

ALVS-OOLP Standard Policies and Procedures

1 Enrollment = 1 Student Semester Course Enrollment (e.g. Algebra I Core Semester 1)

Order Expiration – Students need to be enrolled before the end of order expiration.

Enrollment Duration = Students are expected to complete each enrollment within 18 calendar weeks. Students and Mentors can request earlier end dates with the teacher. Extension requests are to be requested to the teacher from the mentor.

ALVS-OOLP Enrollment Policy

Apex Learning Virtual School (ALVS) and Ohio Online Learning Program (OOLP) recommends that completed student registration forms are submitted no later than the Wednesday before the requested Monday start dates. This ensures that the users, (requested mentor(s) and student(s)), receive access information before the Monday course start date and falls in line with ALVS Readiness*.

ALVS-OOLP Enrollment Escalation (Enrollment Requests after Best Practice)

Clients may submit completed ALVS student files after the Wednesday before the next Monday start. These files will be processed on a first-come first-served basis. Apex Learning Support has up to four business days from when the completed ALVS student file was received to fulfill orders.

Clients are encouraged to input their requested Monday Start Date and requested End Date on their ALVS User List student file to Support. Please keep in mind that Final Grades are posted up to a week after course completion, or course End Date.

***Readiness:** A student that is enrolled a minimum of three days before the Monday start date, has an active/invested local adult stakeholder (mentor and/or coach) identified, and that accesses the ALVS course no later than three days after the Monday start date is twice as likely to pass the course with a 70% or higher.

Readiness from a student perspective means possessing both the comfort and confidence to begin the ALVS course(s) on time. The factors that assist in creating this comfort and confidence are; ensuring students have active and engaged adult-stakeholders identified (mentor and/or coach), receive or are provided course access information, have reviewed the course syllabus and ALVS Student Guided Tour prior to their first class, have successfully accessed platform and updated security password, and have communicated with the ALVS course teacher within the first week of course starting.

ALVS-OOLP Standard Withdrawal and Credit Policies

The following cancellation policy applies to the purchase of ALVS course enrollments. In accordance with the cancellation policy, any credit granted must be used toward future enrollments. No refunds are given.

- Withdrawal prior to course start date: 100% credit toward a future course enrollment
- Withdrawal 1-28 days after course start date: \$75 non-refundable administration fee for individual courses
- Withdrawal 29 days or more after course start date: No credit

To officially withdraw a student from an online course, an e-mail must be sent from the mentor or site coordinator to the ALVS Services team at ALVS.support@apexlearning.com.

IEP and 504 Policy and Procedures

Apex Learning Virtual School (ALVS) requests communication from participating organizations for students on a 504, ELL, IEP, or extenuating life stresses. Standard accommodations available through the ALVS platform are listed [here](#). This document also includes other suggestions for supporting students enrolled in ALVS courses that require accommodations.

ALVS also offers the opportunity for OOLP mentors to request that assignments be excused for certain students on an IEP/504. To make this request, mentors must fill out the form [here](#), which includes the submission of a list of activities to excuse. Detailed instructions are included on the form. Please note:

- ALVS will not be able to reduce the number of questions on an assessment
- ALVS will not be able to remove excused content from summative assessments, as our assessments are not dynamic.

Upon receiving the request, the AVLS Services team will require at least 48 hours to excuse the activities. The ALVS Services team will notify then notify the OOLP mentor and the ALVS Teacher.

Important note! Activities should not be excused for any student requiring NCAA approval for course credit.

ALVS-OOLP Standard Student Work Policies

Communication

At the beginning of the course, the ALVS teacher will communicate the Student Policy and Procedures to the student and mentor through the announcement and welcome emails. Teachers will respond to student Message Board communications within one school day.

Outreach – ALVS Services

Students will receive an orientation email on the first start date of their course. This email will include the ALVS Student Guided Video Tour with attachments.

Students that have not accessed their course in 7 or more days and have 5 or more activities overdue will be emailed along with any mentor or coach associated to the enrollment. Direct outreach to students, mentors and coaches will regularly occur Monday and Friday.

Three weeks prior to the end of their course, students will be emailed a reminder about their upcoming final due date. This email also recommends students to communicate with their teacher and mentor about any issues they may have successfully completing the course on time.

The outreach seeks to improve communication, information, and student motivation that improves student accountability. Additionally, students, mentors, and coaches are able to respond with information regarding student progress and performance.

Work Return

ALVS teachers will return graded assignments back to students via the Message Center within three school days. Teachers will make every attempt to post grades as soon as possible, but no later than 7 school days following the course end date. Mentors and/or students need to communicate with the teacher to adjust Unit Test and Exam activity due dates if the student is working faster than three days before the listed activity due date.

Extra Credit

In some situations, students may benefit from extra learning opportunities. To provide a consistent experience for all students, ALVS established the following guidelines for “extra credit”:

1. At their discretion, ALVS teachers may assign extra credit up to 5% of the total course points possible.
 - a. For example, in a course with 1200 total points, the maximum for extra credit is 60 points. This percentage ensures that the final grade is not inflated, while providing enrichment.
 - b. All extra credit points must be directly related to course objectives or standards.
2. Students are only eligible for extra credit activities when they are up to date with course work.
 - a. This ensures that the student prioritizes assigned activities over extra credit.
 - b. Exception: Orientation Extra Credit (see below).
3. All extra credit work must be submitted no later than the Friday before the final exam.
 - a. At their discretion, teachers may assign an earlier due date prior to the Friday before the final exam.
4. In the event that cheating or plagiarism is documented, all extra credit course points will be forfeited in the course.
 - a. See http://www.apexlearning.com/documents/ALVS_Academic_Integrity.pdf
5. ALVS teachers are to provide a brief description of the extra credit points awarded in the i-note section of the grade book.

Orientation Extra Credit

During the course orientation Student Guided Tour, students receive instructions to send an introduction to their ALVS teachers. This introduction encourages students to connect with their teachers as well as giving them practice with the course messaging process.

- Students will earn **10 points** for successfully submitting a Message to the Teacher.
- Students will earn **5 points** for correctly labeling and attaching (as B.1 Extra Credit) the certificate presented for completing the Student Guided Tour.

Second semester teachers may ask the student to complete an alternative activity for students who have mastered the submission process as an alternative for the 15 point orientation extra credit.

Best Practices

- Extra credit offerings must be designed to enrich or reinforce course content.

Resets

Students are allowed to request reset(s) through their mentor. If the mentor communicates the specific reason to the ALVS teacher, and the ALVS teacher agrees the reset is in the best interest of the student, the quiz will be reset. We recognize that extenuating circumstances come up and want to ensure every reasonable opportunity of student success. Good communication between teacher, student, and mentor must be in place.

Assignment Submission Guidelines

The course calendar and assignment due dates serve as a **pacing guide** to encourage students to timely and successful course completion.

Students are not penalized for submitting work after the due date. However, there are two submission guidelines to be aware of:

- **Semester Exam Week** (i.e., dead week)
 - Work submitted after the Friday prior to the Semester Exam will not be accepted unless the assignment due date is scheduled for that day.
- **Teacher Turnaround Time Expectations**
 - Questions will be answered within **one** school day.
 - Assignments will be graded and returned within **three** school days of the submission date.*
 - Final Grades will be posted within **seven** days of the last activity due date in the course.

*Note: If multiple assignments are submitted in a single day it may delay the turnaround time (up to 7 days) and/or teacher feedback may be limited.

Late Work, World Languages Courses on the Middlebury Platform

A modified policy exists for student taking Chinese, German, and Latin on the Middlebury platform. For these courses, if an assignment is not submitted by the due date, the gradebook score will automatically turn to a 0 the next day and display a red “Past Due” notation. Students may submit late assignments up to the Friday before the scheduled semester exam for no penalty. The following penalties apply:

1. **All work submitted after the Friday prior to the Semester Exam will receive a 0**, unless the assignment due date occurs after that day. If the student does not complete the semester final on time, they will receive a 0.

If a student cannot complete an assignment in a timely manner because of extenuating circumstances, it is the student’s responsibility to communicate with the instructor at least 48 hours in advance of the due date to request additional support.

Best Practice: ***If you fall behind in your coursework***
 #1) *Communicate with your teacher*
 #2) *Work with your Mentor or Coach to get back on track*
 #3) *Keep communicating with your Teacher, Mentor and Coach*
 Staying on schedule is vital for you academic success.

Academic Integrity

The principles of academic integrity are a cornerstone upon which the intellectual integrity of the school rests. In order to maintain academic integrity, Apex Learning Virtual School requires that all work be entirely the result of one’s own effort. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and teachers will not accept work that is copied or plagiarized. It is our goal that a student never puts himself or herself in a situation where they compromise their integrity. Apex Learning Virtual School will work to provide guidance and instruction towards achievement of that goal.

Teachers share with the administration the responsibility for educating students about the importance and principles of academic integrity.

The following rules apply to all activity conducted by students enrolled in Apex Learning Virtual School (ALVS) courses. Failure to abide by these rules may result in consequences ranging from receiving a 0 (zero) on the assignment to loss of access as determined by ALVS and/or your sponsoring school administration. Violations of this Student Code of Conduct may be reported to teachers, parents, local school personnel; and documented through Apex Learning at academicintegrity@apexlearning.com or 1-855-550-2547 (ALVS).

What are Violations of Academic Integrity?

Academic integrity violations encompass any act that compromises or subverts the integrity of the educational or research process. These offenses include, but are not limited to cheating, fabrication, plagiarism, and facilitation.

Cheating: The intent to deceive, acts dishonestly, or misrepresents work that he/she has or will produce on an assignment or assists another to misrepresent his/her work.

Examples of cheating include but are not limited to:

- Attempting to or copying from others; Sharing or submitting another's students work as their own work;
- Purchasing a term paper or test questions in advance, paying another to do the work for you;
- Communicating or attempting to communicate answers, posting of videos describing how to cheat, or suggestions and hints about examinations;
- Submitting portions of the same academic work for credit in more than one course without consulting the second teacher.

Fabrication: The use of invented information or the falsification of research or other findings.

Examples of fabrication include but are not limited to:

- Submitting as one's own any academic exercises prepared totally or in part by another;
- Citing information not taken from the source indicated;
- Listing sources in a bibliography not used in the academic exercise;
- Submitting fictitious information in a paper or other academic exercise.

Plagiarism: The use of another person's words, ideas, or data as one's own work. This covers unpublished as well as published sources.

Examples of plagiarism include but are not limited to:

- Quoting another person's words, sentences, paragraphs, or entire work without acknowledgment of the source;
- Utilizing another person's ideas, opinions, or theory without acknowledgment of the source;
- Copying and pasting from an online source and submitting it as one's own work;
- Paraphrasing source material without citations.

Facilitation: Facilitation refers to knowingly or intentionally helping any person in the act of an academic integrity violation. Students who engage in facilitation are also subject to disciplinary action for integrity violations.

Examples of facilitation include but are not limited to:

- Giving another student one's assignment or paper (or portion thereof);
- Giving another student answers to a test or assignment;
- Letting another student copy one's answers during an examination;
- Creating unfair opportunities for students in other sections of a class by communicating or giving any test (or assignment) information, questions, or answers to students in another class, or other sections of the same class; this gives students in later sections an unfair advantage.

Identification and Consequences of Academic Violation:

If a student violates the Academic Integrity Policy of Apex Learning Virtual School, they will be held responsible and accountable for their actions. The following outlines the possible consequences for violations.

Consequences for 1st offense:

- Teacher is to thoroughly document any supporting evidence behind the academic violation.
- Teacher notifies the student, coach or mentor, and the academicintegrity@apexlearning.com email that a violation of the Academic Integrity Policy has occurred.
 - The Student and, Coach or Mentor is asked to acknowledge the notification.
- Teacher has discretion to choose to allow student to resubmit a similar assignment or to assign the student a zero on the assignment or assessment. Final course grade is determined factoring in the newly assigned grade.
- Teacher will re-distribute information about what constitutes plagiarism and provides resource list of how to avoid plagiarism to both the student as well as the coach or student mentor. Keeping in mind that our goal is to teach students how to avoid academic integrity issues as well as use and document sources appropriately.

Consequences for 2nd offense:

- Teacher is to thoroughly document any supporting evidence behind the academic violation.
- Teacher notifies the student, coach or mentor, subject department Lead Teacher, and the academicintegrity@apexlearning.com email that a violation of the Academic Integrity Policy has occurred. (Teacher uses communication template found in Appendix.)
 - Student, coach or mentor are again provided information about what constitutes plagiarism as well as provides resource list of how to avoid plagiarism.
 - Notice that further academic integrity violations are subject to the receipt of an “E” for the final course.
 - The student and, coach or mentor are asked to acknowledge the notification.
- Student receives a zero on the assignment or assessment. Final course grade is determined factoring in the received zero.
- Depending on the gravity of the infraction, an “Accountability Board” may be convened consisting of the student, coach or mentor, teacher, subject department Lead Teacher, Manager of Instruction and Director of instruction to determine appropriate consequences for the student’s actions.

Consequences for 3rd offense:

- Teacher is to thoroughly document any supporting evidence behind the academic violation.
- Teacher notifies the student, coach or mentor, subject department Lead Teacher, and the academicintegrity@apexlearning.com email that a 3rd violation of the Academic Integrity Policy has occurred. (Teacher uses communication template found in Appendix.)
 - Student, coach or mentor are again provided information about what constitutes plagiarism as well as provides resource list of how to avoid plagiarism.
 - Notice that further academic integrity violations are subject to the receipt of an “E” for the final course.
 - Student, coach or mentor are asked to acknowledge the notification in writing
- Student receives a zero on the assignment or assessment. Final course grade is determined factoring in the received zero.

- Depending on the gravity of the infraction, the teacher assigns a recommended “E” for the course at the end of the Course.
- Teacher notifies the student, coach or mentor, subject department Lead Teacher, Manager of Instruction and Director of Instruction that an “E” has been assigned as the grade for the course based on the 3rd violation of the Academic Integrity policy.
- Student is allowed to continue through the remainder of the course in order to have access to the course content if that is the desire of the district, coach, mentor or student. Work will be graded but the recommended final grade or “E” will be posted at the conclusion of the course.
 - Consumer decision makers will receive notification from ALVS guidance Counselor on how student enrollment will continue.
 - District stakeholders will receive notification from ALVs Manager of Implementation.

Returned Homework and Graded Tests

Teachers will provide formative feedback on submitted homework. Teachers strive to provide personalized feedback on assignments within 3 working business days of submission, as well as host live weekly office hours, and 1:1 help time as needed on request. Students are encouraged to take time to read the commentary presented, as the feedback is designed to help the student grow academically.

Depending on the subject, feedback will be presented in the Message Box of the returned activity or as an attachment to that message. Teachers and the Apex Learning Platform Help section will advise the student on how to access the comments and score.

Teacher-Scored Tests in AP courses receive minimal feedback. This practice expedites the grading and allows you to move on more quickly. You will receive ample feedback on your assignments to guide you to success on the AP exam.

Grading

ALVS teachers provide a recommended letter grade and/or percentage for the overall course. The Client that is providing the credit/transcript has final say of what grade is locally. This procedure helps maintain Apex Learning’s accreditation for approved curriculum and instruction model that is also recognized by NCAA, The College Board, as well as additional regional organizations.

Course Extension and Final Date

Apex Learning Virtual School recognizes that students may encounter extraordinary circumstances that make it difficult to complete coursework within the timeframe of a course term.

- Course extensions are discouraged. However, an extension may be agreed upon by ALVS and the student’s adult advocate for extraordinary circumstances beyond the student’s control.
- Extensions may be granted to give a maximum semester duration of 20 consecutive calendar weeks from the original course start date, based on the previous student progress and communication.
 - Students have through the first week of the extension (19th week) to submit teacher-scored work, and through the second week of the extension (20th week) to submit the final exam. Teacher scored assignments other than the final exam will not be accepted during the second week of the extension.
 - Feedback on teacher-scored assignments submitted during the extension period may be limited.
- Extension Request Forms are found in the Help section of the course platform, and here [ALVS Course Extension Request Form](#).

- Requests must be submitted to ALVS Services at alvs.support@apexlearning.com for approval and confirmation.
 - Extension requests after the course has concluded are not approved.
- Students not approved for a course extension, or who require additional time, have the option to re-purchase and retake the course.
- ALVS Services will cascade gradebook due dates from the date of the extension request to reflect new assignment due dates.
- The late work penalty will apply to all past-due teacher-scored assignments not affected by new-cascaded dates.
 - See late work policy detailed earlier in this document.
- The final semester letter grade will be posted by the Friday following the extension date.

