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I am

Dr. Kelby H. Garner,
Executive Principal of MNPS Virtual School.

On behalf of the Metropolitan Nashville Public Schools district and MNPS Virtual School, I am proud to welcome you to the 2021-2022 school year! Your family made the right choice in selecting MNPS Virtual School! This year we are making history and I am glad you are able to participate in this exciting time in our school’s history. 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 four (4) through twelve (12), which 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. 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 open our doors to student athletes with courses that are National Collegiate Athletic Association (NCAA) eligible. MNPS Virtual School also holds the prestigious Cognia 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. With our unique focus on personalized learning, student mastery, and community, MNPS Virtual School delivers on our mission embodying the highest levels of collaboration, professionalism, and academic excellence. Students further enjoy the flexibility that MNPS Virtual School offers choosing when, where, and how they learn.

Like a traditional brick-and-mortar school, our school delivers highly qualified, certified teacher-scholars who instruct our online courses. Students exit our school and courses with greater knowledge and enriched 21st Century learning skills. Read the handbook in its entirety to learn all there is to know about our school policies and procedures.

If you have any questions please do not hesitate to contact us at (615) 463-0188. My team stands ready to assist in any way possible. If I can personally be of assistance, please do not hesitate to email me directly at kelby.garner@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,

Kelby House Garner, Ed.D.
Executive Principal, MNPS Virtual School
# 2021 – 2022 Academic Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Calendar Details</th>
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<tbody>
<tr>
<td><strong>August 2021</strong></td>
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<tr>
<td><strong>September 2021</strong></td>
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<tr>
<td><strong>October 2021</strong></td>
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<td><strong>November 2021</strong></td>
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<td><strong>December 2021</strong></td>
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<tr>
<td><strong>January 2022</strong></td>
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<td><strong>February 2022</strong></td>
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<td><strong>March 2022</strong></td>
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<td><strong>April 2022</strong></td>
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<tr>
<td><strong>May 2022</strong></td>
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### KEY DATES

- **August 10:** First Quarter Begins
- **August 20:** 1st Due Date Post-Fall 2021 & Online Orientation Course Completion Deadline
- **August 24:** 1st Weekly Checkpoint
- **August 26:** 1st Intervention Meeting
- **August 27:** 2nd Due Date for Fall 2021
- **August 30 – September 3:** 1st Mindfulness Week (Fall 2021)
- **August 31:** 2nd Weekly Checkpoint
- **September 2:** 2nd Intervention Meeting
- **September 7:** Progress Reports Issued
- **September 1:** 3rd Due Date for Fall 2021
- **September 14:** 3rd Weekly Checkpoint
- **September 16:** 3rd Intervention Meeting
- **September 17:** 4th Due Date for Fall 2021
- **September 21:** 4th Weekly Checkpoint
- **September 23:** 4th Intervention Meeting
- **September 24:** 5th Due Date for Fall 2021
- **September 27-30:** Quarter 1 Synchronous Learning Opportunity Window
- **September 28:** 5th Weekly Checkpoint
- **September 30:** 5th Intervention Meeting
- **October 1:** 6th Due Date for Fall 2021
- **October 4-8:** 2nd Mindfulness Week (Fall 2021)
- **October 8:** 6th Weekly Checkpoint
- **October 7:** 6th Intervention Meeting
- **October 11-15:** Fall Break (Students Out of School)
- **October 18:** Second Quarter Begins
- **October 19:** Report Cards Issued
- **October 22:** 7th Due Date for Fall 2021
- **October 25-29:** 3rd Mindfulness Week (Fall 2021)
- **October 26:** 7th Weekly Checkpoint
- **October 28:** 7th Intervention Meeting
- **November 2:** 8th Weekly Checkpoint
- **November 4:** 8th Intervention Meeting
- **November 5:** 9th Due Date for Fall 2021
- **November 12:** 9th Weekly Checkpoint & Progress Reports Issued
- **November 16:** 9th Intervention Meeting
- **November 17:** 10th Due Date for Fall 2021
- **November 22-23:** Mindfulness Week
- **November 24-26:** Thanksgiving (Students Out of School)
- **December 9 – December 2:** Quarter 2 Synchronous Learning Opportunity Window
- **December 22:** 12th Due Date for Fall 2021
- **December 31:** 11th Intervention Meeting
- **December 2:** 10th Intervention Meeting
- **December 3:** 11th Due Date for Fall 2021
- **December 7:** 11th Weekly Checkpoint
- **December 9:** 11th Intervention Meeting
- **December 10:** 12th Due Date for Fall 2021
- **December 13 – December 15:** Mandatory Fall High School Course Final Exam Window
- **December 16:** Fall 2021 Uniform Make-Up Work Deadline
- **December 17:** Students Out of School
- **December 19:** Winter Holidays (Students Out of School)
- **January 7:** Third Quarter Begins
- **January 11:** Report Cards Issued
- **January 21:** 1st Due Date for Spring 2022
- **January 25:** 1st Weekly Checkpoint
- **January 27:** 1st Intervention Meeting
- **January 28:** 2nd Due Date for Spring 2022
- **February 1:** 2nd Weekly Checkpoint
- **February 3:** 2nd Intervention Meeting
- **February 4:** 3rd Due Date for Spring 2022
- **February 8:** 3rd Weekly Checkpoint & Progress Reports Issued
- **February 28 – March 3:** Quarter 3 Synchronous Learning Opportunity Window
- **February 28:** 11th Intervention Meeting
- **February 28:** 11th Due Date for Spring 2022
- **February 28:** 10th Weekly Checkpoint
- **February 28:** 10th Intervention Meeting
- **March 29:** 8th Weekly Checkpoint & Report Cards Issued
- **March 31:** 8th Intervention Meeting
- **April 1:** 9th Due Date for Spring 2022
- **April 5:** 9th Weekly Checkpoint
- **April 7:** 9th Intervention Meeting
- **April 11-15:** 2nd Mindfulness Week (Spring 2022)
- **April 19:** Progress Reports Issued
- **April 22:** 11th Due Date for Spring 2022
- **April 25-26:** 3rd Mindfulness Week (Spring 2022)
- **April 26:** 10th Weekly Checkpoint
- **April 28:** 10th Intervention Meeting
- **May 2:** 5th Due Date for Spring 2022
- **May 2:** 4th Synchronous Learning Opportunity Window
- **May 5:** 8th Weekly Checkpoint
- **May 6:** 8th Intervention Meeting
- **May 10:** 5th Due Date for Spring 2022
- **May 16:** 9th Weekly Checkpoint
- **May 17:** 9th Intervention Meeting
- **May 23:** 5th Mindfulness Week (Spring 2022)
- **May 26:** 5th Intervention Meeting
- **May 26:** 5th Due Date for Spring 2022
- **May 26:** 4th Weekly Checkpoint
- **May 26:** 4th Intervention Meeting
- **May 30:** 5th Synchronous Learning Opportunity Window
- **May 30:** 5th Due Date for Spring 2022
- **June:** Report Cards Issued

### CALENDAR KEY

- **Quarter Begins**
- **Due Date (Assignments Due by 1:59PM)**
- **Progress or Report Cards Issued**
- **Students Out of School**
- **Mindfulness Week (No New Assignments Due, Relax, Catch Up, or Work Ahead)**
- **Intervention Checkpoint**
- **Intervention Virtual Meeting**
- **Synchronous Learning Opportunity**
- **Uniform Semester Makeup Deadline**
- **High School Final Exams Window**

*Dates with multiple colors indicate events occurring on the same date.*

Last Updated: 08/01/2021, v3
# 2021 – 2022 Mandatory Testing Calendar

Students are required to report to MNPS Virtual School for in-person testing on the dates listed below unless otherwise noted as remote testing. Specific times and locations for testing during windows will be provided to students and families via email.

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10</td>
<td>August 27</td>
<td>MAP Testing Window (Reading &amp; Math): Grades 4 – 9</td>
</tr>
<tr>
<td>August 10</td>
<td>September 2</td>
<td>MTSS Universal Screening Window: Grades K – 12</td>
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<tr>
<td>September</td>
<td>7</td>
<td>TNReady &amp; EOC Benchmark Testing Window: Grades 4 – 12</td>
</tr>
<tr>
<td>October 5</td>
<td></td>
<td>ACT: Senior Retake</td>
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<tr>
<td>November 8</td>
<td>November 19</td>
<td>MAP Testing Window (Reading &amp; Math): Grades 4 – 9</td>
</tr>
<tr>
<td>December 13</td>
<td>December 15</td>
<td>Mandatory Fall High School Course Final Exams Window</td>
</tr>
<tr>
<td>January 10</td>
<td>January 28</td>
<td>MTSS Universal Screening Window: Grades K – 12</td>
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<tr>
<td>February 14</td>
<td>March 25</td>
<td>ACCESS for English Learners (WIDA): Grades K – 12</td>
</tr>
<tr>
<td>February 7</td>
<td>February 17</td>
<td>MAP Testing Window (Reading &amp; Math): Grades 4 – 9</td>
</tr>
<tr>
<td>February 28</td>
<td>March 10</td>
<td>TNReady &amp; EOC Benchmark Testing Window: Grades 4 – 12</td>
</tr>
</tbody>
</table>

## Key Dates

- March 1: ACT: Juniors
- March 10: *United States Civic & Immigration Exam Completion Deadline: Seniors
- March 20: ACT Make-Up: Juniors
- May 9 – May 20: MAP Testing Window (Reading & Math): Grades 4 – 9
- May 9 – May 20: MTSS Universal Screening Window: Grades K – 12
- May 23 – May 25: Mandatory Spring High School Course Final Exams Window
- TBD: Industry Certification (Dual Credit Exams)

## Calendar Key

- MAP Testing
- MTSS Universal Screening
- Benchmark Testing (Remote Testing)
- ACCESS for English Learners (WIDA)
- ACT Testing
- US Civics Exam Deadline (Remote Testing)
- TCAP & TNREADY Testing
- End-of-Course (EOC) Exams
- Advanced Placement (AP) Exams Window
- High School Final Exams Window (Full-Time Students)

*Dates with multiple colors indicate more than one test occurring on the same date.*
## 2021 – 2022 Student Events Calendar

Specific times and locations for events will be provided to students and families via email.

### Key Dates

**August 2021**
- August 1: TN Promise Application Window Opens
- August 19: Senior Group Meeting
- August 25: Mandatory Online Orientation Event
- August 26: Fall Family Fun Day
- August 27: School-Wide Club Sign-Up Deadline

**September 2021**
- September 1: Freshman Convocation
- September 10: Schedule Change Request Deadline
- September 10: Student Council Election Deadline
- September 13: MNPS College & Career Expo
- September 15: Student Council Meeting
- September 20: School-Wide Club Event
- September 23: Senior Group Meeting
- September 27-30: SLO Window
- October 1: FAFSA Window Opens
- October 4: v-Bucks Pop-Up Shop
- October 18: School Wide-Club Event
- October 20: Student Council Meeting
- October 26: First Quarter Awards Ceremony
- November 1: Fall Individual Senior Meeting Window Opens

**October 2021**
- November 15: School-Wide Club Event
- November 17: Student Council Meeting
- November 19: Fall Individual Senior Meeting Window Closes
- November 29-December 2: SLO Window
- December 6: v-Bucks Pop-Up Shop
- December 16: End of Semester Party
- January 18: Second Quarter Awards Ceremony
- January 19: Student Council Meeting
- January 20: Senior Group Meeting

**November 2021**
- February 1: TN Promise FAFSA Deadline
- February 7: v-Bucks Pop-Up Shop
- February 11: Schedule Change Request Deadline
- February 15: Junior Group Meeting
- February 16: Student Council Meeting
- February 21: School-Wide Club Event
- February 28 - March 3: SLO Window

**December 2021**
- March 1: Spring Individual Senior Meeting Window Opens
- March 7: v-Bucks Pop-Up Shop
- March 7: Senior Photos
- March 21: School Wide Club-Events
- March 23: Student Council Meeting

**March 2022**
- March 25: Spring Individual Senior Meeting Window Closes
- April 4: Rising Senior Course Registration Window Opens
- April 8: v-Bucks Pop-Up Shop
- April 5: Third Quarter Awards Ceremony
- April 18: School-Wide Club Event
- April 20: Student Council Meeting
- April 21: Senior Group Meeting
- April 22: Rising Senior Course Registration Window Closes

**April 2022**
- May 2: Rising Freshmen – Juniors Course Registration Window Opens
- May 2: v-Bucks Pop-Up Shop
- May 2 – May 5: SLO Window
- May 11: 8th Grade Promotion Ceremony
- May 24: Graduation Practice
- May 25: MNPS Virtual School Graduation
- May 26: Fourth Quarter Awards Ceremony

**May 2022**

**Calendar Key**

*Dates with multiple colors indicate more than one event occurring on the same date.*

- **Red**: School-Wide Events
- **Blue**: Senior Events
- **Green**: Junior Events
- **Orange**: Grades 4 – 8 Event
- **Yellow**: Grades 9 – 12 Event
- **Light Blue**: v-Bucks Pop-Up Shop
- **Gray**: Student Council Meeting
- **Purple**: SLO Window
ABOUT SCHOOL & BEYOND

1 | SCHOOL LOGO (PROCEDURES)

2 | SCHOOL LOGOMARK (PROCEDURES)

3 | SCHOOL MISSION (PRACTICES)
Providing Middle Tennessee students with an equitable, inclusive, and high-quality education designed to prepare independent thinkers and life-long learners for college, career, community, and beyond.

4 | SCHOOL VISION (PRACTICES)
Empowering the next generation of resilient, well-rounded online learners to thrive and succeed in any environment.

5 | SCHOOL COMMITMENTS (PRACTICES)
MNPS Virtual School strives to embody the following commitments:
• MNPS Virtual School is a place of learning where students achieve their academic goals.
• MNPS Virtual School personalizes instruction based upon specific learning needs.
• MNPS Virtual School is rigorous, interactive, and adaptable accommodating multiple learning styles.
• MNPS Virtual School empowers students to control when, where, and how they choose to learn.
• MNPS Virtual School provides actionable academic feedback for mastery purposes.
• MNPS Virtual School offers ample opportunities for students to learn.
• MNPS Virtual School provides students with the supports necessary to realize academic success.
• MNPS Virtual School integrates traditional academic, social, and emotional experiences to develop and grow a learning community.
• MNPS 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 MNPS Virtual School are expected to model and uphold the above commitments.

6 | SCHOOL’S EXECUTIVE LEADERS & CONTACT (INFORMATIONAL)
Table 0 presents a listing of all executive leaders for MNPS Virtual School, by office, including contact information for each leader.

Table 0: School’s Executive Leaders & Contact
Adrienne McNew,  
School Counselor  
With VS Since 2012  
Email: adrienne.mcnew@mnps.org  
Focus: School Counseling  
Grades 9-12

T. Brielle Patrick,  
School Counselor  
With VS Since 2021  
Email: teryn.partick@mnps.org  
Focus: School Counseling  
Grades 4-8

Charles Van Hawk,  
Interventionist  
With VS Since 2014  
Email: charles.hawk@mnps.org  
Focus: Student Engagement, Intervention, & Support  
Grades 9-12

Dr. LaQuilla Nabors,  
Interventionist  
With VS Since 2021  
Email: laquilla.nabors@mnps.org  
Focus: Student Engagement, Intervention, & Support  
Grades 4-8

Mrs. Sherry Hill,  
Administrator of Enrollment  
With VS Since 2010  
Email: sherry.hill@mnps.org  
Focus: Enrollment

Susan Renee Hodges,  
Administrator of School Finance & Payroll  
With VS Since 2018  
Email: susan.hodges@mnps.org  
Focus: Finance, Inventory, Payroll

Malorie Kinzer-McClerkin,  
Secretary Clerk  
With VS Since 2021  
Email: malorie.kinzer-mcclerkin@mnps.org  
Focus: Secretary
Welcome to the MNPS Virtual School family! The School Handbook: A Learning, Instructional & Operational Guide provides 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 MNPS Virtual School. The Handbook is also a guide, for learning and planning purposes, for the upcoming school year.

The handbook is organized into 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 MNPS 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 MNPS Virtual School at https://vlearn.mnps.org/helpdesk.

The information contained in The School Handbook: A Learning, Instructional & Operational Guide 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. MNPS 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.

MNPS 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, MNPS 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.

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: Your initial password will be the first letter of your first name (uppercase), the first letter of your last name (lowercase), two digits of your birth month, two digits of your birth day, and finally two digits of your birth year. For example, if the sample student above had a birthday of December 2, 2005, her password would be (Sj120205).

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

All teaching and learning, at MNPS Virtual School, takes place within a learning management system (LMS) named Schoology. To access Schoology, students should visit the following link: https://mnps.schoology.com. Access is also available directly from MNPS Virtual School’s homepage located at the following: https://vlearn.mnps.org/. From the resources page, click logins.

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 account from any computer with an Internet connection. Parents wanting an account for Schoology...
should request access at the following link: https://bit.ly/VSParentAccount. Please answer all the questions on the form.

4 | TEACHER ACCESS TO SCHOOLOLOGY (PROcedures)
All teaching and learning, at MNPS Virtual School, takes place within a learning management system (LMS) entitled Schooloology. To access Schoology, teachers should visit the following: https://mnps.schoology.com. Access is also available directly from MNPS Virtual School’s homepage located at the following website: https://vlearn.mnps.org. From our homepage, click the “brain” icon to be redirected to the Schoology login portal. Next, use your Microsoft Office 365 email address as the “user name” to log into Schooloology. The password to login is the same password you use for Office 365. If a teacher has any issues logging into Schoology, please submit a “technical helpdesk ticket” at the following link: https://vlearn.mnps.org/helpdesk.

5 | 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 MNPS 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 “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 @mnps.k12.org. For instance, student John Smith—with an identification number of 190123456—would enter the following user name: johnsmith923456@mnps.k12.org. The student’s default password is his or her nine (9) digit student identification number. If a student has any issues logging into Edgenuity, please submit a “technical helpdesk ticket” at the following link: https://vlearn.mnps.org/helpdesk.

6 | STUDENT ACCESS TO GRADERESULTS (PROCEDURES)
For Math and Science courses, MNPS 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. 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 your assigned interventionist. The Interventionist for grades 4-8 is Dr. LaQuilla Nabors. Dr. Nabors can be contacted at laquilla.nabors@mnps.org. The Interventionist for grades 9-12 is Charles Van Hawk. Mr. Hawk may be contacted at charles.hawk@mnps.org.

CH 3 | ABOUT SCHOOL & BEYOND

1 | ABOUT SCHOOL (INFORMATIONAL)
MNPS Virtual School is Tennessee’s first, highest-achieving virtual school since 2011! A public school within the Metropolitan Nashville Public Schools (MNPS) district, MNPS 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, MNPS 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, MNPS Virtual School delivers on our mission embodying the highest levels of collaboration, professionalism, and academic excellence. Students further enjoy the flexibility that MNPS Virtual School offers choosing when, where, and how they learn. Like a brick-and-mortar school, MNPS 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 four (4) 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. MNPS 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 ONLINE SCHOOL (INFORMATIONAL)
Instruction at MNPS Virtual School is delivered in both the synchronous and asynchronous format. Students in grades 4-5 should expect to receive 20 hours per week of live direct instruction from a certified teacher. Students in grades 6-12 should expect to spend 30 hours a week in asynchronous learning, 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. While our school is mostly asynchronous in nature, MNPS 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.
Virtual School is committed to the following actions:

1. For optimal communication with parents, Virtual School will actively engage in regular meetings with parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of students.
2. 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:

1. 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.
2. 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.
3. Virtual School will recruit and further develop community partnerships for the ongoing development of The Virtual Academy of Business & Technology.
4. Virtual School will host, at minimum, quarterly social events to create a community of learners and parents at our school.
5. 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.
6. Virtual School will continue to collaborate with parents, community groups, and business partners to improve student achievement and college and career-readiness.

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

1. Virtual School will strive to communicate clearly and effectively with parents using a variety of communication strategies.
2. Virtual School will hold orientations, at the beginning of each semester, providing comprehensive information and materials detailing our practices, procedures, and policies.
3. 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.
4. Virtual School will aid parents in understanding Tennessee’s academic content standards and student achievement benchmarks.
5. 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.
6. Virtual School will grant parents access to student course(s) allowing parents to view student grades, assignments, and teacher feedback.
7. Virtual School will also help parents monitor student achievement through access to course grades as well as mid-quarter progress reports.

MNPS Virtual School provides the opportunity for families to join the MNPS Parent Advisory Council (PAC). The PAC provides opportunities for effective involvement of MNPS parents and families, promotes healthy communication and avenues for feedback, supports partnerships with and among school stakeholders, and is parent-run with support as needed from the district. If you are interested in becoming a part of this Council, please contact your assigned interventionist.

**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.

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.

**13 | VIRTUAL 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 does 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 | VIRTUAL 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 Cognia. 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 | VIRTUAL 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?hsActionSubmit=searchHighSchool
1 | ACADEMIC EXCELLENCE & MASTERY (POLICIES & PROCEDURES)
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.

2 | ACADEMIC COMPETENCIES (PRACTICES)
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.

3 | ACADEMIC INTEGRITY DEFINED (POLICIES & PRACTICES)
Academic integrity is fundamental to a successful learning experience as well as ultimate student mastery. Plagiarism of any kind is prohibited at Virtual School. Plagiarism is defined as copying or using ideas or words from another individual and presenting those ideas or words as the student’s own. Plagiarism includes any one (1) of the following:
- Directly copying the work of another person.
- Paraphrasing the ideas of another person without properly crediting that individual.
- Using and failing to properly credit any work or answers of another individual.
- Recycling previously submitted work.
- Using artwork or pictures without properly citing.

Cheating is also strictly prohibited at Virtual School. Cheating is influencing or leading by deceit or artifice in as well as practicing fraud or trickery.

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.

4 | 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.

5 | ACADEMIC INTEGRITY VIOLATIONS & CONSEQUENCES (POLICIES & PROCEDURES)
Violations of Virtual School’s academic integrity policies are handled consistent with the procedures outlined in Table 3.

In each instance of plagiarism, the teacher should notify the Executive 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.
Table 3: Academic Integrity Violations & Consequences

<table>
<thead>
<tr>
<th>#</th>
<th>Integrity consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student receives a warning from the teacher and earns an incomplete on the assignment/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>

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:  
• Torn 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.  

CH 5 | LEARNING & BEYOND  
1 | About Online Learning (Informational) Virtual School is just like any other public school with the exception that our classes reside online. All “Virtual School 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. School 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.  

2 | ONLINE STUDENT ORIENTATION (POLICIES & PROCEDURES) Full and part-time Virtual School students are required to complete an online 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://vlearn.mnps.org/. Failure to complete the orientation will result in removal from all classes at Virtual School—no exceptions.  

3 | VIRTUAL SCHOOL INTERVENTIONISTS (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. Other stakeholders if an academic, technological, communication, or any other challenge or barrier exists. The Interventionist for grades 4-8 is Dr. Laquilla Nabors. Dr. Nabors can be contacted at laquilla.nabors@mnps.org, and the Interventionist for grades 9-12 is Charles Van Hawk. Mr. Hawk may be contacted at charles.hawk@mnps.org.
4 | 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:

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 Executive Principal becomes involved. If an issue, challenge, or concern warrants the immediate attention of the Executive Principal, the student or parent should contact the Executive Principal directly.

5 | COURSE SYLLABUS (POLICIES & PROCEDURES)

Students in grades 6-12 are required to submit completed assignments consistent with each due date outlined in the course syllabus. Each course syllabus notes all assignments due 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, “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 syllabus please visit the online orientation course.

Note: All grades 4-5 assignments will be individually assigned by the teacher(s) with specific daily due dates.

6 | ASSIGNMENT DUE DATES (POLICIES & PROCEDURES)

During Fall and Spring semesters, there are twelve (12) designated due dates for students in grades 6-12 to submit assignments. 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 focus on mindfulness. Take a mental break, catch-up or work ahead in the course. A listing of all twelve (12) due dates as well as Virtual School’s uniform make-up work deadline for Fall 2021 are included herewith in Table 4.

A listing of all twelve (12) due dates as well as Virtual School’s uniform make-up work deadline for Spring 2022 are included herewith in Table 5.

Table 5: Spring 2022 Assignment Due Dates (Grades 6-12 ONLY)

<table>
<thead>
<tr>
<th>assignment due dates</th>
<th>Due Date #1</th>
<th>Friday, January 21, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date #2</td>
<td>Friday, January 28, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #3</td>
<td>Friday, February 4, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #4</td>
<td>Friday, February 11, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #5</td>
<td>Friday, February 25, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #6</td>
<td>Friday, March 4, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #7</td>
<td>Friday, March 11, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #8</td>
<td>Friday, March 25, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #9</td>
<td>Friday, April 1, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #10</td>
<td>Friday, April 8, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #11</td>
<td>Friday, April 22, 2022</td>
<td></td>
</tr>
<tr>
<td>Due Date #12</td>
<td>Friday, May 6, 2022</td>
<td></td>
</tr>
<tr>
<td>Spring Uniform Make-Up Work Deadline</td>
<td>May 20, 2022</td>
<td></td>
</tr>
</tbody>
</table>

7 | SEVENTY-TWO-(72)-HOUR GRADED 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. All Module Completion Confirmation 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://vlearn.mnps.org/helpdesk.

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 report grades to students and parents. Progress reports are emailed to all students both full-time and part-time. The following dates distinguish when mid-quarter progress reports are distributed to parents (for the upcoming 2021-2022 school year):

- Tuesday, September 7, 2021 (Fall 2021 Semester)
- Tuesday, November 16, 2021 (Fall 2021 Semester)
- Tuesday, February 8, 2022 (Spring 2022 Semester)
- Tuesday, April 19, 2022 (Spring 2022 Semester)

Virtual School’s progress report generation and distribution dates align with Metropolitan Nashville Public Schools (MNPS) district dates.

9 | MODULE COMPLETION CONFIRMATION
Students in grades 6-12 must submit the Module Completion Confirmation assignment only after earning at least 70% on all module assignments.

Please note: The only module assignment not requiring the minimum score of 70% is the module exam.

Once the Module Completion Confirmation is submitted, teachers will review student grades and unlock the next module if all academic requirements are met. Teachers will provide students with feedback if he or she is not permitted to move forward to the next module.

Module Completion Confirmations must be graded by teachers within twenty-four-(24)-hours of submission. If a student experiences a teacher failing to timely grade his or her submission, the student should submit a “communication helpdesk ticket,” for resolution, at the following link: https://vlearn.mnps.org/helpdesk.

10 | SYNCHRONOUS LEARNING OPPORTUNITY (SLO) (INFORMATIONAL)
An SLO is an opportunity for our Asynchronous program of grades 6-12 scholars to engage in a live scheduled classroom session with a teacher of a course. Each teacher will provide two 1-hour scheduled SLOs per semester via Microsoft Teams on the dates and times listed in each course syllabus.

SLOs occur virtually via Microsoft Teams at the dates and times listed in a course’s syllabus. SLOs are comprised of:
- Online community building,
- A review of previously covered course content,
- An introduction of upcoming course lessons, and
- A combination of instructional strategies as planned by each teacher.

Teachers craft and use higher-order questioning strategies to engage students in critical thinking and reflection regarding the content presented in past and upcoming modules. Teachers also use varying question sets to meet the unique needs of each learner. Students are highly encouraged to take notes during SLOs that may be used to assist learning and complete assignments. Students are expected to be focused during SLOs (in a quiet location and not distracted by other competing demands).

If a student is unable to attend an SLO, they may view recorded sessions in the Synchronous Learning Opportunities folder on each course’s Materials page. Links to join SLOs via Teams are posted by teachers in course updates. If a student has any questions regarding SLOs, he or she should contact their virtual school teacher(s).

These scheduled learning opportunities are optional to students, yet highly encouraged.

SLO Exit Tickets
After each SLO, students will submit an SLO Exit Ticket. Exit Tickets provide teachers with pertinent information to guide and support learning.

- What question(s) do you have after attending the SLO?
- What is something you have learned from the SLO?
- What module concepts/ideas will you continue to need help/support from your teacher?
- What has been the most challenging concept covered in this course so far and why?
- What suggestion(s) do you have for future SLOs?

Table 6: Fall Synchronous Learning Opportunity Schedule

<table>
<thead>
<tr>
<th>Fall 2020 Live Session Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 27, 2021 – Thursday, September 30, 2021</td>
</tr>
<tr>
<td>Monday, November 29, 2021 – Thursday, December 2, 2021</td>
</tr>
</tbody>
</table>

Table 7: Spring Synchronous Learning Opportunity Schedule

<table>
<thead>
<tr>
<th>Spring 2021 Live Session Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, February 28, 2022 – Thursday, March 3, 2022</td>
</tr>
<tr>
<td>Monday, May 2, 2022 – Thursday, May 5, 2022</td>
</tr>
</tbody>
</table>

Microsoft Teams
Through Microsoft Teams students are engaged with virtual face-to-face connections and SLOs. Students, teachers, and staff can seamlessly work together, create content, and share resources in Microsoft Teams.

Accessing Microsoft Teams
For optimal performance, the desktop application of Microsoft Teams is highly recommended. Microsoft Teams is available for download as part of the Office 365 suite provided to MNPS students at no cost. A web-based application for Microsoft Teams is available within the Office 365 suite using Edge, Chrome, or Firefox web browsers. Microsoft Teams may also be downloaded as an app to iOS and Android devices. MNPS username and
network password should be used when logging into any Microsoft Teams platform.

12 | SCHOOLEG GRADE BOOK (INFORMATIONAL)
Virtual School uses the gradebook in the district’s learning management system (LMS) (i.e., Schoology). 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).

13 | WEB BROWSERS COMPATIBLE WITH SCHOOLEG (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.

14 | 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://vlearn.mnps.org/helpdesk. 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.

15 | SAVING 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.

16 | STUDENT SURVEY (PROCEDURES)
Virtual School’s “end of course” survey is included in each course. 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 6 | STUDENT COMMUNICATIONS & BEYOND

1 | 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 one-on-one meetings with teachers through the appointment scheduler (within the course) provided by the teacher.
- Students, not teachers, are required to call teachers at the reserved meeting 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-UDENT SIGNATURE (PRACTICES)
Learners should check email daily for teacher and Virtual School communications. Students are required to utilize the district-issued mnpsk12.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://vlearn.mnps.org/helpdesk.

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 8 provides characteristics of model student postings on a discussion board.

Table 8: Winning Discussion Board

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

CH 7 | VIRTUAL SCHOLARSHIP

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 devise 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 accordingly. 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 9 presents effective note taking tips for learners.
### Table 9: 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 10 presents model practices for sentence and paragraph form as well as structure.

### Table 10: 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.

### 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 11.

### Table 11: Essay Form & Structure

#### Introduction Paragraph

- Introduce the Essay Topic by Grabbing the Reader’s Attention (Broad)
- Provide Reader with Any Needed Background Information
- State Supporting Detail #1
- State Supporting Detail #2
- State Supporting Detail #3 (If Applicable)

#### Body Paragraphs

- Introduce the Premise or Main Idea of Essay with Specificity
- Thoughtfully Conclude the Paragraph

- Support
- Conclusion

- 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.

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.
Advancing Detail #3
Further Explain the Information, Evidence, and Proof Provided
Thoughtfully Conclude the Paragraph

essay conclusion

Concluding Paragraph
Reintroduce the Essay Topic Connecting with Statements Made in the Introduction Paragraph (i.e., Broad Statement)
Restate the Premise or Main Idea of the Essay with Specificity
Summarize All Supporting Details Provided
State Any Conclusions Made Based Upon the Supporting Details
Connect Conclusions with the Essay Premise or Main Idea
Conclude with a Clinching Statement Compelling Additional Thought and Discussion by the Reader

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 parenthesis) and (2) an accompanying “Bibliography” or “Works Cited” page listing the sources used and in the prescribed format. Table 12, as an example, provides proper in text APA format as well as the correct “Work Cited” structure.

Table 12: Citation Basics

<table>
<thead>
<tr>
<th>APA Internal Citation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The theory seems logical because glucose is the brain’s primary fuel (Pinel, 2000).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APA Work Cited:</th>
</tr>
</thead>
</table>

7 | LIMITLESS LIBRARIES & RESEARCH MATERIALS (PRACTICES)
Virtual School utilizes “Limitless Libraries” as its 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://vlearn.mnps.org. From our homepage, click on the “book” icon. Students can also visit Limitless Libraries website, directedly, at the following: https://www.limitlesslibraries.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.

23
CH 8 | MASTERY & SEQUENTIAL VIRTUAL LEARNING

1 | MASTERY 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 earns 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 2020 semester, teachers accept make-up or resubmitted assignments until Virtual School’s “uniform make-up work deadline” of Thursday, December 16, 2021 at 11:59PM CDT. The “uniform make-up work deadline” for the Spring 2021 semester is Friday, May 20, 2022 at 11:59PM CDT.

2 | SEQUENTIAL VIRTUAL LEARNING (POLICIES & PROCEDURES)

Virtual School modules as well as lessons are presented sequentially. This means that instructional materials are presented in a prescribed way—building upon previous instruction. In practice, this requires that the student begin with module number one (i.e., Module #1) continuing to module number two (i.e., Module #2) upon completing the former. The same concept is true for all lessons. Note that each lesson has a coordinating assignment to be completed by the student. Learners are required to complete assignments in sequence, and courses are not designed in a way that allows for exponential learning.

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 after earning 70% or greater on all module assignments.

Module Completion Confirmation

Students must submit the Module Completion Confirmation assignment only after earning at least 70% on all module assignments.

Please note: The only module assignment not requiring the minimum score of 70% is the module exam.

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 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 semester report card.

5 | 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. For the second attempt and beyond, a student must provide specific details of how the academic feedback provided by the teacher was applied to the second attempt. If a student has any questions regarding an assignment grade or academic feedback, the learner should contact the teacher directly.

If a student fails to explain how the teacher’s academic feedback was applied to the second attempt, the student will not earn any additional points. The grade from the first attempt will remain.

CH 9 | MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

1 | MULTI-TIERED SYSTEM OF SUPPORT (INFORMATIONAL)

MTSS (Multi-Tiered System of Support) is a coherent continuum of evidence-based, system-wide practices to support a timely response to academic and behavioral needs, using data-based decision making to empower each MNPS student to exceed great expectations.

2 | S-TEAM & BEYOND (POLICIES & PROCEDURES)

Parents and Teachers may initiate the S-Team process at MNPS Virtual School. Connect with the assigned School Counselor for more details.

3 | VIRTUAL INTERVENTION MEETINGS & SCHEDULE (POLICIES & PROCEDURES)

MNPS Virtual School’s Virtual Intervention Meetings (VIMs) are structured to support students studying academically in an online learning environment. The goals of VIMs are the following: (1) provide supports to increase academic achievement, (2) review and discuss a student’s historical academic data, (3) identify barriers to the student’s learning, (4) set and monitor S.M.A.R.T. goals (Specific, Measurable, Assignable, Relevant, & Time-bound), and, (5) intervene to prevent the student from accumulating absences that have the potential to refer the student and parent/guardian to Davidson County’s Juvenile Court (for noncompliance and legal intervention purposes).

If a student has a current grade below seventy percent (70%) by the designated due date—the student is considered “off-pace” in that specific course. Such a student is required to attend Virtual Intervention Meetings as requested by the assigned Interventionist. A failure to attend a V.I.M. will result in an unexcused absence for every unattended meeting. Attendance is reported to the Metropolitan Nashville Public Schools (M.N.P.S.) district and the Tennessee Department of Education for compulsory attendance reporting purposes.

Virtual School’s Interventionists are responsible for monitoring student progress and notifying students and families when students are required to attend a Virtual Intervention Meeting. Information is shared during Virtual Intervention Windows with students and families. See Tables 13 & 14 below for the Virtual Intervention window schedule. Questions regarding Virtual Intervention Meetings can be directed to the assigned Interventionist.

Table 13: Virtual Intervention Windows

<table>
<thead>
<tr>
<th>Fall 2021 virtual intervention meeting dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Intervention Meeting #1</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #2</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #3</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #4</td>
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<tr>
<td>Virtual Intervention Meeting #5</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #6</td>
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<tr>
<td>Virtual Intervention Meeting #7</td>
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<tr>
<td>Virtual Intervention Meeting #8</td>
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<tr>
<td>Virtual Intervention Meeting #9</td>
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<tr>
<td>Virtual Intervention Meeting #10</td>
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<tr>
<td>Virtual Intervention Meeting #11</td>
</tr>
</tbody>
</table>

Table 14: Virtual Intervention Windows

<table>
<thead>
<tr>
<th>Spring 2022 virtual intervention meeting dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Intervention Meeting #1</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #2</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #3</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #4</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #5</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #6</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #7</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #8</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #9</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #10</td>
</tr>
<tr>
<td>Virtual Intervention Meeting #11</td>
</tr>
</tbody>
</table>

4 | VIRTUAL SCHOOL TUTORING (INFORMATIONAL)

Tutoring is accessible both online and in-person for all students grades 4-12 by the MNPS Virtual School Instructional Support Team. All tutoring appointments must
be reserved online using the MNPS Virtual School bookings calendar.

5 | 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 4:00PM CDT and 8:00PM 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 web browser.

CH 10 | ATTENDANCE & TRUANCY

1 | VIRTUAL 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.

Attendance is counted daily during each live class session for full-time virtual students in grades 4-5.

Virtual School’s full-time attendance for grades 6-12 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. Such a student is required to attend Virtual Intervention Meetings as requested by their assigned Interventionist. A failure to attend a V.I.M. will result in an unexcused absence for every unattended meeting. Attendance is reported to the Metropolitan Nashville Public Schools (M.N.P.S.) district and the Tennessee Department of Education for compulsory attendance reporting purposes.

2 | FULL-TIME STUDENT TRUANCY & COURT PROCEEDINGS (POLICIES & PROCEDURES)
For purposes of compulsory attendance, students in grades 6-12 failing to attend Virtual School’s mandated Virtual Intervention Meeting(s) (without an adequate excuse) will receive an unexcused absence. Also, students in grades 4-5 who fail to attend daily live lessons will receive unexcused absences. Virtual School will intervene, based upon accumulated absences, consistent with the following:

- **One (1) to Four (4) Day(s) Unexcused Absences:** The Interventionist provides written notice via email to the student and parent/guardian noting the number of absences as well as offering supports and next steps.
- **Five (5) Days Unexcused Absences:** The Interventionist provides written notice, via a letter sent via email and mail, 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 Assistant Principal provides written notice, via a letter sent via email and mail, 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 Assistant Principal provides written notice via email and mail, 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 11 | ELEMENTARY & MIDDLE SCHOOL GRADES & BEYOND

1 | ELEMENTARY AND MIDDLE SCHOOL 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 15 are grading calculation policies and procedures for middle school year-long courses.
Eighty-Five percent (85%) of the course grade is calculated by averaging the First (1st), Second (2nd), Third (3rd), and Fourth (4th) quarter grades. Fifteen percent (15%) of the course final grade is based on the score earned on the TNReady exam.

\[
\text{Coursework} = 85% \\
\text{Exam} = 15% \\
\text{Total} = 100%
\]

### Table 15: Elementary & Middle School Year-Long 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 TNReady exam.</td>
</tr>
</tbody>
</table>

### Table 16: Elementary & 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 | EARLY HIGH SCHOOL CREDIT ATTAINMENT FOR MIDDLE & ELEMENTARY SCHOOL VIRTUAL 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, the student is automatically transitioned into (1) a brick-and-mortar version of the same course or (2) the appropriate grade level course in that corresponding subject area. When a student is transitioned under this policy, the student is withdrawn from the high school course without a grade.

### CH 12 | HIGH SCHOOL GRADES & BEYOND

### 1 | HIGH SCHOOL 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 17 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.
The calculation of the cumulate 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 18 is the district’s grading scale as well as the GPA weighting methods.

### Table 17: High School Course Grade Calculation

<table>
<thead>
<tr>
<th>grade calculations explained</th>
</tr>
</thead>
<tbody>
<tr>
<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>Fifteen percent (15%) of the course grade is calculated based upon the score earned on the EOC Exam.</td>
</tr>
<tr>
<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>

=100%

### Table 18: High School Report Card/Transcript Grading Scale & GPA Calculation

<table>
<thead>
<tr>
<th>Grade Scale</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>
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<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>50-69</td>
</tr>
</tbody>
</table>

### 3 | Issuing & Transferring Credit (Policies & Procedures)

Full-time and part-time students earn credit from Virtual School. This is also indicated on the student’s official high school transcript. All courses taken at Virtual School are transferable to any other school within the Metropolitan Nashville Public Schools (MNPS) district. Students interested in transferring credit outside of MNPS should be able to do so as Virtual School is an AdvancED accredited institution. However, students and parents should first check with the prospective district or school to ensure that transferred credits from Virtual School will be accepted at that institution.

### CH 13 | Other Grading Information

#### 1 | High School Honors Credit (Policies & Procedures)

High School students that want to earn “honors” course credit (at Virtual School) are required to complete all additional honors assignments as well as take an honors version of the final course exam. To earn “honors” credit, all honors assignments must be attempted as well as the honors exam. Failure to do so results in “standard” course credit being earned. It is the student’s, not the teacher or Virtual School’s responsibility, to complete all honors assignments and take the honors final exam (if honors credit is desired).

#### 2 | Advanced Placement & CollegeBoard Exam (Policies & Procedures)

Students enrolled in an Advanced Placement (AP) course are expected to take the CollegeBoard exam during the Spring semester. If a student or family encounters a financial hardship, assistance is available. Please contact Mrs. Adrienne McNew, v-School Counselor via email to adrienne.mcnnew@mnps.org to discuss fee waiver options.

#### 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 | COURSE RETAKE (POLICIES & PROCEDURES)
Students who fail a course with a posted transcript grade of 69% or lower will be enrolled in Edgenuity and will follow the credit recovery process per MNPS district policy.

- **Test for Credit**: Students have one opportunity to earn at least seventy percent (70%) or higher to satisfy course requirements and earn a “Pass” and course credit. If the student fails the Test for Credit test, the student will be assigned a Prescriptive Test.

- **Prescriptive Test**: Students have one opportunity to earn at least seventy percent (70%) or higher to satisfy course requirements and will earn a “Pass” in addition to the course credit. If the student fails the Prescriptive Test, the student will be required to complete the Credit Recovery course.

A student who fails a Prescriptive Test may submit a request to Virtual School administration to retake a course during the Fall, Spring, or Summer semester as course offerings permit. With approval, the student may retake the failed course, the grade earned will be posted to the transcript, and the previous course grade will be zeroed out but will remain on the transcript. A request to retake a course during the Fall or Spring semester must be submitted before a student starts a credit recovery course in Edgenuity. Once a credit recovery course starts, retaking a course via MNPS Virtual School is no longer an option.

- **Credit Recovery Course**: For students assigned a credit recovery course in Edgenuity, their prescriptive test results will be used to determine the modules/standards not mastered. Once the student has completed 100% of the required coursework/modules and passed the course with a relative grade of 70% or higher, a grade of 70% will be backfilled, and the previous grade will be zeroed out but will remain on the transcript.

In the unique circumstance a course is unavailable via Edgenuity, Virtual School administration will determine a student’s options in accordance with MNPS district policies.

CH 14 | COURSE FINAL EXAMS & BEYOND

1 | 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 2021 semester part-time students can test, at the school of primary enrollment, beginning **Monday, December 13, 2021** through **Wednesday, December 15, 2021**. For the Spring 2022 semester part-time testing runs **(Part-time Seniors Only)** Monday, **May 16, 2022** through Tuesday, **May 17, 2022**. And Monday, **May 23, 2022** through Wednesday, **May 25, 2022** for all other part-time students. 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 | COURSE FINAL EXAM FOR FULL-TIMERS & SCHEDULE (PROCEDURES)
Full-time students test online using Lockdown Browser for Final Exam Testing. For the Fall 2021 semester student testing occurs daily beginning **Monday, December 13, 2021** through **Wednesday, December 15, 2021**.

During the Spring 2022 semester, testing occurs daily beginning **Monday, May 23, 2022** through **Wednesday, May 25, 2022**

3 | 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:

- Cell phones, smartphones, smart watches, and any other electronic, photographic, scanning, recording, or listening devices are not permitted during testing. Using such devices will invalidate the student’s exam and will result in a zero with no opportunity for retake.

- 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 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 | 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 COURSES EXEMPT FROM 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, Integrated Math I, Integrated Math II, Integrated Math III, and United States History. 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 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 Friday, November 5, 2021 during the Fall of 2021. The Spring 2021 deadline is Friday, April 1, 2022. After the noted dates students must wait until the final exam-testing window opens. If you have any questions regarding early testing please contact Dr. Brent Luther, Assistant Principal, via email to brent.luther@mnps.org. Note: The procedures presented herewith do not apply to CollegeBoard, End-of-Course (EOC), or TNReady exams.

CH 15 | 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 testing window for TNReady exams begins Monday, April 12, 2022 and closes on Thursday, May 6, 2022. 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.

CH 16 | 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 four (4) 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 testing window for TNReady exams begins Monday, April 18, 2022 and closes on Friday, May 6, 2022. 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 2021-2022 school year. Elementary & 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 2021 and one benchmark exam is administered during the Spring 2022 (for each TNReady subject area).

Fall 2021 TNReady benchmark exams are administered online (within the virtual course). Fall 2021 benchmarks are not timed or proctored. Thus, full-time and part-time students may take Fall 2021 benchmark exams remotely. Fall benchmark exams open on Monday, September 27, 2021 and remain open through Thursday, October 7, 2021. Students must complete all Fall 2021 benchmark exams no later than Thursday, October 7, 2021 at 11:59 PM CDT.

Spring 2022 TNReady benchmarks are not timed or proctored. Thus, full-time and part-time students may take Spring 2022 benchmark exams remotely. Exams open beginning Monday, February 28, 2022 through Thursday, March 10, 2022. Students must complete all Spring 2022 benchmark exams no later than Thursday, March 10, 2022. The school of primary enrollment coordinates specific testing dates and times for part-time students.

CH 18 | 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)
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).

The Tennessee Department of Education has set the Spring 2022 testing window for EOCs. The Spring 2022 window opens on Monday, April 18, 2022 and closes on Thursday, May 20, 2022. 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.

CH 17 | 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 prepares accordingly.
4805 Park Avenue, Suite 300, Nashville, Tennessee 37209. A testing schedule is shared with students and parents early during the 2021-2022 school year. The CollegeBoard exam costs $94.00 per test taken. Please note, If a student unenrolls from an AP course, the student will be required to pay a $40 cancellation fee. 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 questions regarding AP enrollment or testing, please contact the counselor at the school of primary enrollment.

CH 19 | EXCEPTIONAL EDUCATION & VIRTUAL LEARNING

1 | VIRTUAL STUDENT ENROLLMENT (POLICIES & PROCEDURES)
Virtual School is committed to meeting the needs of our students with disabilities. Virtual learning entails learning at a distance, independently, without day-to-day teacher instruction. Due to the uniqueness of the learning environment, it is critical to determine whether Virtual School is the most appropriate learning environment for students. This determination is made prior to a student being enrolled.

Virtual School is modeled after the collegiate style of online learning and delivered primarily in an asynchronous format for grades 6-12. These courses are not synchronous with “live” interaction between students and teachers. Instead, 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. Only grades 4-5 offer synchronous, live-direct instruction.

Course content is predeveloped and cannot be modified. Virtual School is not an appropriate school option for learners needing a modified curriculum. Students are required to master the predeveloped course content with the appropriate accommodations designated in the student’s IEP.

For full-time enrollment, students with an Individualized Education Program (IEP) apply following Virtual School’s regular application process. 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 appropriate based upon the student’s unique learning needs.

If full-time Virtual School enrollment requirements are met, a meeting of the current IEP team is convened. This meeting is held at the student’s current MNPS school of enrollment to determine whether services and supports can be implemented in a virtual learning environment. After consulting with the current IEP team, an enrollment determination is made by Virtual School. 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 is appropriate and supports the student’s unique educational needs, the learner may enroll on a part-time basis.

2 | VIRTUAL COURSE ACcomMODATIONS (POLICIES & PROCEDURES)
Virtual School is committed to providing accommodations, which are achievable in an asynchronous online learning environment for grades 6-12 and synchronous for grades 4-5, 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 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 Mrs. Lauren Shipman-Dorrance, Exceptional Education Teacher via email to lauren.shipman@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 Mrs. Lauren Shipman-Dorrance, Exceptional Education Teacher via email to lauren.shipman@mnps.org.

CH 20 | VIRTUAL STUDENT ENROLLMENT, ELIGIBILITY, & BEYOND

1 | OPTIONAL VIRTUAL STUDENT ENROLLMENT & TYPES OF ENROLLMENT (INFORMATIONAL)
Virtual School is an optional school/enrollment. Students are not required to enroll on a part-time or full-time basis and may choose to withdraw. If the student and parent no longer believe that virtual learning is an appropriate option, please contact the designated school counselor, at the school of primary enrollment, to discuss other enrollment options.

2 | ENROLLMENT TYPES (POLICIES & PROCEDURES)
Virtual School has two (2) types of enrollments—part-time and full-time. Full-time students take all courses at Virtual School, online, and graduate from our school. Part-time
students are enrolled at another school, on a full-time basis (i.e., primarily enrolled), and take between one (1) and three (3) courses at Virtual School. Part-time students cannot take more than three (3) courses at Virtual School, each semester.

3 | APPLICATION FOR ENROLLMENT REQUIRED (POLICIES & PROCEDURES)
Virtual School will publish and disseminate instructions for part-time and full-time enrollment, annually. All students must submit an enrollment application to attend Virtual School on either a full-time or part-time basis.

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.

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

- The applicant has a 2.0 grade point average (GPA) at the high school level. The applicant has an overall "C" average at the middle and elementary school level in all courses.
- The applicant scores, at minimum, in Quintile 3, 4, or 5 on the most recent MAP Assessment in Reading and Math (for the 2021-2022 school year only).
- The applicant has no more than ten unexcused absences during the previous semester.
- The applicant receives no more than 5 hours of direct educational services or support from the current school of enrollment. MNPS Virtual School provides exceptional education students an equal and equitable opportunity to participate in the school and school activities to the maximum extent appropriate. In compliance with applicable state and federal laws, MNPS Virtual School provides exceptional education students with the necessary educational services and supports required to access and benefit from their academic program.
- The applicant is on pace to graduate, with the designated graduation cohort, in 4 years and a summer.
- The applicant completes all mandatory new student induction activities required by MNPS Virtual School.

Accepted students will enroll at MNPS Virtual School for the entire Fall 2021 semester. After acceptance and enrollment, learners cannot transfer to another MNPS school until the Spring 2022 semester. Enrolled students will also be able to continue with MNPS Virtual School during the Spring 2022 semester.

Note: Students currently enrolled in a magnet or other school choice option, upon enrolling at MNPS Virtual School, will not have their seats reserved. However, students may re-apply via the district’s school choice process.

In the event an applicant does not meet all enrollment criteria, a waiver can be requested. As evident from 2020-2021 final grades, a student demonstrating success in a virtual environment is one factor when requesting and considering a waiver request. 2021 - 2022 Waiver Request.

5 | PART-TIME ENROLLMENT ELIGIBILITY (POLICIES & PROCEDURES)
Based upon course availability, part-time enrollment is also open to Metropolitan Nashville Public Schools (MNPS) students. The following eligibility requirements apply for part-time student applicants:

- 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 | 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 participate in all mandatory new student initiation and induction activities.
- The full-time student did not complete the “online v-student orientation” by the mandatory “due date.”
- The full-time student has ten (10) or more unexcused absences during the previous semester.
- The full-time student failed to maintain a 2.0 grade point average (GPA) during the previous semester.
- The full-time student is no longer on pace to graduate, with the designated graduation cohort, in four (4) years and a summer.
The full-time student has five (5) or more violations of Virtual School’s “Academic Integrity Policy” during the previous semester. 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.

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.

8 | ACADEMIC PROBATION & FULL-TIME V-STUDENTS (POLICIES & PROCEDURES)

A full-time student not meeting all eligibility requirements may be placed on academic probation. The student will have one semester to meet eligibility requirements or will be withdrawn.

9 | VIRTUAL 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 2021-2022 school year, is $299.00 per half credit taken. Tuition for non-Davidson County, Tennessee, residents, for the 2021-2022 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 non-refundable. No exceptions.

CH 21 | FULL-TIMERS

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

Full-time students must complete twenty-two (22) credit hours, in specified subject areas, to graduate from Virtual School. Table 19 presents the graduation requirements for Virtual School.

Table 19: Virtual School Graduation Requirements
For additional information on our pathway options, please visit our current “course catalog” accessible on our website at: https://vlearn.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, passing the test is not a requirement to earn a high school diploma in Tennessee.

Seniors will have until Thursday, March 3, 2022 at 11:59PM CDT to complete the US civics exam.

4 | MANDATORY ACT VIRTUAL COURSE (POLICIES & PROCEDURES)
Virtual School offers a mandatory year-long online ACT Preparation course for all Juniors (as a non-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 online 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. 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.

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 | VIRTUAL SCHOOL 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 VIRTUAL STUDENT RECORDS FOR MONEY OWED TO VIRTUAL SCHOOL (POLICIES & PROCEDURES)
Virtual School withholds report cards, 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 | VIRTUAL SCHOOL ATHLETICS (POLICIES & PROCEDURES)
Full-time Virtual School Students interested in TSSAA athletic opportunities must participate with their assigned zoned school of enrollment.

9 | NON-ATHLETIC OPPORTUNITIES FOR V-STUDENTS (POLICIES & PROCEDURES)
With prior approval of the 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 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 | VIRTUAL STUDENT TECHNOLOGY (POLICIES & PROCEDURES)
All MNPS Students have access to an MNPS issued laptop and internet hotspot device. Students needing technology are required to submit an RSVP request form to ensure timely distribution.

11 | SCHOOL CLUBS (INFORMATIONAL)
Virtual School participates in monthly school-wide clubs. Clubs are sponsored by fulltime teachers and executive leaders of MNPS Virtual School. MNPS Virtual School also has a Student Council Organization.

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, 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.

CH 22 | 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.
- Provide 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 23 | 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 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 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 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 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 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 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.

**CH 24 | VISITING VIRTUAL SCHOOL**

1 | VIRTUAL SCHOOL’S ADMINISTRATIVE OFFICES & VIRTUAL STUDENT SUCCESS CENTER HOURS (POLICIES & PROCEDURES)
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 a scheduled appointment. Monday’s and Wednesday’s are allocated to students in grades 4-8. Tuesday’s and Thursdays are reserved for grades 9-12. Our Administrative Offices and the Thomas W. Hatfield Student Success Center is closed on Fridays for Administrative meetings.

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.

Our Administrative Offices and the Thomas W. Hatfield Student Success Center are open consistent with the times presented in Table 21.

Table 21: Virtual School’s Administrative Offices & Student Success Center Hours

<table>
<thead>
<tr>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>8:00AM CDT - 3:00PM CDT</td>
</tr>
<tr>
<td>Tuesdays</td>
<td>8:00AM CDT - 3:00PM CDT</td>
</tr>
<tr>
<td>Wednesdays</td>
<td>8:00AM CDT - 3:00PM CDT</td>
</tr>
<tr>
<td>Thursdays</td>
<td>8:00AM CDT - 3:00PM CDT</td>
</tr>
<tr>
<td>Fridays, Saturdays, Sunday,</td>
<td>closed</td>
</tr>
<tr>
<td>District Breaks &amp; Holidays</td>
<td></td>
</tr>
</tbody>
</table>

2 | VIRTUAL STUDENT ARRIVAL (POLICIES & PROCEDURES)
When visiting Virtual School, please enter the building at Virtual School's side entrance. Use the buzzer being sure to state the purpose for visiting the building. Upon entering, use the stairway or elevator—coming directly to the third floor. All students must sign-in at Virtual School’s Student Success Center before reporting to other areas of our facility. All non-student guests must report to Virtual School’s main office located in Suite 305. Also, before leaving, students **must** sign out.

3 | VIRTUAL STUDENTS DISMISSAL (POLICIES & PROCEDURES)
Unaccompanied students, visiting our physical school location, cannot leave campus—at any time—prior to daily dismissal at 3:00PM CDT. Students are afforded a lunch break between 12:00PM and 1:00PM, daily. Students being picked up prior to 3:00PM CDT must be signed out by a parent or guardian. High school parents may request a waiver, in writing, allowing their high school student to sign in and out as well as leave campus as needed.

CH 26 | EMERGENCY OPERATIONS PROCEDURES

1 | EMERGENCY MANAGEMENT TEAM & ROLES (PROCEDURES)
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 Student 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

2 | MNPS BEHAVIOR EXPECTATIONS & DISCIPLINARY ACTION (POLICIES & PROCEDURES)
As a Metropolitan Nashville Public School, Virtual School students must comply with all behavioral expectations outlined in the district’s Student—Parent Handbook. Students exhibiting inappropriate behaviors are subject to all disciplinary actions afforded by MNPS.

3 | BUILDING PRIDE (POLICIES, PROCEDURES, & PRACTICES)
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.

CH 25 | STUDENT NORMS & EXPECTATIONS

1 | V-STUDENT NORMS WHILE AT V-SCHOOL (PRACTICES)
When visiting Virtual School, students are expected to act in an academically professional manner. Student norms include the following:

- Students must dress appropriately—consistent with Virtual School’s “dress code.”
- Students must follow all directions and requests of Virtual School faculty and staff.
- Students must sign in and out.

- Students, not staff, are responsible for maximizing time.
- If using headphones, students may listen to media.
- Students must not disrupt others.
- Food is restricted to the Student Café area.
- Virtual School and other students’ belongings must be treated with respect.
- Students must clean up after themselves.
- Students must return borrowed items, from Virtual School, before leaving.
- Students should THINK before speaking or acting (i.e., Is it True? Is it Helpful? Is it Inspiring? Is it Necessary? Is it Kind?).

Learners not adhering to our “student norms” will be required to leave until being able to model those norms.

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Table 22 includes a listing of Virtual School’s Emergency Management Team and the role in which each staff member serves.

Table 22: 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. Kelby Garner, Executive Principal</td>
</tr>
<tr>
<td>Deputy Incident Commander</td>
<td>Malorie Kinzer-McClerkin, Secretary</td>
</tr>
<tr>
<td>Student Accountability Officer</td>
<td>Lavette Dunham, Assistant Principal</td>
</tr>
<tr>
<td>Deputy Student Accountability Officer</td>
<td>Julie Ann Mirse, Dean of Instruction</td>
</tr>
<tr>
<td>Staff Accountability Officer</td>
<td>Dr. Brent T. Luther, Assistant Principal</td>
</tr>
<tr>
<td>Deputy Staff Accountability Officer</td>
<td>Dr. Parris Malone, Dean of Instruction</td>
</tr>
<tr>
<td>Public Information Officer</td>
<td>Dr. Kelby Garner, Executive Principal</td>
</tr>
<tr>
<td>Deputy Public Information Officer</td>
<td>Dr. Brent T. Luther, Assistant Principal</td>
</tr>
<tr>
<td>EMS Responder Officer</td>
<td>Renee Hodges, Bookkeeper</td>
</tr>
<tr>
<td>Deputy EMS Responder Officer</td>
<td>Sherry Hill, Enrollment Specialist</td>
</tr>
<tr>
<td>Training &amp; Development Officer</td>
<td>Lavette Dunham, Assistant Principal</td>
</tr>
<tr>
<td>First Responder</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

Staff members serving in the above roles should be familiar with the responsibilities associated with the post. More information on those roles and responsibilities are contained herewith.

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 conditions 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 careful 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 suite 300F. Staff and students are not allowed to re-enter 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 members, and students, are to evacuate from the third floor of the Cohn building to the interior hallway on the first floor (away from windows). 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.

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—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 should not 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.
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.

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.

In the event of an emergency, Suite 303, of the Cohn School (i.e., Principals Office) will serve as the “command post” for all emergency response coordination activities.

If the Richland Park Library is impacted, Virtual School will relocate to Hillwood High School (Relocation Site #2) located at 400 Davidson Rd, Nashville, Tennessee 37205. The command center at Hillwood High School will be the concession stand within the school’s gymnasium. The telephone number to the school is (615) 353-2025.