>Content</th>
<th>Posts an announcement welcoming the v-student to the week with a catchy title. The announcement includes reminders, updates, v-assignments due, upcoming holidays or breaks, and exam dates. The announcement includes two (2) or more of the following: • Introduces the focus of v-learning for that week • Contains v-learning targets for the v-assignments due • Refers v-students to the v-School Handbook for information related to DBAs, academic integrity, etc. • Reminds v-students to check announcements regularly for v-course updates and changes • Advises v-students of compatible file formats for v-assignment submission • Includes specific instructions on how to schedule a DBA</th>
<th>Posts an announcement welcoming the v-student to the week with a generic title. The announcement includes reminders, updates, v-assignments due, upcoming holidays or breaks, and exam dates. The announcement includes one (1) of the following: • Introduces the focus of v-learning for that week • Contains learning targets for the v-assignments due • Refers v-students to the v-School Handbook for information related to DBAs, academic integrity, etc. • Reminds v-students to check announcements regularly for v-course updates and changes • Advises v-students of compatible file formats for v-assignment submission • Includes specific instructions on how to schedule a DBA</th>
<th>Posts an announcement welcoming the v-student to the week with a generic title. The announcement includes reminders, updates, v-assignments due, upcoming holidays or breaks, and exam dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>• Correct dates used • No grammatical errors present • Font, line spacing, and content are easily readable</td>
<td>• Correct dates used • One (1) to three (3) grammatical errors present • Font, line spacing, and content are easily readable</td>
<td>• Incorrect dates used • Multiple grammatical errors present • Font, line spacing, and content are not easily readable</td>
</tr>
<tr>
<td>Items from Network Email</td>
<td>All listed items are present and include concise explanations.</td>
<td>All listed items are present.</td>
<td>No listed items are present.</td>
</tr>
<tr>
<td><strong>Techtique</strong></td>
<td>Demonstrates effective application of online techtiquette. The content is specific, does not use CAPS, avoids sarcasm, and identifies references.</td>
<td>Demonstrates some application of online techtiquette. Includes one of the following elements: CAPS, sarcasm, omits references, content non-specific.</td>
<td>Demonstrates limited application of online techtiquette (i.e. CAPS, sarcasm, omits references, content non-specific).</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Supplemental Materials</strong></td>
<td>Incorporates embedded multimedia and visual resources that facilitates or enhances v-learning.</td>
<td>Incorporates links to additional resources and content that facilitates or enhances v-learning.</td>
<td>Does not incorporate supplemental materials that facilitates or enhances v-learning.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Posts at 11:59PM CDT on Friday and sends as an email.</td>
<td>Posts by 10:00 AM CDT on Saturday.</td>
<td>Posts after 10:00 AM CDT on Saturday.</td>
</tr>
</tbody>
</table>

| Sum: | 9 - 14 | 1 | SIGNIFICANTLY BELOW EXPECTATIONS |
| | 15 - 22 | 2 | AT EXPECTATIONS |
| | 23 - 27 | 3 | SIGNIFICANTLY ABOVE EXPECTATIONS |
# v-Teacher Feedback Rubric

**MNPS Virtual School**

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personalization of Feedback</strong></td>
</tr>
<tr>
<td><strong>Score:</strong> __</td>
</tr>
<tr>
<td><strong>TEAM Rubric Intersections:</strong></td>
</tr>
<tr>
<td>- Motivating Students, Activities &amp; Materials, Questioning, Feedback,</td>
</tr>
<tr>
<td>Teacher Knowledge of Students, Teacher Content Knowledge, &amp; School &amp;</td>
</tr>
<tr>
<td>Community Involvement</td>
</tr>
<tr>
<td><strong>3</strong> - Significantly Above Expectations</td>
</tr>
<tr>
<td>- Feedback is <strong>Personalized</strong></td>
</tr>
<tr>
<td>Acknowledging a v-Student’s Specific Performance on Individual v-</td>
</tr>
<tr>
<td>Assignment Items</td>
</tr>
<tr>
<td>- v-Teacher Addresses v-Student by Name</td>
</tr>
<tr>
<td>- Feedback is Grade-Level Appropriate</td>
</tr>
<tr>
<td><strong>2</strong> - At Expectations</td>
</tr>
<tr>
<td>- Feedback is <strong>Generalized</strong></td>
</tr>
<tr>
<td>Acknowledging the v-Students’ Overall Performance on the v-Assignment</td>
</tr>
<tr>
<td>- Not Offering Feedback on Individual Items</td>
</tr>
<tr>
<td>- v-Teacher Addresses v-Student by Name</td>
</tr>
<tr>
<td>- Feedback is Grade-Level Appropriate</td>
</tr>
<tr>
<td><strong>1</strong> - Below Expectations</td>
</tr>
<tr>
<td>- Feedback <strong>Lacks</strong></td>
</tr>
<tr>
<td>Acknowledgement of v-Student Performance on the v-Assignment</td>
</tr>
<tr>
<td>- v-Teacher Does <strong>Not</strong></td>
</tr>
<tr>
<td>Address v-Student by Name</td>
</tr>
<tr>
<td>- Feedback is <strong>Not</strong></td>
</tr>
<tr>
<td>Grade-Level Appropriate</td>
</tr>
</tbody>
</table>

| **Techtiquette & Presentation of Feedback**                             |
| **Score:** __                                                             |
| **TEAM Rubric Intersections:**                                            |
| - Exhibits **Effective** Application of Techtiquette &                   |
|   Presentation:                                                          |
|   • Positive Tone & Message                                             |
|   • Avoids Sarcasm                                                      |
| - Exhibits **Limited** Application of Techtiquette & Presentation:       |
|   • Neutral Tone & Message                                              |
|   • Limited to No Sarcasm                                               |
| - Exhibits **No** Consideration for Techtiquette & Presentation:         |
|   • Negative Tone & Message                                             |
|   • Inappropriate Sarcasm                                               |

**Evidence & Notes:**
(For Each Domain, Cite Specific Examples/Evidence of v-Teacher Practice & Feedback)
<table>
<thead>
<tr>
<th>Motivating Students, Feedback, &amp; School &amp; Community Involvement</th>
<th>• Appropriate Use of CAPS</th>
<th>• Font, Line, Spacing, &amp; Content are Readable</th>
<th>• Font, Line, Spacing, &amp; Content are No Readable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Font, Line, Spacing, &amp; Content are Easily Readable</td>
<td>• Use of Color Does Not Enhance or Distract from the Presentation of Feedback (if present)</td>
<td>• Use of Color Does Not Enhance &amp; Distracts from the Presentation of Feedback</td>
</tr>
<tr>
<td>Timeliness of Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score: __</td>
<td>v-Assignment Graded within 24 Hours of Submission</td>
<td>v-Assignment Graded within 72 Hours of Submission</td>
<td>v-Assignment Graded 72 Hours After Submission</td>
</tr>
<tr>
<td>TEAM Rubric Intersections:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating Students, Questioning, Feedback, &amp; School &amp; Community Involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistency of Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score: __</td>
<td>Random Sample Reveals v-Teacher Feedback on the First Item Sampled by Evaluator</td>
<td>Random Sample Reveals v-Teacher Feedback on the First Three Items Sampled by Evaluator</td>
<td>Random Sample Reveals No v-Teacher Feedback on Five Items Sampled by Evaluator</td>
</tr>
<tr>
<td>TEAM Rubric Intersections:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating Students, Questioning, Feedback, &amp; School &amp; Community Involvement</td>
<td>Feedback Contains No Instances of:</td>
<td>Feedback Contains One to Two Instances of:</td>
<td>Feedback Contains Three or More Instances of:</td>
</tr>
<tr>
<td></td>
<td>• Grammatical Errors</td>
<td>• Grammatical Errors</td>
<td>• Grammatical Errors</td>
</tr>
<tr>
<td></td>
<td>• Spelling Errors</td>
<td>• Spelling Errors</td>
<td>• Spelling Errors</td>
</tr>
<tr>
<td></td>
<td>• Textspeak</td>
<td>• Textspeak</td>
<td>• Textspeak</td>
</tr>
<tr>
<td>Feedback Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score: __</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEAM Rubric Intersections:</td>
<td>Feedback Contains No Instances of:</td>
<td>Feedback Contains One to Two Instances of:</td>
<td>Feedback Contains Three or More Instances of:</td>
</tr>
<tr>
<td>Motivating Students, Feedback, &amp; School &amp; Community Involvement</td>
<td>• Grammatical Errors</td>
<td>• Grammatical Errors</td>
<td>• Grammatical Errors</td>
</tr>
<tr>
<td></td>
<td>• Spelling Errors</td>
<td>• Spelling Errors</td>
<td>• Spelling Errors</td>
</tr>
<tr>
<td></td>
<td>• Textspeak</td>
<td>• Textspeak</td>
<td>• Textspeak</td>
</tr>
<tr>
<td>Call of the Question/v-Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score: __</td>
<td>v-Teacher Feedback &amp; Grading Practices Demonstrates Accountability for:</td>
<td>v-Teacher Feedback &amp; Grading Practices Demonstrates Accountability for:</td>
<td>v-Teacher Feedback &amp; Grading Practices Demonstrates Lack of Accountability for:</td>
</tr>
<tr>
<td>TEAM Rubric Intersections:</td>
<td>• Completely &amp; Accurately Answering the Call of the Question or Completing &amp; Accurately</td>
<td>• Completely &amp; Accurately Answering the Call of the Question or Completing &amp; Accurately</td>
<td>• Completely &amp; Accurately Answering the Call of the Question or Completing &amp; Accurately</td>
</tr>
<tr>
<td>Standards &amp; Objectives, Presenting Instructional Content, Activities &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials, Questioning, Feedback, Teacher Content Knowledge, Thinking, &amp; Problem-Solving</strong></td>
<td>Completing the v-Assignment</td>
<td>Completing the v-Assignment</td>
<td>Completing the v-Assignment</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• v-Student Use of the Identified Level of Blooms (or Higher) Corresponding with the Call of the Question or v-Assignment</td>
<td>• v-Student Use of the Identified Level of Blooms Corresponding with the Call of the Question or v-Assignment</td>
<td>• v-Student Use of the Identified Level of Blooms Corresponding with the Call of the Question or v-Assignment</td>
<td></td>
</tr>
</tbody>
</table>

**Textual Evidence in v-Assignment**

**Score:** __

**TEAM Rubric Intersections:** Standards & Objectives, Questioning, Feedback, Teacher Content Knowledge, & Thinking

- v-Teacher Requires the v-Student to Cite & Support Ideas, Inferences, & Analysis Identifying **Three or More** Examples Directly Found in the v-Course Textual Materials
- v-Teacher Requires the v-Student to Cite & Support Ideas, Inferences, & Analysis Identifying **One to Two** Examples Directly Found in the v-Course Textual Materials
- v-Teacher Does Not Require the v-Student to Cite & Support Ideas, Inferences, & Analysis from Textual Materials Found in the v-Course

**Textual Evidence in v-Teacher Questioning**

**Score:** __

**TEAM Rubric Intersections:** Standards & Objectives, Presenting Instructional Content, Activities & Materials, Questioning, Feedback, Teacher Knowledge of Students, Teacher Content Knowledge, Thinking, & Problem-Solving

- v-Teacher Questioning Centers Attention on the v-Course Textual Materials in **Three or More** of the Following Ways:
  - Questioning Attends to the Words, Phrases, and Sentences Found Within the Text
  - Questioning Addresses the Text by Attending to Structures, Concepts, Ideas, & Details
  - Questioning Requires v-Students to Use Evidence from the Text to Demonstrate Understanding
  - Questioning Requires v-Students to Delve Deeper into the Text and Graphics Found Within the Text
- v-Teacher Questioning Centers Attention on the v-Course Textual Materials in **One or Two** of the Following Ways:
  - Questioning Attends to the Words, Phrases, and Sentences Found Within the Text
  - Questioning Addresses the Text by Attending to Structures, Concepts, Ideas, & Details
  - QuestioningRequires v-Students to Use Evidence from the Text to Demonstrate Understanding
  - Questioning Requires v-Students to Delve Deeper into the Text and Graphics Found Within the Text
- v-Teacher Questioning Does **Not** Center Attention on the v-Course Textual Materials.
<table>
<thead>
<tr>
<th><strong>Actionable &amp; Specific Feedback</strong></th>
<th><strong>Reflection</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: __</td>
<td>Score: __</td>
</tr>
<tr>
<td><strong>TEAM Rubric Intersections:</strong> Standards &amp; Objectives, Presenting Instructional Content, Activities &amp; Materials, Questioning, Feedback, Teacher Knowledge of Students, &amp; Teacher Content Knowledge</td>
<td><strong>TEAM Rubric Intersections:</strong> Standards &amp; Objectives, Motivating Students, Questioning, Feedback, Teacher Knowledge of Students, Teacher Content Knowledge, Thinking, &amp; Problem-Solving</td>
</tr>
<tr>
<td>• Feedback Provides <strong>Two or More</strong> Actionable Items, with <strong>Specificity</strong>, to Improve v-Student Work or v-Student Understanding</td>
<td>• Feedback Provides an <strong>Opportunity</strong> for v-Student Reflection &amp; Directed Learning Towards Real World Application</td>
</tr>
<tr>
<td>• Feedback Provides <strong>One</strong> Actionable Item, with <strong>Some Specificity</strong>, to Improve v-Student Work or v-Student Understanding</td>
<td>• Feedback Provides an <strong>Opportunity</strong> for v-Student Reflection &amp; Continued Learning</td>
</tr>
<tr>
<td>• Feedback Does <strong>Not</strong> Provide an Actionable Items to Improve v-Student Work or v-Student Understanding</td>
<td>• Feedback Does <strong>Not</strong> Provide an Opportunity for v-Student Reflection &amp; Continued Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEAM Rubric Intersections:</strong> Standards &amp; Objectives, Motivating Students, Questioning, Feedback, Teacher Knowledge of Students, Teacher Content Knowledge, Thinking, &amp; Problem-Solving</td>
</tr>
<tr>
<td>**TBD</td>
</tr>
<tr>
<td>**TBD</td>
</tr>
<tr>
<td>**TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reflective Area of Reinforcement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(INSERT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reflective Area for Growth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(INSERT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Growth Action Item for Continuous Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(INSERT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Growth Action Item for Continuous Improvement</strong></th>
<th><strong>Growth Action Item for Continuous Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(INSERT)</td>
<td>(INSERT)</td>
</tr>
</tbody>
</table>
**EXAMPLE GRADING RUBRIC**

<table>
<thead>
<tr>
<th>v-Course:</th>
<th>4 (Advanced)</th>
<th>3 (Accomplished)</th>
<th>2 (Emerging)</th>
<th>1 (Developing)</th>
<th>0 (Beginning)</th>
<th>Total Point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>v-Student Comprehension</strong></td>
<td>Correctly answers ALL of the questions posed about the content.</td>
<td>Correctly answers ALMOST ALL of the questions posed about the content.</td>
<td>Correctly answers MAJORITY of the questions posed about the content.</td>
<td>Correctly answers FEW of the questions posed about the content.</td>
<td>Correctly answers NONE of the questions posed about the content.</td>
<td></td>
</tr>
<tr>
<td><strong>v-Student Evidence</strong></td>
<td>Presents NUMEROUS details and examples of information found in the content.</td>
<td>Presents MANY details and examples of information found in the content.</td>
<td>Presents SEVERAL details and examples of information found in the content.</td>
<td>Presents LIMITED details and examples of information found in the content.</td>
<td>Presents NO details and examples of information found in the content.</td>
<td></td>
</tr>
<tr>
<td><strong>v-Student Prompting</strong></td>
<td>NEVER prompts the v-student with probing questions.</td>
<td>RARELY prompts the v-student with probing questions.</td>
<td>Prompts the v-student with probing questions SEVERAL times.</td>
<td>ALMOST ALWAYS prompts the v-student with probing questions.</td>
<td>ALWAYS prompts the v-student with probing questions.</td>
<td></td>
</tr>
<tr>
<td><strong>v-Student Focus</strong></td>
<td>Stays on topic ALL of the time.</td>
<td>Stays on topic ALMOST ALL of the time.</td>
<td>Stays on topic the MAJORITY of the time.</td>
<td>RARELY stays on topic.</td>
<td>NEVER stays on topic.</td>
<td></td>
</tr>
<tr>
<td><strong>v-Student Clarity</strong></td>
<td>Presents answers clearly and logically ALL of the time.</td>
<td>Presents answers clearly and logically ALMOST ALL of the time.</td>
<td>Presents answers clearly and logically the MAJORITY of the time.</td>
<td>RARELY presents answers clearly and logically.</td>
<td>NEVER presents answers clearly and logically.</td>
<td></td>
</tr>
</tbody>
</table>
REQUEST FOR LEAVE

☐ PROFESSIONAL LEAVE (Code 7; EBS 870): DATE(s)______________________________________________________

REASON: (refer to Educational Agreement) ______________________________________________________________________

☐ PERSONAL LEAVE (Code 6; EBS 865): DATE(s)_____________________________________________________

REASON: (applicable when special approval of Executive Lead Principal is required –refer to Educational Agreement)
_______________________________________________________________________________________________________

☐ VACATION DAY(S) (Code 08: EBS 864):______________________________________________________________

12 month Administrators only

☐ OTHER - DATE(s)__________________________________________________________________________________

REASON: _____Participant _____Trainer

_____Joint Committee _____Accompanying Students on School Related Activities

_____System-Wide Initiative _____Other (requires detailed justification)

_____Official Representative of School System

Description of activity: (use specific workshop/activity title)________________________________________________________

_______________________________________________________________________________________________________

Date __________________ School __________________________________ Person Requesting Leave (Print Name)

________________________________ Signature of Person Requesting Leave

________________________________ Principal Signature

Date ___________ Approved _____ Not Approved