



VTVLC VERMONT VIRTUAL LEARNING COOPERATIVE

VTVLC PARTNERSHIP AGREEMENT

For the school year beginning July 1, 2024, and ending June 20, 2025

Return by completing this form digitally by April 1, 2024, to:

Vermont Virtual Learning Cooperative

[FULL AGREEMENT AVAILABLE HERE](#)

[AGREEMENT INFO PAGE HERE](#)

Terms of Agreement:

This agreement is between VTVLC and the _____
(District/Supervisory Union) and serves as a Joint Service Agreement between the RVTCSO to provide online learning services as outlined in this document.

1. All VTVLC programs will operate following the published VTVLC Academic Calendar using the following guidelines:
 - a. A teacher's vacation schedule will follow their local district calendar for all vacations and holidays.
 - b. Two floating-week vacations are incorporated into the VTVLC Academic calendar to be used to determine student pacing.
 - c. Snowdays are not recognized by VTVLC in On-Demand course enrollments or Full-Time K-12 enrollment.
2. **Student and Teacher Data Sharing** is understood to be required to facilitate educational services in accordance with FERPA. VTVLC will ensure all third-party vendors meet or exceed student data privacy requirements as required by law. Schools are legally responsible for uploading IEP/504/EST to the student's profile in the SIS.
3. **Allocation:**
 - a. Districts that share earned enrollments across multiple schools will determine how their seats are allocated. This information must be shared with VTVLC.
 - b. All earned seats can be allocated across grades 7-12.

4. Earned Seats for Teaching Partner Schools / District and Non-Teaching Partner

Earned Seat = 0.5 credit Enrollment

	Teaching Partner	Non-Teaching Partner
Partner Fee	\$0	\$0
Need to commit a teacher?	Yes	No
Earned Traditional Seats (for each .2 FTE teacher)	40	10
Earned On-Demand/PASS Seats (for each .2 FTE teacher)	5	0
Additional Traditional Seats Cost (above or beyond the earned traditional enrollments)	\$100	\$300
Additional On-Demand/PASS Seats Cost (above or beyond the earned on-demand enrollments)	\$325	\$425
Full-time 9-12 Enrollment	\$1,500 semester if not using earned seats	\$2,000 semester if not using earned seats
Full-time K-8 Enrollment	\$1,500 semester	\$2,000 /Semester

For every partner teacher contributed to VTVLC by a teaching partner district, the teaching partner district will earn 40 traditional seats and 5 on-demand seats to use as they see fit. A Partner Teacher must facilitate one half-credit course for VTVLC in both the fall and spring semesters.

5. NEW PARTNER INCENTIVE

For any schools that contribute a new-to-2024 - 2025 partner teacher (who did not act as a partner teacher in the 2023 - 2024 school year) who is an Online Teaching Specialist (OTS) Endorsed or earning their OTS, the school will be credited \$1000 to use towards any excess traditional or on-demand enrollment options to be used within the same fiscal year.

6. Additional Services Provided by VTVLC

PROGRAMS/SERVICES	Cost
Onsite Training and Support	\$ 750/ Half-Day \$1,000 / Full-Day
Course Leasing (formerly VTVLC To-Go)	Pricing negotiated based on- Course Leasing needs. \$250 / enrollment per .5 credit per year
Custom Projects	Pricing negotiated based on Custom Project needs.

*CDP schools must complete the separate CDP agreement in order to offer diploma options to non-operating district students.

SERVICES CHECKLIST (Check all that apply)

Our school status for FY25:

- Teaching Partner District
- Non-Teaching Partner District ~~School~~

By signing below, I, _____ (Superintendent), on behalf of _____ (District / Supervisory Union) have read and understood the VTVLC FY25 Partner Agreement and enter into a partnership with VTVLC and agree to all conditions and definitions set forth in this agreement.

 Superintendent's Signature Printed Name Date

 Ashley Newton, VTVLC Co-Director Date

Note: You will receive a completed copy of this document for your records via email from Adobe Sign once it is countersigned.

Please provide the name of a liaison within your district/supervisory union for VTVLC to contact for information regarding student support personnel, teaching partners (if any), and special educators at the participating school level.

Name: _____ Title/Role: _____

Email address: _____

This agreement shall be signed prior to April 15 in order to be considered in effect for the upcoming school year.

Nominated Teaching Partner Information If Known:

Teacher's Name	Teacher's Email	Content Area	Preferred Courses	OTS Endorsement (Yes / No)	# of courses teaching for VTVLC per semester (see chart above)

VTVLC reserves the right to reassign a partner teacher to a different course in the area of certification or in support of student online learning in the event of low enrollment in the content area.



VTVLC PARTNERSHIP AGREEMENT

For the school year beginning July 1, 2024, and ending June 30, 2025.

Additional Information

- Section 1: Enrollment and Programs at VTVLC
- Section 2: School Expectations
- Section 3: Teacher Expectations
- Section 4: Additional Definitions
- Section 5: VTVLC Calendars
- Section 6: Payment Due Dates

Section 1: Enrollment and Programs at VTVLC

An “enrollment” is the equivalent of a .5 credit (half-credit) course-

A. Non-Teaching Partner School

Any Vermont public school, CTE Center, AEL provider, or independent school that is receiving public education funding. **Each Vermont Partner School earns 10 Traditional Enrollments.**

B. Teaching Partner School, Public

Any Vermont public school, CTE Center, AEL provider, or independent school drawing public education funding contributes at least one (1) appropriately licensed teacher with the supplemental endorsement of an Online Teaching Specialist (OTS). This teacher will facilitate two (2) half-credit courses (one half-credit course in both the fall and spring semesters) as part of their regular local teaching assignment during the school year to a maximum of 25 students per semester as set by the VTVLC calendar.

1. Suppose enrollments are lower than 15 students for the offered course. In that case, the Partner Teacher will be provided a “split stipend” of \$500 per semester to split the enrollments between two differently titled course offerings with different content. However, the combined number of student enrollments will not exceed 25.

C. Teaching Partner School, Private

Any Vermont school that does not draw public education funding that contributes at least one (1) appropriately licensed teacher with a supplemental endorsement as an Online Teaching Specialist (OTS). This teacher will facilitate two (2) half-credit courses (one half-credit course in both the fall and spring semesters) during the school year to a maximum of 25 students per semester as set by the VTVLC calendar.

1. Suppose enrollments are lower than 15 students for the offered course. In that case, the Partner Teacher will be provided a “split stipend” of \$500 per semester to split the enrollments between two differently titled course offerings with different content. However, the combined number of student enrollments will not exceed 25.

D. Course Leasing

Any Vermont public school, CTE Center, Adult Education and Literacy (AEL) provider, or independent school drawing public education funding is eligible to use the VTVLC Learning Ecosystem. This system includes Canvas (Learning Management System, LMS) and all statewide licensed content to support local blended/hybrid courses. All Districts using the course lease option must allocate a liaison who is responsible for local implementation and coordination of the instance provided by VTVLC.

E. On-Demand

This enrollment option allows students to begin on the 1st and 15th of each month. Students must finish 6 months after their start date. Using a personalized pace chart, students will work to complete the course within six (6) months of their course’s enrollment date. VTVLC works directly with faculty to support students. No refunds will be given for enrollments after ten days after the start of the course. Enrollment requests must be made at least seven days before the desired start date.

a. Personalized Assessment of Student Standards (PASS)

PASS is a self-designed course (similar to an independent study) that is project- or research-based and is treated as an on-demand enrollment. Students are mentored through a two-part program to develop their projects and demonstrate proficiency to receive graduation credit from their local school. All student candidates start with a Project Proposal and Review using the VTVLC PASS process. Once a proposal is submitted, a full review and collaboration meeting is set up with the student’s selected VTVLC teacher mentor. VTVLC then works with the student’s school to ensure maximum alignment to the local proficiency-based graduation requirements. A teacher mentor will be chosen according to the embedded academic content area of the project. In addition, students may also have additional mentors who will support the project as part of the PASS team. Each VTVLC Teacher/Mentor is an expert in their field. They are licensed Vermont educators who know their content areas, as well as having a breadth of other “real life” experiences that they can share with the student during the project. Working with a mentor will help the student develop a deeper understanding of the topic they chose.

F. Teaching Partner Teacher

A Teaching Partner Teacher facilitates an online course as part of the statewide VTVLC catalog and must hold a valid Vermont Teaching license and be endorsed in a recognized content area, as well as hold the endorsement for the Online Teaching Specialist (OTS). If the teacher does not hold the OTS endorsement the teacher partner’s Superintendent must request a provisional OTS endorsement for the teacher, who then must pursue earning the endorsement as required by applicable statutes/rules/professional obligations of a Vermont educator. A commitment of the partner teacher must be made by April of the preceding school year. A certificate program, the Certificate of Online Teaching that leads to the Online Teaching Specialist Endorsement (OTS) and can be completed in one school year, is available through the Northeast Online Teaching Institute (neoti.org).

G. Full-Time 9-12 Enrollment

This fully online program option is for students enrolled in a Non-Teaching Partner school or a Teaching Partner school who have a preferred learning style for online learning or have difficulty attending a traditional school program in person. VTVLC provides the option for schools to enroll students for all academic work in a collaborative full-time program with the student’s ADM remaining with their school.

This is a full-time, online virtual pathway to meet local Proficiency-Based Graduation Requirements (PBGRs) through Act 77 Flexible Pathways. Students can work with their local school to enroll in core academic courses, electives, project-based learning (PASS), health and personal fitness courses entirely online. Enrollment criteria must be met and may be different for each school. All students who do not attend their local school in-person and are enrolled in four (4) or more enrollments during each semester are considered full-time students. VTVLC recommends 9th-12th grade students enroll in no more than 5-course enrollments a semester.

H. Full-Time K-8 Enrollment

A K-8 student is considered a Full-Time Student when they are enrolled in the core content (Math, Science, Language Arts, Social Studies) and 1 elective as an optional enrollment. Students enrolled in the K-8 program will have daily synchronous sessions in their content areas. VTVLC may prioritize enrollment capacity for full-time students in grades K-8.

I. Collaborative Diploma Program (CDP) - Non-Operating Districts

This fully online program is open only to grades 7-12 students residing in non-operating districts (sometimes called “tuition towns” or “choice towns,” unofficially).

J. Home Study Student Enrollments

1. Home study students may enroll through their local Non-Teaching or Teaching School by requesting to use local seats that have either been allocated/earned or through school pay. A home study student should complete this process by contacting their local school.
2. Home study students may access up to two (2) enrollment requests per semester and still be considered Home Study. These enrollments may be counted toward a local school’s ADM as outlined in the statute if the local school utilizes their earned seats for the enrollment or covers the cost of the enrollment. A home study student should complete this process by contacting their local school.

Section 2: VTVLC Expectations for Identified Partnership Roles

Counselor/School Coordinator/Flexible Pathways Coordinator:

Working with Parents:

- Provide information to parents as to how to view their account
- Provide parents current grades

Working with Students:

- Provide information to students regarding courses offered at VTVLC
- Provide/refer guides to students to help create accounts and register for courses
- Help students understand how to be a successful online learner

Working with Local School and VTVLC:

- Approve/Deny student applications based on graduation requirements
- Transfer online grades from the Student Information System to the local school grade organizer
- Log information into the Student Information System using student comment tracking
- Understand how to access courses that have extra materials and the cost to student/school
- Understand the number of seats the local school has earned and how many are enrolled
- Understand how to run a report with quarter grades, progress reports, and final grades
- Communicate with school and VTVLC administration
- Notify VTVLC if students require a withdrawal
- Understand all details of the Counselor Handbook
- Designate students with IEP/504/EST in the Student Information System
- Provide accommodations through the VTVLC SIS for all students that are designated as IEP or 504

- Additional duties as needed

Special Educator

Working with Parents:

- Provide information to parents as to how to view their accounts in the Student information system,
- Provide parents current grades

Working with Students:

- Help students understand how to be a successful online learner
- Provide direct services as outlined in the student education plan (eg, IEP goals and objectives)
- Observer accounts for LEA personnel shall be created in our Learning Management System, Canvas to support access to content for specialized instruction.

Working with Local School and VTVLC:

- Provide accommodations through the VTVLC SIS, for all students that are designated as IEP or 504, before beginning courses.
- Designate students with IEP/504/EST in the Student Information System
- Understand how to run a report with quarter grades, progress reports, and final grades
- Warn and hold annual review meetings. Include VTVLC's Director of Special Education as needed.
- Additional duties as needed

School Student Support / Flexible Pathways Coordinator:

Working with Students:

- Be the school's local support person for students
- Provide students help in the course navigation
- Provide students with guidance regarding communication with teacher/counselor/parents/VTVLC admin
- Guide students with time management/pace charts
- Provide help to the student with submitting a ticket to the VTVLC Help Desk as needed
- Help students communicate with local technology support to have access to computers with updated software for ease of use with online course Learning Management System platforms

Working with Local School and VTVLC:

- Attend training
- Understand how to read activity reports and navigate through the LMS
- Understand how to view grades/reports and navigate through the Student Information System
- Additional duties as needed.

Section 3: Partner Teacher Expectations:

The VTVLC Teacher will be a caring, OTS-endorsed, Vermont Educator licensed, experienced educator with the flexibility to teach students in an online setting with a non-traditional pace structure. They will be technologically capable, a strong communicator, and dedicated to helping students gain skills in both their content area and in online learning. They will personalize and set up an existing curriculum to improve teacher presence and accessibility for students. They will welcome students to the class and regularly update families on students' progress, challenges, and successes. They will provide timely and specific feedback to students on their work as well as complete a Discussion Based Assessment for each student to assess learning at the end of each module. They will ensure that students with accommodations properly receive accommodations in the online classroom. They will regularly nudge students who are struggling or behind in order to convince them to access additional help.

Responsibilities:

- Setup and maintain your online course in the Canvas shell and complete necessary administrative duties, including
 - Follow the Beginning of the Course Checklist to appropriately personalize and set up your Canvas class
 - Keep up to date with notifications and emails from VTVLC
 - Complete administrative duties in a timely manner:
 - submitting final grades and comments
 - completing students
 - responding to communications from VTVLC
- Communicate regularly with students, family, and their school including:
 - Send a personalized welcome email within 2 days of registration. Follow up with email or phone call pursuing the welcome call within 1 week should the student not book or attend the welcome call appointment.
 - Send, at least monthly, a personalized message through Genius to each student, communicating about their progress, pacing, and learning. In addition, reminders will be sent through Genius when the student has four weeks and then two weeks remaining.
 - Send 7 and 14-day inactivity notices through Genius to enrollments.
 - Respond to student correspondence within two school days.
 - At least twice a month post an announcement to the Canvas course page or through email containing personal notes, reminders, availability, and resources that increase teacher presence.
- Provide timely, specific feedback for students on their assessments, including:
 - Assess student submissions and provide timely feedback within two school days of student submission or three school days for essays, extended projects, and collaborative assignments outside of weekends and federal holidays.
 - Provide feedback that includes ways to improve their work and leading questions to assist students in improving their work when resubmitting or in future assignments.
 - End of course feedback

- Completing Discussion Based Assessments
- Follow up on Academic Integrity issues
- Provide a supportive, inclusive, online learning environment including:
 - Review a student's IEP / 504 accommodations and consult with VTVLC's Consulting Special Educator as necessary to determine how to appropriately apply accommodations
 - Refer students to the Director of Special Education when additional support may be necessary
 - Schedule synchronous meetings with students, and their families, who are off the pace by more than two weeks to create a plan to get the student back on pace
 - Be available regularly for students to make an appointment to go over questions they may have. Communicate clearly how to schedule an appointment.

Section 4: Key Terms and Definitions

A. Extensions: Extensions may be granted on a case-by-case basis for the fall and spring semesters, depending on students' needs and teacher availability. Extensions will not exceed 1 week in duration and are not guaranteed. Extensions are not available for on-demand courses.

D. Exceptional learners (see Attachment 1 for example accommodations) are provided in collaboration with the school and may not encompass all listed accommodations as outlined in the students' IEP/504/EST plan documents due to the nature of online learning. The school is required to upload all enrolled student IEP/504/EST plans and accommodations in the VTVLC SIS (Genius) as part of the student enrollment request process, but no later than 10 days after the start of the course/segment.

E. ELL Support Services

ELL Support is the responsibility of the student's school. VTVLC may provide an observer account for any school staff/faculty providing those services at the school.

F. Student grades

Final grades earned by students become part of the individual's transcript and are maintained by VTVLC as part of the official student record. Students will earn a numeric score upon completion of their course. Schools will make a local decision on how to translate the course completion.

G. Transcripts/Official Transcripts

Students or school counselors may request official transcripts from VTVLC to be sent to any post-secondary institution, certificate program, or industry training program. Transcript requests can be initiated by contacting info@vtvlc.org.

H. Withdrawals

Students may be withdrawn from VTVLC programs in accordance with the withdrawal policy. Withdrawals will be in collaboration with a student's local school.

I. Student Audit of a Traditional Course:

Students may audit a traditional course in both the fall and spring semesters. Students must complete the Audit Form and submit it to the 9-12 Registrar for approval to audit. The following stakeholders must agree to allow the student to audit the course: parent, school counselor, teacher, and VTVLC. All audit forms must be submitted by the drop period. The auditing of the course will show up on the student's transcript from VTVLC.

J. Dual Enrollment

VTVLC partners with a variety of post-secondary institutions to provide Dual Enrollment options. Dual enrollment courses will be identified in the VTVLC course catalog. Each dual enrollment course procedure varies based on the institution with which VTVLC partners. Please consult the institution's guidelines for ensuring all procedures are followed.

K. AP® Courses require the student's local school to register for all exams using the VTVLC Provider code as outlined by the College Board. Any exam costs are the responsibility of the student and/or local school. It is an expectation that all VTVLC students enrolled in AP® courses will take the exam. The school is responsible for purchasing all AP course materials. For more information, please contact the Director/Principal of VTVLC.

L. Material(s) for any 9-12 VTVLC course is the responsibility of the student/local school. VTVLC is not responsible for changes to licensed content or the requirement for additional materials as outlined in the VTVLC Supplemental Materials listing.

Section 5: Billing / Payment / Due Dates

A. Billing for Fees will be processed as follows:

1. Full-time Enrollment: Schools will be billed for each full-time student. Following the drop period (see pricing on page 2).
2. On-Demands/PASS: will be billed and payable following the enrollment start date.
3. Pre-purchased On-Demands: must be paid prior to August 1st of the preceding school year.
4. Overages of enrollment: will be billed after the drop period.
5. Onsite Professional Development: will be invoiced and payable prior to the date the training will be held.
6. Course Content: Any licensed course content provided to schools will be invoiced and payable prior to the start date.

B. Refunds/Seat Usage

Traditional earned seats are counted as “used” 28 days after the semester start date, as designated by the VTVLC Calendar, and will be deducted from the earned seat total for that school/district/SU.

Refund eligibility depends on the type of enrollment.

- Traditional enrollment (Fall, Spring or Year-Round courses) – Students must drop within the 28-day drop period in order to qualify for the seat to be returned or for a refund. No refunds after the 28-day drop period.
- On-demand enrollment (PASS and/or Open/Rolling courses) – 50% refund will be granted if withdrawal occurs between the start date and 10 days. No refund will be granted if withdrawal occurs after 10 days.
 - For Teaching Partner Schools: If a withdrawal occurs before day 10 of the course, the on-demand seat will be returned to the school. Partner On-Demands earned seats are counted as “used” after the first 10 days of class and will be deducted from the earned total for that school/district/SU.
- No refunds for parent-facilitated, home study, or course leasing after the first day of class.

Teacher Replacement/Unavailable Teaching Partner Faculty

1. VTVLC creates the course catalog using commitments from partner schools as outlined in this agreement and publishes this catalog in the spring. In the event that a committed faculty member is no longer employed by the school, depending on the timing of such a transition, VTVLC may need to find a replacement to facilitate the course. A Partner teacher commitment must be made no later than April 1st.
2. In the event a “Teaching Partner” school’s designated teacher is not able to fulfill the SCHOOL’s obligation, an \$8,750 per semester fee will be assessed in order to contract an appropriate replacement teacher.
3. In the event a teacher requests a leave of absence or requests FMLA from their local district, it is the responsibility of the district to coordinate such requests with VTVLC with enough advance notice (at least 3 weeks) to provide orientation and training to the individual the local districts hires to provide coverage for the teacher requesting the leave/absence. In all cases, it is the responsibility of the district to hire appropriate long-term substitutes and/or replacement(s) to provide coverage for any partner teacher facilitating an online course through VTVLC.

Enrollment in VTVLC for Students with Disabilities (IEP/504)

November 9, 2023

In accordance with Federal and VT state regulations, students with disabilities may not be denied access to VTVLC as an educational option. VTVLC has guidelines regarding access for students with disabilities. Individual student factors are taken into consideration along with the student's request to enroll in desired courses. All reasonable and appropriate requests for accommodations within the VTVLC online learning environment will be carefully reviewed. Request for accommodations may include access to accessible instructional materials (AIM). Students identified as having an Individual Education Plan (IEP) or having a 504 Plan will be afforded accommodations in compliance with these guidelines and curriculum for VTVLC. Educational services may not remain at the same level as is documented on the current IEP or 504 Plan. Therefore, a virtual meeting will be held upon application and/or enrollment to VTVLC to discuss services and accommodations requested by the student.

The sending school counselor, case manager, and team must support the student's request to take a VTVLC course. The school-based team will verify that the course(s) meets the academic needs articulated in the student's education plan. Similarly, any request for course content accommodations will also have to be verified by the school-based team. This process will be required for students with a disability, only requesting accommodations via an IEP or 504 plan. The VTVLC program personnel and the consulting VTVLC special education coordinator will conduct an individual review regarding each request for access or content accommodations. This review will determine if the request is reasonable, appropriate or feasible within an online learning environment. The sending school team may determine the need for additional school-based services beyond those provided in the virtual learning environment.

Depending on the nature and the extent of those additional services, the VTVLC personnel, in collaboration with the sending school personnel, will determine if VTVLC is a good match for the student.

It is important to note that in general, access to course content for students with disabilities may be further enhanced by the expectation that VTVLC courses may offer students alternatives such as: multiple *means of representation* so that learners have various options for acquiring information, multiple *means of expression* so that learners have alternative ways to show that learning has occurred, and multiple *means of engagement* to increase motivation and tap into students' interests. The following list provides samples of possible accommodations for each of these three dimensions.

Multiple Means of Representation

Content presented in video, audio, slide show Reading materials with AIM resources(text-to-speech, highlighting, large font, etc.) Translation for nonnative speakers (ELL students) Graphic representations such as concept maps and graphic organizers Illustrative representations such as diagrams and simulation

Multiple Means of Expression

Alternative forms of text input: (speech-to-text, switches, touch pads, etc) Media-based assignments (drawings, maps, diagrams, videos, etc) Reduced text assignments(outlines, concept maps, tables, graphs, etc) supportive tools: spelling and grammar checkers, drawing programs, outliners Accessible social networking options (accessible Twitter, etc.)

Multiple Means of Engagement

Threaded discussions Brainstorming activities Peer/Team inquiry projects Online (virtual) experiments
Additional Accommodation Options Video resources may be captioned-transcript available. Text
transcripts may be available for audio resources. TTS and/or highlighting software. The use of graphics
to make a page pretty may be minimized. Alternative presentations may be identified for graphic
presentations of instructional content. Course and web page navigation needs are designed to facilitate
alternative navigation tools. Web resources outside the class environment may be evaluated
specifically for accessibility.

For more information, contact:

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