



Pearson Virtual Schools (POC) Customer Handbook with Teaching Services

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Roles in Pearson Online Classroom

District Success Partner Role (Formerly known as a Program Manager role)

District Success Partners, also known as DSPs, are the points of contact for the school. District Success Partners work directly with each school's Customer Administrator(s), often called the Program Coordinator (PC). To streamline items, it is preferred that there is only one Program Coordinator at each school. District Success Partners do not work directly with District Teachers, Students or Caretakers. Teachers should contact the Customer Administrator or School Support for assistance, and Students and Caretakers should contact their school or Pearson School Support for assistance.

District Success Partners shall respond to customer inquiries and support student achievement in the Education Products through ensuring a smooth program start; providing consultative support related to effective online program implementation by ensuring schools are aware of best practices, and by acting as the Pearson Virtual Schools liaison for the Customer. The District Success Partner will be assigned upon execution of the Statement of Work, Purchase Order, or other form of service agreement.

Program Role

Program Coordinators act as the primary point of contact between District Success Partners and customers. PCs can also reach out to the Help Desk for platform support via phone: 1-888-679-7740.

Site Coordinator/Site Staff Role

Site Coordinators or Site Staff may act as the primary point of contact at a school or program level. All Site Coordinator or Site Staff requests are fielded through their district's Program Coordinator(s) to their District Success Partner at Pearson Virtual Schools. In some cases, Site Coordinators or Site Staff may work directly with the District Success Partner. Not all schools have Site Coordinators.

Teacher Role

Teachers may be employed by Pearson or by the district. Teachers communicate

regularly with students and caretakers and may have some communication with Site Coordinators. For detailed information regarding Pearson Virtual Schools Teaching Services teacher responsibilities, refer to the Teaching Services section of this document.

Caretaker Role

Caretakers are adults with direct responsibility over students and are generally a parent or legal guardian assigned to the student household. If caretaker and associated student information is provided, they are created as users in Connexus and provided with a login and password. Two separate communications with username and password are provided to email associated with caretakers for security. A wealth of resources for caretakers is available at Pearson Virtual Schools. The Virtual Library will be used to house important Caretaker Resources. The Caretaker must be logged in to Connexus to view the resources.

Caretaker responsibilities include guiding the student's learning experience, assisting with lesson work, checking for comprehension, keeping the student on track, and encouraging the student to communicate regularly with his or her teachers.

Student Role

The student role provides access to courses, gradebooks and other resources. Two separate communications with username and password are provided to the email associated with the student upon user creation for security.

School Year Cycle

District Success Partners will typically follow a common School Year Cycle (SYC) of events to facilitate optimal student experiences. These are events such as reviewing escalation procedures, gathering district calendar dates, providing reports to customers, and other events that must occur at specific times throughout the school year. The School Year Cycle tasks will vary depending on the customer's needs.

School Calendar

Customers need to provide a link or copy of their school year calendar, inclusive of any dates that students are not in school and/or expected to attend school and/or complete work by mid-June of each year. All school holidays, teacher in-service, state testing, start, and end dates must be identified. Any changes to the school

calendar that affect creating course sections with correct start and end dates and how lessons are distributed to students' planners must go through the District Success Partner. Also, anything needed for student attendance should be conveyed to the District Success Partner

Start and End Dates, Term Dates, and Section Creation

It is the customer's responsibility to convey specific information and dates for:

- a) Semesters, trimesters, quarters, or yearlong courses
- b) Section start and end dates
- c) Semester start and end dates (if different from section dates)
- d) K-8 elective start date
- e) Graduating senior last day
- f) Date final grades are needed *If outside the 5 days after end date window
- g) Teacher last day

If correct dates are not provided by June 15th of each year for all categories, it may result in delayed set-up for the new school year.

Communication Protocols

Program Coordinator/District Success Partner Communications - Issue Aware (IA)

Communication IA

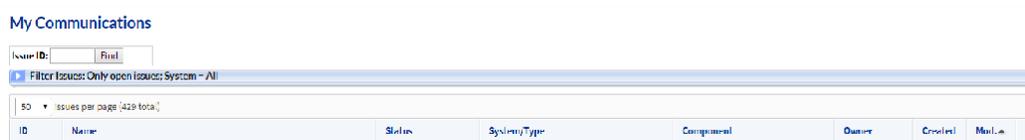
A Program Coordinator Communication Issue Aware (IA) is created to provide a central location for the Program Coordinator and the District Success Partner to share information.

This is a secure medium to share student data including FERPA protected information (like escalation and performance reports).

To locate the communication IA from the Connexus HomePage, select the link called "Issue Aware" from the box labeled "Miscellaneous Tools" on the right side.



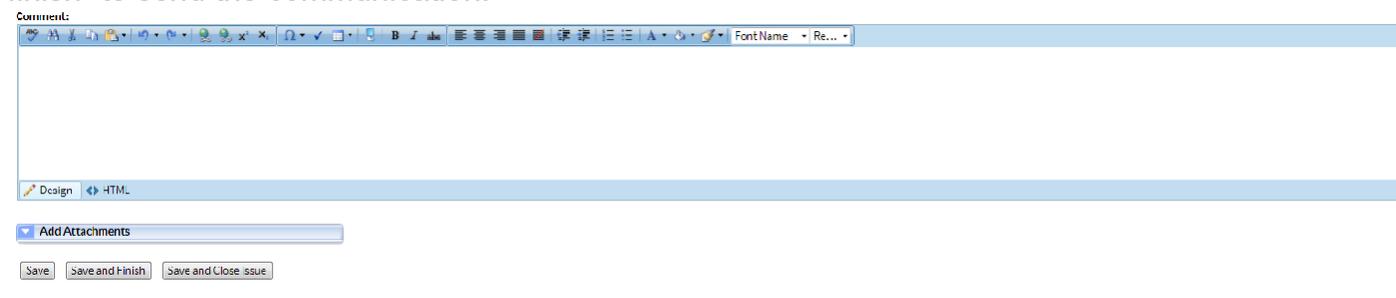
A new page will open that is captioned "My Issues." Select "My Communications" to locate the PC Communication IA as the image below illustrates.



An example of a communication IA subject is [IA 1860866: BOCES - Broome-Delaware- Tioga - Communications 18/19 \(NY\)](#).

Select the IA title to be taken into the communications IA.

Use the description box to type a note or message and select “save” or “save and finish” to send the communication.



Email

District Success Partners will respond to all communications within 24 hours/one business day. If District Success Partners are out of the office, they will have a message indicating who on the District Partnership Services team to contact with questions. Email exchanges may also be documented in IAs.

Communicating with Teachers and Teaching Services

District Partnership Services and Teaching Services work together to provide the best education to all students. As your primary advocate within the company, requests to communicate with Pearson Virtual Schools teachers should be directed to a District Success Partner.

Required Program Information

Customer Administrators/Program Coordinators must provide the District Success Partners with this specific information to effectively serve students. The partial list below includes the baseline required information to begin setting up courses and preparing teachers to support students. Providing this information ensures Pearson Virtual Schools Teachers can provide the best possible service to our families. District Success Partners are responsible for gathering this information from customers:

- Start and end dates, term dates, all student vacation dates, and senior end dates (as stated in the School Year Cycle section of this document)
- Grading scale
- Minimum passing score for a course
- Use of temporary zeros
- Honor Code – if different from standard Pearson Virtual Schools Policy
- Approval to text message students

Adding Teachers to Courses

Pearson Virtual Schools Teaching Services will add teachers to courses within two business days of students being added into the course.

Customers using their own teachers (district teachers) must communicate the following information to the District Success Partner:

- Teachers' names as they should display for students and on transcripts
- Addresses, emails, and phone numbers
- Associated courses and terms taught by which teachers

If there is a new teacher, this teacher's information will be sent to the enrollment team. Enrollment will add the teacher to Connexus within two business days.

After all the above information is provided, District Success Partners will section the district teachers into courses, within two business days of students being enrolled in that course.

Communications with Sales

The Sales team identifies and works with customers to identify needs and obtain an agreement that outlines the services and products that we will supply over the term of the contract and/or statement of work. Sales works closely with the District Partnership Success team over the course of the contract to ensure those services are being provided appropriately and to determine if any adjustments need to be made on either side. District Success Partners are the main point of contact for updating Sales regarding customers' use of products and services.

Invoicing

Your Sales representative can be contacted regarding invoice and billing questions.

Communications with Enrollment

District Success Partners work closely with the Pearson Virtual Schools Enrollment team to make sure students are enrolled, sectioned, scheduled, and withdrawn properly.

Enrollments and Placement changes go into a shared excel sheet called a bulk enrollment spreadsheet that has a tab for course placement changes.

For more information on how to complete these tasks please contact your District Success Partner.

Important Connexus Information

Data and Reporting Services

The primary report shared with Pearson Virtual Schools customers is the STAR report. This report will be sent to you through Communication IA by your District Success Partner. There are also other reports available directly to customers, on the [Reports](#) page in Connexus. These are available based on permissions, and you must be logged into Connexus to access this link.

Student Planners and Running the Scheduler

The Planner is a calendar that students and staff can use throughout the year. Users can indicate appointment times, LiveLesson schedules, vacations, etc. The Scheduler distributes student courses on the Planner. User-scheduled lessons provide the student with the flexibility to adjust the lesson schedule.

- The following roles have permission to run the scheduler:
 - Site Staff
 - Site Coordinator
 - Partner Teachers
 - Program Assistants
 - Program Coordinators
 - District Administrators
 - District Success Partners
- For more detailed information on the planner and scheduler, view the [How to Run the Scheduler](#) tutorial for some helpful tips.

Curriculum

Each course is aligned to state and/or national standards, such as the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), International Association for K–12 Online Learning (iNACOL) standards for online learning, and the International Society for Technology in Education (ISTE). Our assessments follow best practices and are designed to align to many state tests.

Customers will be provided with a course list each year. These course lists will vary from customer to customer depending on their state standards, teacher

certification requirements, and program requirements. Course availability may vary per state from the full catalogue of all courses. The Teaching Services team cannot guarantee state certified teachers in all states or for CTE or Sign Language courses in any state. Your District Success Partner will provide you with a course list.

Course Materials

Students may have materials shipped to them (or the school) depending on the courses in which they are enrolled. The majority of materials are online, including most textbooks. Student's mailing address (not a PO Box) and an email address must be included when enrolling the student or materials will not ship to them.

Requirements for Students

Hardware and Software Requirements

For the best user experience and highest quality performance, we recommend users access Connexus on a PC or Mac. Connexus is not an approved application for iPads.

Connexus users should refer to the Technical Requirements & Allowable Links document, that can be found in the Virtual Library, for complete software details. Please contact your District Success Partner for this document if it has not been provided for you.

To access teacher made course resources, students will need to access Google Documents.

Estimated Time to Complete Lessons

The amount of daily time a student spends working in an online course varies by grade level and the number of enrolled courses. When looking at each individual lesson, a rough estimate would be an hour for each elementary lesson, and an hour and half for each middle school and high school lesson.

Student Information

Student Privacy

Pearson Virtual Schools posts the Privacy Policies on the Connexus Login Page. Each can be viewed by selecting the links.

[Privacy Policy](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Notice Protection of Pupil Rights Amendment \(PPRA\) Notice](#)

Pearson Virtual Schools Teaching Services

Mission Statement

The mission of the Pearson Virtual Schools Teaching Services team is to deliver exceptional school services, differentiating use in the virtual school market by empowering schools to achieve their desired outcomes. Teaching Services will serve as a partner through Internal Course Support for District Partnership programs by providing learners with experienced educators, data-driven personalized instruction, and exceptional customer service to ensure learners' success.

Teaching Services Organization and Roles

Pearson Teacher

Pearson teachers will be assigned the Teacher role within Connexus courses.

Pearson Advisor

Programs enrolling full-time students in grades 6–12 with Pearson Virtual Schools teachers will receive an advisor in addition to subject-specific teachers.

Advisors are not state-certified teachers, but collaborate with teachers, students, and caretakers to ensure student success. The Advisor's role is to:

- Increase student success in courses through an emphasis on quality communications, effective use of data, and accurate documentation of efforts.
- Improve the student and family's overall online educational experience and academic success through collaboration and coordination with District Success Partners and content area teachers.

Advisor responsibilities include:

- Monitoring student participation and performance;
- Helping students navigate the Connexus platform and other Pearson technology;
- Facilitating communication between the student and the subject matter teacher(s) as needed.

Full-time students in grades K-5 are not assigned an Advisor but work closely with their assigned core subject teachers to ensure success.

Teaching Services Contact Protocol

Students can contact their assigned teachers within the Connexus platform using WebMail. Students have access to teacher phone numbers listed within Connexus and their YouCanBook.me accounts. All inquiries to Teaching Services from customer staff or administration should be routed through the assigned District Success Partner.

Teacher Calendar

The table below indicates key dates and holidays during the 2024-2025 school year. Teachers are not available during the holidays and breaks listed below. These dates are not business days and should be considered when determining course end dates and the 5- business day turnaround for marking students complete and completing grading.

Important Dates	Calendar
First day for PVS staff	7/30/2024
Labor Day Holiday	9/2/2024
Fall Break	10/14/2024
Veterans' Day Holiday	11/11/2024
Thanksgiving Break	11/27 – 11/29/2024
Winter Break for PVS staff	12/23 – 1/3/2025
Martin Luther King, Jr. Holiday	1/20/2025
Presidents' Day Holiday	2/17/2025
Memorial Day Holiday	5/26/2025
Juneteenth	6/19/2025
Last Day for PVS Staff	6/20/2025

Key Student Dates

The table below displays dates to keep in mind when scheduling and enrolling students in courses staffed with Pearson Teachers.

Event	Date
Earliest possible start date for students served by a Pearson Virtual School teacher	July 30, 2024
Course end date for students who need a final grade or course marked complete prior to winter break	December 16, 2024
Last possible course end date for a student served by a Pearson Virtual School teacher for 2024-2025.	June 20, 2025

Pearson Teacher Certification and Course Assignment

Pearson Teacher Certification

When included in a customer's SOW, Pearson Virtual Schools Teaching Services provides state specific certified teachers to teach course offerings (excluding American Sign Language and Career and Technical Education (CTE) courses) in the states listed below:

Alabama (AL), Arkansas (AR), California (CA), Colorado (CO), Florida (FL), Georgia (GA), Idaho (ID) - core only, Indiana (IN), Massachusetts (MA), Michigan (MI), Minnesota (MN), Missouri (MO), Mississippi (MS), Ohio (OH), Oklahoma (OK), Oregon (OR), Pennsylvania (PA), South Carolina (SC), Tennessee (TN), Texas (TX), Virginia (VA), Washington (WA), and Wisconsin (WI)

Please communicate your specific program needs to your District Success Partner at the start of each academic school year.

State-certified teachers are only available in specific states and per the Statement of Work, agreement or contract. Contact the Sales team for details.

Pearson Teacher Course Assignment

Pearson Virtual Schools Teaching Services will assign a teacher to courses with active students within two business days of a student being enrolled.

Students in courses with Pearson teachers must be enrolled for a minimum of 30 days to ensure adequate time to master content.

Pearson Teacher Course Assignment Changes

While Pearson Virtual Schools Teaching Services attempts to minimize any disruptions to students' learning, a need may arise (leave of absence, resignation, workload adjustment) that requires a change to the teacher assigned to a course. If this occurs, Teaching Services will notify a customer's District Success Partner who will relay the information to the customer. When the new teacher is added or changed within a course, they will send a WebMail message to the affected students to introduce himself or herself.

Pearson Teacher Credentialing

If your program has specific reporting needs related to teacher licensure, please let your District Success Partner know what information is required and when it is needed. Your District Success Partner will work with Pearson Virtual Schools Teaching Services and Business Compliance Services teams to provide this information to you through a secure communication to protect Personally Identifiable Information (PII). The standard turnaround time for credentialing requests is two weeks.

Pearson Teacher Responsibilities

Pearson Virtual Schools Teachers are credentialed teachers who are the teacher of record for the course in which they are sectioned. Teachers will:

- Send Welcome WebMail messages within 2-5 business days after the course start date
- Respond to WebMail messages and telephone calls within 1 business day.
 - WebMail messages are logged automatically and Pearson Virtual Schools Teachers and Advisors document phone interaction and attempts in the Student Log within Connexus.
- Host LiveLesson® sessions and provide recordings
- Provide direct instruction that is teacher-initiated or in response to student-initiated questions
- Grade assignments, provide grading feedback, and assign final grades
 - Assessments: 2 business days
 - Portfolios: 5 business days
 - Final grades: 5 business days
- Moderate course discussions
- Follow protocols for synchronous communication and support related to student progress monitoring
- Implement Student Support Strategies
- Customers should review the School Year Cycle Timeline below before the start of the school year and as important tasks arise

School Year Cycle Timeline

Enrollment Cycle Primary Teacher Focus	1st Quarter <i>Engagement</i>		2nd Quarter <i>Engagement & Performance</i>		3rd Quarter <i>Performance</i>		4th Quarter <i>High Focus Performance</i>	
	1st Seven Days of Enrollment							
Deliverables	Welcome Call from Advisor & Elementary Teachers (FT)	Synchronous Contact from Advisor (FT)	Synchronous Contact from Advisor (FT)	Synchronous Contact from Advisor (FT)	Synchronous Contact from Advisor (FT)	Synchronous Contact from Advisor (FT)	Synchronous Contact from Advisor (FT)	Synchronous Contact from Advisor (FT)
	Welcome Webmail	NCAA Contact	NCAA Contact	NCAA Contact	NCAA Contact	NCAA Contact	NCAA Contact	NCAA Contact
	Message Boards (POC)/Landing Pages (PCx) Created	Message Boards (POC)/Landing Pages (PCx) Maintained						
	Completion of Course Modifications and Accommodations (with documented IEP/504)							
	Grade Assessments							Finalize Course Grade (within 7 days)
Student Support Services	Time Frame	Teachers Will:						
	1 Business Day	Return all WebMails and Phone Calls						
	Every 2 Weeks	Enter Temporary Zeros (Varies by Program in Pearson Online Classroom)						
	3 Hours/Week	Hold Teacher Time (Adobe Connect)						
	All Semester	Provide Instruction Through 1 level lesson Sessions (Adobe Connect)						
	1 per Semester	Complete Curriculum Based Assessment (as required)						
	All Semester	Address Student Concerns Related to Performance and Engagement						
	Monthly	Monthly Phone Contacts for Elementary Students (FT)						
All Year	Provide Relearning Opportunities for Students to Master Content							
Admin Teacher Tasks	Teachers Will:							
	Attend PD/PLC Meetings							
	Complete all Staff Surveys							
	Complete Mid-Year and End-of-Year Evaluations							
	Ensure Data Views (FOC) are up-to-date							
	Timely Updates to all Certification and Professional Educator Portfolio (PEP) Documents							

Communication Systems

Connexus contains several secure mechanisms for students and Pearson Virtual Schools staff members to communicate with one another. Because Connexus is a closed system, no communication can be sent to a user from an account outside of Connexus, including personal email addresses.

Synchronous Communication

Support provided through synchronous contact, or real-time interaction, is typically a one-on-one or small group meeting between a teacher and a student accomplished via telephone or LiveLesson session. During these meetings, teachers provide instruction, assessment, or facilitate other learning activities.

Synchronous support must include a two-way, real-time exchange of information,

and can also be achieved through small group work. All synchronous support is logged immediately after the interaction, with the exception of LiveLesson, within Connexus and includes details about the interaction. Customers with appropriate permissions can reference student logs at any time within Connexus.

Communication Expectations for Pearson Teachers

The table below outlines asynchronous and synchronous communication responsibilities for Pearson teachers.

Responsibility	Turnaround Time Expectation
Responding to student or caretaker WebMail messages or phone calls	Within one business day
Sending Welcome WebMail messages to students	Within two to five business days of course or student start date
Curriculum-Based Assessments (CBAs)	One per semester in AP or core courses.
Ongoing Student Contact	Pearson teachers review weekly performance data to prioritize students to contact

Curriculum and Delivery

The curriculum is unquestionably a core strength of the learning experience for our students. Developed by curriculum experts who use high-quality, age-appropriate resources from leading print and online publishers, the rigorous curriculum supports 21st century readiness by engaging students in their ability to reason, be resilient, and become responsible for their learning. Our assessments follow best practices and align to many state tests, as well as the next generation assessments that are used to prepare our students for college and careers.

Pearson's curriculum and delivery focus students and teachers on the most important work: correcting misconceptions and mastering standards and content.

There are other online models that focus on live screen time with a teacher who is delivering content and there are models that only have a set curriculum that students must navigate alone.

Pearson offers rigorous curriculum and content that students can access at their own pace (especially for middle and high school students), and a teacher who is there to help them correct misconceptions, try again, and grow.

The curriculum is offered as a linear progression which is displayed in students' planners each day. Students have quick check assessments, unit assessments, and portfolio assessments that they must complete to progress through their courses.

Course Modifications

The information below provides details on how Pearson teachers may modify courses they teach in Connexus.

Teaching Services Initiated Modifications and Course Reductions

Pearson teachers may initiate course modifications for the following reasons:

- in alignment with IEP or 504 student accommodations specific to reducing coursework
- to reduce or adjust course content for late-enrolled students
- to better personalize the academic experience for students who demonstrate mastery of key course objectives or to meet the needs of learners who require modified course/activity objectives

Pearson teachers may use their discretion to alter lessons and/or assessments to verify student mastery. Course modifications will be documented in the Student Log with a detailed and academically focused explanation. Course modifications can be made for individual students, groups of students, or for the entire course as needed. Except for IEP/504 accommodations, students who are eligible for NCAA may not receive individual course modifications, alternative assessments, or instructional resources that are not available for all students in the same course.

Students who enroll after the course start date may qualify for course reductions. Generally, teachers reduce course content up to 20% in a course for late enrolling students. Exceptions may be made by the Program or District Coordinators, to reduce more than 20% of the course. Requests for these additional course reductions should be sent to the District Success Partner. Course reductions will be documented in the Student Log.

Content removed from a course by skipping lessons may still appear on the cumulative assessments for that course. Students may still access skipped content.

*AP courses are most often ineligible for course modifications and course reductions; exceptions must be made in collaboration with Teaching Services.

Robust Courses

Elective eDynamics and Apex courses are built with supplementary material and assignments meant to be used at a teacher's discretion to facilitate conversations and authentic learning experiences. These courses are robust and packed with content with the expectation that teachers will personalize the learning experience for their students. To allow students to focus on content and curriculum that is the most meaningful and study in greater depth the most important topics and skills, some assignments will be hidden at the beginning of the course. Teacher may choose to use some of these assignments in LiveLesson sessions, as extra credit, as relearning opportunities or as enrichment opportunities as appropriate.

When receiving a request to make a course reduction for a student later in the semester, the teacher will drop the appropriate percentage from the remaining lessons and will email and log the reduction as usual.

Program Initiated Modifications and Course Reductions

Pearson Virtual Schools Teaching Services will honor course reductions less than 30% of overall course content. Greater than 30% reduction requests will require a transfer grade be provided by the Program, as this jeopardizes the integrity of the course.

Course Resources

Students have access to teacher-created course resources for each course. The course resources can be accessed via the Lesson Introduction Pages and are introduced through the Welcome WebMail message. Teachers regularly update and maintain the resources with links for students.

**Course Resources documents are housed on individual teacher Pearson Educator Google Drives. Students must have the functionality to navigate to Google documents to have access to these resources.*

LiveLesson Sessions

The purpose of LiveLesson sessions is to facilitate learning experiences for students and to provide enrichment beyond the content within our online lessons.

Pearson Virtual Schools Teachers utilize LiveLesson sessions to address a wide range of student intervention and enrichment needs, including but not limited to:

- One-on-one or small-group tutoring
- Literature discussions
- Facilitation of cross-curricular connections
- Opportunities to demonstrate mastery in a variety of ways
- Differentiated learning activities for struggling students
- Participation in activities that promote real-world application of skills
- Unit test preparation and review for end-of-course exams
- Collaborative learning experiences with peers
- Language practice opportunities for world language courses
- Building relationships, developing rapport, and study skills needed to foster learning in an online environment

LiveLesson sessions covering enrichment topics will be scheduled once each week for core content area courses (math, science, social studies, and language arts), and will be taught by a content area expert who may or may not be the assigned Teacher of Record. The frequency of scheduled LiveLesson sessions for elective courses will vary by course. Student pacing and course schedules vary for students. For this reason, the standard LiveLesson schedule will not synchronize with a student's course work. Students can also

consult a library of asynchronous, on-demand instructional videos and teacher-created resources targeting specific course concepts. This allows students to access video-based instructional support when needed, at a time that best suits their learning schedule. In our LiveLesson platform, students are encouraged to be on camera but can choose to remain off-camera.

LiveLesson sessions are not required for students and are not graded, except for Gifted and Talented/Honors Literature Study which are required and graded. A LiveLesson session schedule for each course will be provided to students enrolled in the course.

The LiveLesson model facilitates learning opportunities for students by providing:

1. Dedicated access to credentialed content-area teachers who are focused on creating and delivering high-quality learning experiences.
**The LiveLesson teacher may be a teacher other than the teacher of record. The LiveLesson teacher will be a subject matter expert who has experience with the content.*
2. Increased interaction and engagement with teachers who will continue to support students through the use of WebMail communication, small group sessions, Teacher Time, and phone calls.
3. More focused opportunities for struggling students to receive differentiated support and instruction on an individual basis, or in small groups.
4. A library of on-demand LiveLesson recordings that students can consult as needed.

The LiveLesson delivery model builds on our dedication to providing students with high-quality, virtual instruction by offering greater flexibility for students, providing individualized support, and continuing to ensure that all students have regular access to a content-area expert.

Student Participation

Course Pacing and Participation

Students enrolled in a course taught by a Pearson teacher must meet all requirements for completing lessons as set forth by their program, school district, or state. It is the responsibility of the program to act when a student is not in compliance with any mandated attendance or participation requirements. Although there is more flexibility in the Pearson taught courses than in a traditional school setting regarding instructional time and pace, students are still expected to maintain a pace that will allow them to complete their course by the course end date. When Connexus Planners are in use, all students should complete assigned lessons as scheduled and submit specified assessments on or before the due dates.

Course extension requests for students can only be made by the Program. If a student requests a course extension from a Pearson teacher, those requests will be sent to the District Success Partner to send to the Program. When an extension is granted, it is the Program's responsibility to notify students of the extension and advise them to contact their teachers to plan for success.

Student Performance, Participation, and Escalation

Teachers and advisors regularly monitor student pacing of lesson completion. If students fall behind in their work, Connexus provides performance and pacing data points to the teacher and/or advisor to trigger an intervention. This escalation system is an indicator to the student, caretaker, Pearson advisor (if assigned), and Pearson teacher that the student is at risk of not completing the course successfully in the allotted time frame.

Student data is updated in Connexus three times a week to calculate the student's performance and participation for active sections. Two key metrics are used to track student progress:

1. Performance Metric = overall score of each course
2. Participation Metric = the student's lesson completion rate relative to the student's section start/finish dates for active sections

Every student is categorized into one of three status levels for Performance and

Participation in Connexus. This is displayed on the caretaker's homepage using one of the face codes shown in the picture below. The escalation thresholds are displayed in the chart below.



<i>Metric</i>	<i>On-Track</i>	<i>Approaching Alarm</i>	<i>Alarm</i>
Performance (score)	Greater than 70%	At or below 70%	At or below 60%
Participation (lesson pace)	Greater than 70%	At or below 70%	At or below 60%

Support for Students in Escalation

Program Coordinators work with the District Success Partner to provide administrative and academic support on behalf of students (exact duties are defined by the school district). In general, Program Coordinators monitor and motivate student learning, provide organizational and instructional support on an individual basis, and continually assess their students' progress.

Student performance data is reviewed by Teaching Services staff each week and appropriate student support strategies are implemented.

It is the responsibility of the customer to act as permitted and/or required by state law, including referral to appropriate agencies for truancy.

Student Support

Strategies to Support Student Mastery

Below are strategies Pearson Teachers may utilize to support struggling students

to move towards content mastery. While this is an extensive list of support strategies, this is not an exhaustive list.

- Provide feedback and resources to support student revision and relearning to reach mastery for assignments that have a score below 70%.
- Provide opportunities for students to complete assessments in an alternate format, (i.e., PowerPoint, verbal recording, visual presentation, or modified, segmented portfolio assignments).
- Send weekly check-in WebMail messages that highlight important concepts or standards.
- Ask students to print hard copies of assignments to encourage accuracy.
- Host a small group via LiveLesson with small groups of struggling students to review for tests or complete portfolios in order to stay on track with lesson completion.
- Provide individual or small group subject area support via LiveLesson or phone.
- Provide the opportunity for students to complete an assessment orally if appropriate.
- Provide students with study guides for assessments.
- Create an individualized Student Success Plan, which includes specific action items and due dates.
- Provide the student with LiveLesson recordings prior to major test/portfolio item for additional support.
- Encourage meetings between student and assigned Advisor

Intervention Protocol

The District Partnership Services team works closely with Pearson Virtual School Teaching Services and customers to support and encourage student success. Through monitoring and sharing of data, District Success Partners note students and areas where additional academic support may be needed. Customer requests for specific student interventions are sent to District Success Partners. While School Districts continue to be the LEA and responsible for educational evaluation and special education services, PVS Teaching Services works closely with District Success Partners to provide appropriate interventions for engaged and struggling students.

Interventions for engaged and struggling students fall into three levels and are based on student progress. Disengaged students receive support from the Advisory Team in programs where Advisors are assigned.

Pearson Teacher Assessment Policies

Courses are comprised of a variety of assessment types to gauge student mastery of course concepts, skills, and standards. Graded assessment types may include sample work, practice, reflections, discussions, portfolios, quizzes, tests, and exams.

Pearson teachers generally do not excuse or drop unit tests or final exams for students. Program requests to excuse unit tests or final exams will be considered when the student has an 80/B or better in the course. Exceptions may be made when greater than 20% of a course has been reduced.

Assessment Retake Policy

Pearson teachers use the following retake/correction policy, along with their professional discretion, as a guide for helping students learn and achieve success. Students should consult the course information in the Lesson Introduction Page to view specific policies that pertain to their courses.

Homework, Practice, and Portfolio item assessments can be corrected/resubmitted, after synchronous or asynchronous consultation with a teacher. Additional correction opportunities are based on teacher discretion. Students cannot retake tests or quizzes; however, students may work with teachers to earn back additional points. This policy will be followed unless otherwise specified by the District Partnership Service team or noted in the Program Guide.

Our shared goal is student mastery of course material. As students move through the course, teachers may employ the following strategies to ensure students have mastered course material and arrive at the end of the course with a passing grade:

1. Teachers generally do not reset objective assessment items. There are three exceptions to this policy:
 - a. Confirmed technical issues (parent/student has contacted support and it is reflected in the Student Activity Tracker).
 - b. Accommodation listed in a student's IEP/504 Plan.
 - c. Quick checks can be reset and retaken as requested by the student or caretaker or the weight value can be adjusted to zero.
2. Subjective Assessments: After receiving constructive feedback, subjective assessments (i.e., portfolio items, essays, short answer questions, lab reports, PE logs) can be re-submitted via WebMail message to improve the original submission. Credit can be awarded directly in the original assessment item.
3. Unit Tests: Students who fail a unit test (not applicable for midterms or final exams) may initiate contact with their Pearson teachers to inquire about additional opportunities to demonstrate mastery and earn credit. One option is to complete a concept-driven Curriculum-Based Assessment. Teachers can administer CBAs via LiveLesson or phone call to evaluate student mastery and assign points in an associated assessment item for credit. Another option is for students to review teacher-prompted study materials that address learning gaps, and then complete an alternative assessment.

The alternative/custom assessment may be a written assignment, or it may be conducted via LiveLesson or phone. CBAs are not, by themselves, graded assessments included in a student's Grade Book. Any assessment resets must be documented in the Log.

4. Course Reductions: Unless otherwise notified by the program teachers may drop up to 20% of course content on an individual student basis, if warranted. However, reduction of course content does not apply to students who are NCAA eligible and is not applied to AP courses.

Curriculum Based Assessments (CBAs)

Teachers use synchronous contacts to gauge student mastery through curriculum-based assessments. These formative assessment conversations provide valuable feedback to teachers and Caretakers about areas of strength and areas needing additional support or intervention.

CBAs are most often synchronous, real-time, communications between students and teachers to gather information on students' understanding of concepts. They are the most common informal assessment method teachers use with students. While students are not graded on CBAs, teachers will reach out to students when a CBA is appropriate, and students are expected to respond to teachers. If students fail to respond to a teacher's effort to complete a CBA, the teacher will have limited knowledge about how to best assist and support the student.

Grading

Students in Pearson Virtual Schools courses will receive a final course grade from their Pearson Virtual Schools teacher in Connexus. The student's official transcript will be maintained by their school/program. Only the assigned Pearson Virtual Schools teacher is permitted to enter the final grade for the student's course within Connexus. Programs may add weighting for Advanced Placement or Honors courses to these grades, based on their own policies, when transferring completed grades into the student's official transcript outside of the Connexus platform.

As they progress through their courses, students will engage in many different types of formal and informal assessments. All assessment types found in courses are described in the [Pearson Assessment Types](#) guide, though not all courses or grade levels will contain all these assessment types. Note also that some assessment types count more heavily towards the student's final course grade than others. For example, the grade a student earns on a Unit Test or Portfolio has a bigger impact on the student's final grade than a Quiz does. Additionally, grade weights vary by course. Students can view grade weights in their gradebook.

Graded items include autoscored assessments and items that must be manually

scored by the teacher. When a student submits an assessment that requires manual scoring, a question mark will be displayed next to the assessment in the student's gradebook.

Once the assessment has been graded, the points earned will be displayed next to the title of the assessment and calculated in the overall course grade.

Customers can customize their grading scale to meet state, district, or program needs. Pearson Virtual Schools will use the grading scale established by the program (see required program information). This information must be provided to the District Success Partner in order to be incorporated within Connexus.

Pearson Virtual Schools teachers will update the section status to Complete when all assessments are graded signifying that the student grade is finalized.

Final Grades in Connexus

When a student's section stage transitions to "Pending Complete", teachers will finalize the student's grade within five business days of the student's end date by doing the following:

- complete all grading
- enter temporary zeros for any incomplete assessments
- confirm lesson completion is accurate
- set the student's section stage to "Complete"

Any special requests regarding an expedited turnaround time must be communicated to District Success Partners at least 10 days prior to the end date.

The Grade Book

The Connexus Grade Book is available 24 hours a day, seven days a week (excluding regularly scheduled maintenance) and always reflects the student's current status in each course in which s/he is enrolled. The Grade Book will display the overall grade in each course, grades on assessments within each course, and the number and percentage of assessments and activities the student has completed.

Temporary Zeros

Temporary Zeros are a tool utilized by teachers to ensure that students and caretakers have an accurate picture of how student pacing impacts course performance.

Temporary Zeros are used to guide students pacing throughout their course enrollment, provide accurate end of course grades, and demonstrate the impact skipping an assessment has on a student's overall course grade.

When a Temporary Zero is assigned to an assessment, the zero is calculated in the student's overall course grade. This lowers the student's overall course grade and reflects the actual impact missing assessments have on a student's course grade. Temporary Zeros prevent students from being able to move on in the course until they have submitted missing assessments. This ensures students complete coursework in a linear fashion. Temporary Zeros are not permanent. Students can still complete assessments assigned a Temporary Zero for full credit. Before adding Temporary Zeros to a student's gradebook, teachers or advisors will notify students by sending a WebMail message.

Temporary Zeros Throughout Course Enrollment

Once a student has been enrolled in a course for three weeks, Temporary Zeros will be added to the student gradebook if they are behind in lesson completion and not on pace to finish the course by the end date. The decision to add temporary zeros for individual students is based on their actual rate of completion in comparison to their expected rate of completion. These Temporary Zeros are entered twice a month, on the 2nd and 4th weeks of the month. Programs may choose to opt out of using this policy. Request to opt-out must be communicated to program's District Success Partner.

Temporary Zeros at the End of a Course Enrollment

Within five business days of a student's course end date, Temporary Zeros will be assigned for all remaining incomplete assessments.

Temporary Zeros Assigned to Skipped Assessments

If a student skips an assessment, the teacher will assign a Temporary Zero for that assessment.

Example: A student does not complete the discussion assessment in Unit 2. The student continues through Unit 2 and submits the Unit 2 Test. Then, the student moves on to Unit 3. The teacher will add a Temporary Zero for the Unit 2 discussion assessment and notify the student via WebMail.

Example: A student submits a blank document for a portfolio assessment in Unit 4, or a note saying they will finish it later. The student then finishes the rest of the assessments for Unit 4 and moves on to Unit 5. The teacher will add a Temporary Zero for the Unit 4 portfolio assessment and notify the student via WebMail.

NCAA

Many Pearson Virtual Schools high school core and elective courses are approved for meeting NCAA Eligibility Center requirements.

Customers may offer student athletes courses which may be used for NCAA initial

eligibility by purchasing a package of services that complies with the requirements for the NCAA Eligibility Center's approval of Pearson Virtual Schools's courses.

For the Customer to have access to Pearson Virtual Schools's NCAA approved courses, the following must be in place:

- The Customer must indicate that the student is NCAA eligible during the enrollment process.
- The courses must be the courses listed on the NCAA website as Pearson Virtual Schools approved courses.
- The courses must be delivered through Connexus by Pearson Virtual Schools' Certified Online Teachers.
- NCAA approval of Pearson Virtual Schools courses is dependent upon both Pearson Virtual Schools and the Customer abiding by a programmatic structure that adheres to the requirements set forth in the NCAA Guidelines for Pearson Online and Blended Learning Customers.
- If the Customer's program is not in full compliance with the requirements, the student's NCAA eligibility, the Customer's access to NCAA-approved courses, and Pearson Virtual Schools' ability to continue to deliver NCAA-approved courses, may be jeopardized.

Pearson Virtual Schools takes very seriously both its own and the Customer's contractual obligations to meet the stated requirements. Pearson Virtual Schools reserves the right to terminate a contract if it believes that the Customer is violating the terms of this agreement to the degree that it may jeopardize Pearson Virtual Schools' NCAA approvals.

In order for Pearson Virtual Schools to serve a student who is desiring NCAA courses, students must be identified with that designation in the Pearson Connexus platform in their Student Profile

Special Population Students

Pearson Virtual Schools (PVS) works in partnership with school districts to ensure all students receive appropriate and differentiated instruction. The school district remains the local education agency (LEA) and is responsible for the evaluation process, providing special education services, providing IEP and 504 plans, and working with PVS to determine appropriate instructional accommodations in the virtual setting. PVS teachers are responsible for providing differentiated instruction and implementing virtual accommodations indicated in the IEP or 504 plan.

The following list of virtual accommodations can be provided by PVS as determined appropriate by the program's Special Education team and documented within an IEP or 504 plan. Specific IEP or 504 plan accommodations must be uploaded to Student Details page in Pearson

Connexus prior to any implementation from PVS Teaching Services.

Common accommodations in a virtual setting include:

- **Retaking tests and quizzes:** The teacher may provide an alternative assessment, relearning opportunity, or retake of the assessment or meet with the student to review the material, if in accordance with the IEP or 504 plan.
- **Extra time:** This accommodation is inherently embedded in the platform since students are able to self-pace through the course. A course reduction of non-essential content/at teacher's discretion may also be considered as a way to fulfill this accommodation to allow additional time to work through course content. For tests or quizzes, timers within the platform will be disabled.
- **Course Reductions:** Any course reduction beyond 20% must be reflected in the IEP or 504 plan, or through written district approval. If a course reduction is listed as an accommodation in an IEP or 504 then it will be provided at the beginning of the course and does not need an additional request. It is important to be clear if the intent is to reduce activities, content, or number of items on tests/assignments. (Reducing the number of answer choices will be provided by the LEA).
- **Alternative assignments/assessments:** A student may be provided an alternate assignment or assessment that will not alter the objectives being measured.
- **Restatement or clarification of directions/instructions:** Teachers can provide this through Live Lesson sessions, in recordings, and during office hours. Students are able to schedule a meeting or drop in. (Special Education teachers at the LEA can also do this in small groups or individually to supplement general education instruction).
- **Copies of presentation notes:** LiveLesson sessions are recorded and accessible on the teacher's home page.
- **Supplemental course resources (i.e. outlines, study aides, teacher notes):** Course resources are available within courses to aid students while they work through course content. Due to the platform capabilities, students are able to access prior content as they progress through the course. Unique needs will be discussed with the Special Populations team, District Success Partner, and Program Coordinator. (Special Education teachers at the LEA may also support this accommodation to supplement depending on individual student need).
- **Accessibility:** Text-to-speech, speech-to-text, highlighting, masking, and enlarged font Feature and there are compatible extensions for others. Specific guidance can be sent upon request.

It is important to note that all students are offered additional support from their classroom teacher and/or advisor through small groups or 1:1 meetings. These small group and meeting times are available during Teacher Time upon request by the teacher or student.

Customer Notification of IEP/504 Accommodations

Customer Administrators are responsible for attaching IEP or Section 504 documentation in each student's 'Student Accommodations' Data View. Without this information entered, Pearson Virtual Schools are not able to provide accommodations.

Pearson Teacher Participation in the IEP Process

Requests for Teacher Input on IEP or 504 Plans

If programs need teachers to provide written feedback about student progress to prepare for IEP or Section 504 meetings, they may request updated student progress information by using the [Special Populations Request form](#) to request written input directly from the Special Populations Team.

Programs can expect written feedback to be returned within five business days of the Teaching Services Special Populations Team receiving the request. Unless otherwise requested and arranged, Teaching Services will provide responses to the questions listed below. Programs can request input in a different format, such as a PDF document or spreadsheet, by contacting their District Success Partner.

- Please list the student's strengths.
- Describe the student's progress in this course (ie. on-track, grades earned, etc.).
- Based upon the student's work, describe your perception of the student's understanding and movement towards mastery of the course content.
- Describe the student's efforts in this course (time spent on lessons, quality of work, etc.).
- Describe any instructional strategies or practice activities that you have implemented to motivate the student or increase engagement. What have been the results?
- How would you rate the student's level of participation in the course for discussion boards?
- How would you rate the student's level of response to individual contacts? (These may include WebMail responses, phone calls, LiveLesson sessions, one-on-one tutoring session, etc.)
- On which types of assignments/activities is the student successful?
- On which types of assignments/activities does the student struggle?
- Which accommodations have you used with this student to promote success? - Describe any academic and/or behavioral concerns you have at this time.

- Please share any additional information or comments.

Participation in IEP or 504 Meetings

If a School District / Customer would like a PVS teacher to attend an IEP or 504 meeting, they can request attendance using this [Special Populations Request form](#). A Special Populations Representative will be present at IEP/504 meetings when teachers are asked to participate. The Special Populations Representative attending will remain answering any general questions for up to 45 minutes. Participation in IEP and 504 meetings will be logged by the PVS Representative after the meeting ends.

Academic Integrity

When enrolled in a course with a Pearson teacher, students are expected to adhere to the Pearson Honor Code. The customer and Pearson are responsible for supplying the Pearson Student Honor Code to students. If a student violates the [Pearson Virtual Schools Student Honor Code](#), Pearson teachers will consult the appropriate Academic Integrity Policy (i.e. a district or program policy, or the Pearson policy). As outlined under [Required Program Information](#), programs or districts must provide a copy of their academic integrity policy if they choose for Pearson to implement that policy.

Pearson Student Honor Code Infractions and Procedures

Demonstrating academic integrity and upholding the Honor Code is an expectation of every student. Pearson teachers are encouraged to use plagiarism detection software (Unicheck is included in Connexus) for written responses such as essays, portfolios, and discussions when plagiarism and/or cheating are suspected. If a Pearson teacher detects a violation of the Honor Code on an assessment (i.e., test, quiz, discussion, lab, essay, or any other portfolio assignment), he or she will notify the student and caretaker by WebMail. All instances of Honor Code violations will be documented in the Discipline Data View. It is the responsibility of the program or district to take any disciplinary action in addition to what is listed below, once notified by Pearson. Repeated offenses could result in additional disciplinary action taken by the student's local program or district and could result in removal from the course if determined by the program or district.

A student forfeits the opportunity to regain full or partial credit for any Honor Code violations if the course has ended. The customer may consult the District Success Partner to discuss opportunities for extensions.

First Offense

The first time a student is determined to have plagiarized or cheated, the student will receive a grade of zero for the assessment temporarily, and a WebMail message from the teacher outlining the offense and the steps the student can take next to regain credit. Once the student shows understanding of plagiarism, cheating, and the subject matter, the student may regain up to full credit by re-submitting the assessment or equivalent. If a student's first Honor Code violation occurs on a final exam, the student will receive a zero for the questions related to the violation and not be able to revise any of the work that had the violation.

Second Offense

The second time a student is determined to have plagiarized or cheated, he/she will receive a grade of zero for the entire assessment and a WebMail message from the teacher outlining the offense, and steps that the student can take to regain credit. The student must arrange a time to meet with the teacher synchronously to review and show understanding of the Honor Code and subject matter. Once the student demonstrates understanding, the student may regain partial credit, up to 50% of the assignment's total score. If a student's second Honor Code violation occurs on a final exam, the student will receive a 50% reduction of their total test score and not be able to revise any of the work that had the violation. For example, if the student earned 80% on the final, including a zero for the question(s) in concern, the student receives a score of 40% for the final.

Third and Subsequent Offenses

The third time a student is determined to have plagiarized or cheated, he/she will receive a zero and will not have the opportunity to redo the question/assignment. If a student's third or subsequent Honor Code violation occurs on a final exam, the student will receive a zero for the full test and not be able to revise any of the work that had the violation. Such repeated offenses of academic dishonesty by a student may result in a recommendation by Pearson Virtual Schools that the student be considered a repeat violator of program or district policy. The program or district will be responsible for addressing this violation.

Conflict Resolution

Pearson Virtual Schools Teaching Services strives to provide exceptional customer service by ensuring that students, parents, and the customer have a clear path to follow when challenges arise with a Pearson teacher. If a customer receives a complaint about a Pearson teacher from either a student or parent, the customer should notify their Pearson Virtual Schools District Success Partner. The District Success Partner will work with Pearson Virtual Schools Teaching Services to investigate the complaint and find a resolution.

Student Conduct

Note: Any reference to “bullying” includes cyberbullying, whether specifically stated

It is the policy of Pearson Virtual Schools Teaching Services that all students and employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The policy below reflects Pearson Virtual School’s standard policy and expectations.

However, this policy may be amended as needed to reflect specific program or district partner policies.

Definitions

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Bullying (including cyberbullying) – systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of property

Cyberbullying – bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-

optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the

creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment – any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school. Bullying and harassment also encompasses:
 1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not done in good faith is considered retaliation.
 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 3. Incitement or coercion
 - a. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system
 - b. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment

Cyberstalking – to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Hazing – the use of rituals and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy.

Violence within a dating relationship – any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting – Knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

Prohibited behaviors include all the above.

Pearson expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and staff, the educational purpose underlying all Pearson activities.

Pearson believes that standards for student behavior must be set cooperatively through interaction among the students, caretakers, staff, and program or district members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for Pearson on the part of students, and staff. Because students learn by example, Pearson staff, and program or district administration, will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

Pearson upholds that bullying or harassment of any student or Pearson employee is prohibited:

- A. During any education program or activity conducted by a public K-12 educational institution;
- B. During any school-related or school-sponsored program or activity;
- C. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the school, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- D. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or the orderly operation of a

school.

- E. The above section (D) does not require a school to staff or monitor any non- school-related activity, function, or program.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Pearson will notify programs or districts of any violation. Consequences for any infraction are the responsibility of the program or district. Pearson expects that districts and programs will take appropriate remedial action for students who commit acts of bullying or harassment.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with Pearson policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in this Supplement. Consequences and appropriate remedial action for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with Pearson policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after

consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Complaints

The Director of Teaching Services or a designee is responsible for receiving complaints alleging violations of this policy. All Pearson Virtual Schools staff are required to report alleged violations of this policy to the Director of Teaching Services or designee.

Students and caretakers are encouraged to report any act that may be a violation of this policy to a Pearson Virtual Schools staff member or program or district representative.

Pearson Virtual Schools will report all reported incidents to the program or district coordinator through the District Success Partner. Likewise, program or district coordinators should communicate concerns of any violation involving Pearson Virtual Schools staff through the District Success Partner. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Student Discipline

All students enrolled in Pearson courses are expected to conduct themselves in accordance with the policies set by their school and the Pearson Virtual Schools codes of conduct set forth in this Handbook. Caretakers are expected to cooperate with school staff in reinforcing this conduct with their students. When student conduct expectations are violated, Pearson will work with the customer to implement the disciplinary measures reflected in this document. Pearson students are also guaranteed due process as required by the 14th Amendment to the United States Constitution.

Discipline Measures

There are three levels of disciplinary measures used by Pearson Virtual Schools in the absence of a clear disciplinary process provided by the customer: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. Warning

Students who receive warnings from Pearson Virtual Schools have documented communication with their Caretaker(s) and a Pearson Virtual Schools staff member. The incident is formally documented in writing and becomes part of the student's

Pearson Virtual Schools record. Students do not have a disruption in schooling and are not removed from any course.

Warnings are issued when a student demonstrates a breach of expected conduct but not as serious as those listed under the suspension and/or expulsion categories in this Handbook.

2. Suspension

When a student is recommended to the customer for suspension, he or she will be temporarily restricted from accessing Connexus once the approval is given by the customer. The length of a suspension is determined by the customer and the Pearson Virtual Schools Director of Teaching Services or their representative (up to 10 days at a time). A suspension is documented in writing and becomes part of a student's permanent Pearson Virtual Schools record.

During a period of suspension as defined by the customer and Pearson Virtual Schools Director of Teaching Services, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to course content, assessments, WebMail, Message Boards, and/or all Connexus may be revoked. In such cases where the student's access is completely revoked, the Caretaker is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to a recommendation for suspension include, but are not limited to, the following breaches of conduct:

Cheating on tests or daily work: A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, transmitting work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.

Plagiarism: A student's use of another person's words, products, or ideas without proper acknowledgment of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally.

It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.

Abusive conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.

Bullying: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.

Harassment: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from Pearson's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.

Vandalism: A Student who intentionally damages or destroys Pearson property or records (physical or electronic). In these instances, the school reserves the right to contact the proper law enforcement agency(ies).

Theft and robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or Pearson of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, Pearson Virtual Schools reserves the right to contact the proper law enforcement agency.

Sexual harassment: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.

Violation of acceptable use policy: Students who violate the acceptable use policy in one form or another are open to recommendations for disciplinary action, including suspension.
Repeated violation of any disciplinary issues.

3. Expulsion

When a student is expelled, he or she is separated from Pearson Virtual Schools for an extended period of time, or permanently, for disciplinary reasons. An expulsion is documented in writing and becomes part of a student's Pearson permanent record.

Violations that may lead to recommendations for expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Recommendations for suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

Grievance Policy

Pearson Virtual Schools is committed to ensuring customer satisfaction and takes

its responsibility for the provision of educational services to each student very seriously.

These responsibilities are set forth in the customer Scope of Work and the Pearson Virtual Schools Handbook. Pearson Virtual Schools Teaching Services will also ensure students adhere to their responsibilities stated in this Handbook, and when necessary, recommend disciplinary action to the customer.

Caretaker Grievance and Resolution

If a Caretaker has concerns with Pearson Virtual Schools' action or performance on any of the above-defined responsibilities or disciplinary actions, he or she has the following recourse options available:

Addressing Issues

For routine issues or for a first attempt at redress, call or send a WebMail message to the student's teacher.

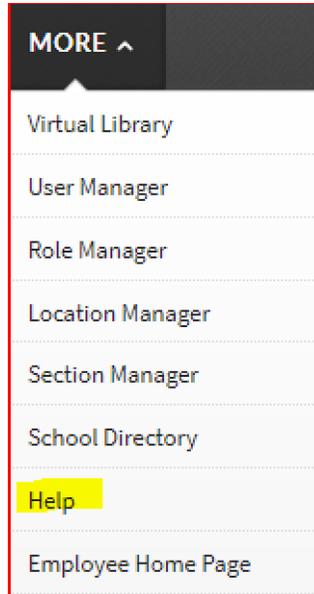
Grievance Process

1. A Caretaker with the grievance must report the dissatisfaction in writing and submit it to the student's teacher. If the grievance is not resolved through contact with the student's teacher, the program coordinator should be contacted, in writing, with concerns. The program coordinator will then forward the written concerns to their District Success Partner. At that time, the DSP will provide the grievance to Pearson Virtual Schools Teaching Services. All parties involved must be appropriately defined, and the concern must be clearly outlined.
2. The recipient of the grievance must review the concern with his or her supervisor and respond to the Caretaker within three (3) school days.
3. All decisions made by Pearson Virtual Schools Teaching Services will be shared with the District Success Partner. At which time, customers will be notified of outcomes.
4. If the school has not been able to address the Caretaker's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the Caretaker can contact the Customer for further recourse.

Connexus Help

Every Connexus user has access to role based Connexus Help through the Help

option listed under More in the Connexus header toolbar. Connexus Help is a wonderful resource for on-demand information related to Connexus functionality as appropriate for each role.



Technical Support



Technical support is available to all users via:

- 888-679-7740
- Select 1 for login assistance
- Select 2 for technical issues for caretakers and students.