Stanford Online High School

FAMILY HANDBOOK 2016–2017

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r. 10/14/2016
INTRODUCTION

The Family Handbook is a compendium of policies, procedures, and information about the functioning of Stanford University’s Online High School (OHS). It is intended to serve as a guide and reference for students and their families to ensure that their questions are resolved in an effective and timely manner. With a clear understanding of Stanford OHS practices, students will be able to focus on their studies, and parents will be able to support them in this endeavor. While we strive to keep this document current, the policies in this document are subject to change without notice. The latest version of the Family Handbook will be posted on the OHS Gateway site. Although Stanford OHS students are not Stanford University students, they still must, in general, comply with Stanford University policies and procedures regarding participants in Stanford University programs. For questions concerning the applicability of specific University policies, please consult with the Director of OHS.

STANFORD OHS MISSION STATEMENT

The Stanford Online High School creates a worldwide learning community of diverse, intellectually passionate students and teachers.

Through vibrant seminars, the rigorous curriculum challenges students to reason analytically, think creatively, and argue critically.

Beyond the classroom, collaborative extracurricular activities cultivate lasting relationships among students and teachers.

The School's supportive environment fosters independence, strength of character, and a lifelong pursuit of knowledge.

A UNIQUE SCHOOL

• While online, Stanford OHS is first and foremost a school that draws strength from its students and teachers.

• It is a school for gifted students, for intellectual risk takers, and for those who are engaged in significant pursuits beyond the classroom.

• It is a school for instructors unparalleled in their expertise who have passion for teaching these students in this environment. It is a school located within Stanford University, and thus at the forefront of learning.

• It is this combination of students, instructors, and place that makes Stanford OHS a school unlike any other.

EXPECTED SCHOOLWIDE LEARNING RESULTS

The Expected Schoolwide Learning Results (ESLRs) are the ultimate objectives of an education at Stanford OHS. Originally designed in 2006, they are reviewed and revised on a regular basis. The ESLRs are derived from the course objectives of Stanford OHS courses.

Upon graduation from Stanford OHS:

• Students will possess theoretical and applied knowledge of diverse subject areas and disciplines.

• Students will be practitioners of the critical reasoning skills necessary for abstract and practical problem solving.

• Students will be able to interpret and synthesize with insight and creativity.

• Students will communicate effectively through a variety of media, exhibiting sensitivity to audience, purpose, and message.

• Students will be equipped to act as responsible and productive citizens in a global community, with an understanding and appreciation of diversity and its possibilities.

• Students will be committed to a lifelong pursuit of knowledge.
CODES OF ACCEPTABLE BEHAVIOR

Stanford OHS regards honesty and integrity as vital to the academic, social, and emotional development of all students and to the building of trust in a community. Truthful and ethical behavior is an essential component in the learning process. In order to maintain a positive and supportive environment in the Stanford OHS community, students are expected to adhere to both the letter and spirit of Stanford OHS’ rules and regulations, as well as act respectfully towards all members of the community. Please note that, in general, behavioral issues will be addressed within Stanford OHS, and not through the University’s Office of Community Standards. Exceptions may be made when Stanford OHS students are found to have violated University rules or policies.

Violations of School policies as well as the following behavior listed below, which is a non-exhaustive list of unacceptable student conduct, may result in discipline up to and including immediate dismissal from the program:

- Misuse of the School’s electronic communications and technology resources;
- Bullying or harassment of others in any form (e.g., face-to-face, via an electronic device or the internet) toward another student, School employee or parent whether on or off campus;
- Fighting or threat of violence towards another student, School employee or parent whether on or off campus;
- Racial, religious, ethnic, or sexual/sexual orientation slurs made on or off campus towards another student, School employee, or parent, or any other violation of the School’s anti-harassment policy;
- Use or possession of tobacco, alcohol, illegal substances, drug paraphernalia, or prescription drugs not specifically prescribed for the student on campus or at any school function;
- Disrespectful behavior or language whether on or off campus;
- Forgery, plagiarism, or cheating of any kind;
- Random or targeted vandalism;
- Stealing;
- The destruction or defacing of school property;
- Entering portions of the campus that are either locked or out of bounds to students without express permission of school authorities including entering the school grounds during non-operational hours without permission;
- Insubordination or disobedience;
- Use or possession of any dangerous weapon, knife, firearm, fireworks, or explosives;
- Repeated violation of rules or policies of the school; and
- Behavior which brings disrepute to the school whether on or off campus.

PERSONAL INTEGRITY STANDARD

All students are required to adhere to Stanford OHS’ policies and expectations regarding personal and academic conduct. At all times, students are expected to show such respect for order, morality, personal honor, and the rights of others as is required of good citizens.

For Enforcement Policy, see “Disciplinary Procedures” on page 6.

COMMUNITY INTEGRITY STANDARD

Stanford OHS students are expected to behave safely, responsibly, and respectfully in all their interactions, including demonstrating good digital citizenship in their online interactions. We encourage students to take meaningful action if they witness violations of this
standard, including reporting violations to Stanford OHS personnel.

For Enforcement Policy, see “Disciplinary Procedures” on page 6.

**ACADEMIC HONESTY STANDARD**

**EXPECTATIONS**

Plagiarism and cheating violate Stanford OHS’ Academic Honest Standard and will not be tolerated. It is expected that students will not give or receive unpermitted aid in examinations, in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading. Examples of conduct that violates the Academic Honesty Standard include, but are not limited to:

- Copying from another’s examination paper or allowing another to copy from one's own paper;
- Plagiarism and otherwise representing as one's own work the work of another;
- Giving or receiving unpermitted aid on an exam;
- Giving or receiving aid on any other coursework under circumstances in which a reasonable person should have known that such aid was not permitted; and
- Behaving in an intentionally duplicitous fashion to avoid academic penalty, such as falsely attributing late work to technical difficulties.

**RESPONSIBILITIES**

The student shall:

- Uphold the spirit and the letter of the policy in completing all school-related tests, quizzes, projects, reports, homework assignments or in-class assignments.
- Understand that no assignment is exempt from this policy.
- Speak to their instructors should they have any questions about whether conduct or work violates the Academic Honesty Standard.

The parent/guardian should:

- Teach and support the ethical values of honesty and integrity.
- Share in Stanford OHS's enforcement of the academic honesty policy.
- Help and encourage students with schoolwork, but never do it for them.

**HONOR CODE STATEMENT**

When taking proctored midterm or final exams, OHS students will be asked to sign the Honor Code, which reads: I attest to the following:

- I followed the instructions provided carefully and honestly, and
- The work returned to Stanford Online High School is my own, produced within the stated time limits without assistance from books, notes, or other aids beyond those specifically permitted.

For Enforcement Policy, see “Academic Honesty Procedures” on page 5.
INTERNET USE POLICIES

It is the student’s responsibility to review and understand the Stanford University Computer Network and Usage Policy: 
adminguide.stanford.edu/chapter-6/subchapter-2/policy-6-2-1

The following provides additional guidance for Stanford OHS students:

- The failure to adhere to Stanford University’s Computer Network and Usage Policy or these Internet Use Policies may result in discipline up to and including expulsion from Stanford OHS. All policies regarding student conduct, including the policy against harassment and policy against bullying, apply to conduct online as well.
- All members of the community are responsible for good behavior on the school’s networks and websites, as well as external ones. Do not use obscene, profane, lewd, vulgar, rude, threatening, hostile, bullying, or disrespectful language. These actions not only violate the school’s policy, but may also violate laws in the United States and elsewhere.
- Never say anything via email or online that you would mind the entire world seeing.
- Abide by the terms and conditions of all websites and online services you access.
- Do not violate any intellectual property rights of others, including, for example, copyrights and trademarks.
- Never transmit or publish any information, software, or content that violates or infringes on the rights of others.
- All Stanford OHS course materials are copyrighted and may not be shared with non-OHS students.
- Always give credit to others whose work you use. Do not copy or plagiarize internet content. Always appropriately acknowledge the source of materials and obtain appropriate consent.
- No Stanford OHS documents or information may be posted on external websites without explicit permission from the Stanford OHS owner of the document.
- Do not distribute the contact information, image, or likeness of any Stanford OHS student, instructor, or staff member without explicit permission of the person whose information, image, or likeness is to be shared.
- Security on any computer system is a high priority. If you feel you can identify a security problem in the School’s computers, network, websites, etc. notify the administration immediately.
- Never access files or information that you do not have permission to access.
- Protect your SUNet ID and password. Never share your password with another, and never use the password of another. Users of Stanford network and computer resources have a responsibility to properly use and protect those information resources and to respect the rights of others. It is your responsibility to review, understand, and abide by the Stanford University Computer Network and Usage Policy: adminguide.stanford.edu/62.pdf.
- Online activity, including sending emails and using websites is governed by law. Stanford OHS reports to law enforcement and cooperates with law enforcement investigations when appropriate.
- In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an opportunity to present an explanation before consequences are imposed by Stanford OHS.
- Use common sense at all times; if an action seems questionable, then it probably is.
- Students have no right to privacy when using Stanford OHS or Stanford University electronic communications resources, which includes Stanford-provided electronic devices such as computers and internet resources. Stanford has the right to monitor all communications on its server and electronic equipment. Students have no expectation of privacy when utilizing Stanford’s internet resources, including when using a personal electronic device on the School’s internet or wireless network.

SOCIAL MEDIA POLICY

Social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing platforms, Internet websites, Internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, Schoology, Instagram, YouTube, Google+, and Flickr. Students should understand the following principles in order to create the kind of digital footprint and record with which they can feel comfortable. Many colleges and employers will search social media before making hiring and admissions decisions, and it is important to remember that online actions leave a permanent record.

- Be your best self online – post accurate information and be accountable for what you say.
- Get your parents’ input about what information they feel should remain private and what is fine to post publicly. Your parents may provide guidance and supervision of your online activities by having access to your passwords and usernames. Please keep
in mind that parents may be liable for your actions or misconduct online while you are a minor.

- When you use social media for academic purposes, such as for a school assignment, treat the platform as a digital extension of your classroom – the same rules apply online as they do at school.
- Take a few extra minutes to think about whether a post will be hurtful or embarrassing to you or others or whether it could negatively affect a future opportunity.
- While at times, it is easy to tell whether a social media use is school-related or personal, at other times, it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference or suspension. It is important to remember that Stanford rules prohibiting certain types of communication, like bullying and harassment, also apply to electronic communication.
- Privacy settings are automatically set by social media providers governing who can see your posts, how information is linked, and what data is available to the public. Each social media platform has different privacy setting defaults and some change those settings without making it obvious to you. As a user of social media, you should determine whether to change the default settings to make access to postings more or less private.
- Protect yourself online. Try not to post too much identifying information that could risk your safety or increase the chance of identity theft.
- Take cyberbullying seriously. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior and get help. You can tell a parent, school staff, another adult family member, or a trusted adult. If no adult is available and you or someone else is in immediate danger, call 911. It is important not to respond to, retaliate, or forward any harassing, intimidating, or bullying content. “De-friend,” block, or remove people who send inappropriate content. It may also be a good idea to save harassing messages, as this evidence could be important to show an adult if the behavior continues. If the behavior is school-related, print out the messages and provide them to the school when you report the incident.

In addition, students and parents should keep in mind that Stanford OHS instructors are not permitted to accept social media connection or “friend” requests from current students, parents of currently enrolled students or prospective students, or any alumni who are under eighteen years of age. To the extent that a Stanford OHS instructor interacts with students and/or parents through social media venues, such as through the School’s video conference system, Skype sessions or professional educational sites, the instructor is not responsible for monitoring or reviewing the content or ensuring students’ compliance with the terms of use of that social media venue.

**PARENT–SCHOOL AGREEMENT**

The school believes that a positive and constructive working relationship between the school and the parent or guardian is essential to the fulfillment of the school’s mission. All parents or guardians are expected to abide by the rules and regulations of Stanford OHS. The school reserves the right to suspend, terminate enrollment of a student, or decline to re-enroll a student if the school concludes in its sole discretion that the actions of a parent or guardian seriously interfere with the School’s accomplishment of its educational purpose.

**ACADEMIC HONESTY PROCEDURES**

Anyone who has a suspicion that a student has violated Stanford OHS’ academic honesty standards should report the issue to the student’s instructor or to the Director of Academic Operations and the Director of Instruction. As a follow-up to any report of a suspected violation, the student and his or her parents will be notified by the instructor and given an opportunity to respond. If further discussion is needed after the instructor speaks to the student and family, the family may contact the Director of Academic Operations or the Director of Instruction, who may further investigate the issue. The Director of Academic Operations and the Director of Instruction, in consultation with the instructor, will determine, in their sole discretion, whether the case violates the academic honesty standards.

**VIOLATIONS**

Academic Honesty infractions are cumulative throughout a student’s middle and high school enrollment. However, and as a general proposition, middle school records are not included in a student’s high school record. The following are the possible consequences, which may be modified or bypassed at the discretion of Stanford OHS in its sole discretion. A student who is found to have violated Stanford OHS’ academic honesty standards may be subject to discipline, including immediate dismissal from the program, even for the first incident of academic dishonesty. In addition, if the act of academic dishonesty is combined with another serious infraction
(e.g., stealing, breaking into a computer program or teacher's grade book, buying or selling the material in question), Stanford OHS may determine to impose greater discipline, including dismissal of the student immediately.

For the **FIRST INCIDENT** of academic dishonesty, the following actions shall be taken:

1. The instructor will inform the student's parents of the incident and consequences after consulting with the Director of Academic Operations and the Director of Instruction.
2. A written record of the incident and consequences will be placed in the internal database.
3. The student will receive a grade of “0” (zero) on the product, which is defined as including, but not limited to: assignment, paper, project, speech, exam, etc.
4. In order to earn a partial credit if offered by the instructor, the student must redo the assignment in question within a time limit established by the instructor.

A **SECOND INCIDENT** of academic dishonesty shall result in the following actions:

1. The instructor will inform the Director of Academic Operations and Director of Instruction who will record the incident and consequences in the internal database. Also the incident will be noted on the College Counseling’s Report to college, which may affect college admissions decisions.
2. The Director of Academic Operations and Director of Instruction will meet with the student, the student's parents, the instructor and the student's counselor to discuss the incident.
3. The student will receive a “0” (zero) for the assignment. The student will still have to redo the work in order to get a grade for the course. Until the student redoes the work, the student will receive an “I” for the course.
4. The student will be ineligible for:
   a. membership in the Student Tutor Program, the Student Ambassador Program, or Student Government;
   b. leadership roles in any club or school activity in that school year; and
   c. other honors for that year.
5. The student will be put on disciplinary probation.

A **THIRD INCIDENT** of academic dishonesty shall result in the following actions:

1. The instructor will inform the Director of Academic Operations and Director of Instruction who will record the incident and consequences in the internal database. Also the incident will be noted on the College Counseling’s Report to colleges.
2. The Director of Academic Operations and Director of Instruction will meet with the student, the student's parents, the instructor and the student's counselor to discuss the incident.
3. The student will receive a “0” (zero) for the assignment.
4. The Director of Academic Operations and Director of Instruction have sole discretion in determining the consequences beyond what’s specified for the first and second violations. This may include dismissal from Stanford OHS.

Stanford OHS will notify the student of a finding of a violation of the academic honesty standards and resulting disciplinary consequences, either during a meeting or in writing. The student may appeal the finding or disciplinary consequences by submitting a written appeal to the Director of Stanford OHS within one calendar week of notice by Stanford OHS of the finding and discipline. The Director of Stanford OHS will consider the written appeal and notify the student in writing of his/her decision regarding the appeal within a reasonable time after receipt of the written appeal. The Director of Stanford OHS may contact the student and other relevant parties for more information when considering the appeal.

**DISCIPLINARY PROCEDURES**
FOR VIOLATIONS OF THE PERSONAL & COMMUNITY INTEGRITY STANDARDS

All students are expected to follow the Stanford OHS Codes of Acceptable Behavior and school and Stanford University policies. Students who are thought to have violated the Stanford OHS Codes of Acceptable Behavior or school or Stanford University policies will be notified by the Director of Student Life & Community of the allegation, and be given the opportunity to be heard by the Director of Student Life & Community, who will make a finding and determine consequences. Students may appeal the finding or consequences to the Director of Stanford OHS within one week of learning of the finding.

Consequences of violations may include (but are not limited to):

MEETING WITH THE FAMILY: The Director of Student Life & Community will meet with the student and family to review the violation and consequences.

REFLECTIONS: Students may be required to reflect on their actions in writing, write letters of apology, or take other redemptive action according to the specifics of the violation.

LOSS OF PRIVILEGES: Students (including those whose actions demonstrate a lack of concern or respect for the community and school culture) may have their privilege to participate in extracurricular activities and student organizations revoked. Such activities might include Student Government, the Student Tutor Program, Student Ambassador Program, and student clubs.

SUSPENSION: Students (including those whose actions have negatively impacted the community) may be required to be separated from the community for a period of suspension. Students who are suspended may not attend class or other school events. The student will be responsible for watching the recordings of classes during this period, and work missed during this period must be made up without additional help from the instructor.

DISCIPLINARY PROBATION: Students whose actions demonstrate serious or repeated disregard for school policies and expectations may be placed on probation. A letter will be sent by the Director of Student Life & Community to the family defining the terms of the probation period. A subsequent rules violation committed during the probationary period will likely lead to expulsion.

EXPULSION: Students who commit a serious rules violation, even on the first offense, or commit a violation while on probation may be considered for expulsion, based on the finding (in the discretion of the Stanford OHS) that the student’s continued presence at the school is detrimental to the school community.

DISCIPLINARY REPORTING POLICY

Stanford Online High School will report major disciplinary measures, in Stanford OHS’ sole determination, taken towards a student to any college, university, or other educational program that requests it. Reported measures may include, but are not limited to, suspension, disciplinary probation, and expulsion while the student is in grades 9–12. Minor infractions that result in a consequence less than suspension or probation will, in general, not be reported, unless specifically called for by a college or university form, although Stanford OHS reserves the right to report minor discipline when appropriate in its sole judgment.

NONDISCRIMINATION & HARASSMENT POLICIES

NONDISCRIMINATION STATEMENT

Stanford Online High School admits qualified students of any race, color, national or ethnic origin, sex, disability, religion, sexual orientation, gender expression and gender identity to all the rights, privileges, programs, and activities generally accorded or made available to students at Stanford OHS. Consistent with its obligations under the law, Stanford Online High School prohibits unlawful discrimination on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, or any other characteristic protected by applicable law in the administration of Stanford OHS policies, admissions policies, programs and any other activities generally accorded or made available to students at Stanford OHS. Stanford OHS also prohibits unlawful harassment including sexual harassment and sexual violence.

The following person has been designated to handle inquiries regarding this nondiscrimination policy: Director of the Diversity and Access Office, Mariposa House, 585 Capistrano Way, Stanford University, Stanford, CA 94305-8230; (650) 723-0755 (voice), (650) 723-1216 (TTY), (650) 723-1791 (fax), equal.opportunity@stanford.edu (email). Stanford’s Title IX Coordinator, Catherine Criswell, has been designated to handle inquiries regarding sexual harassment and sexual violence: 450 Serra Mall, Building 160, Stanford, CA 94305, (650) 497-4955 (voice), (650) 497-9257, titleix@stanford.edu.
POLICY AGAINST HARASSMENT

SEXUAL HARASSMENT

Stanford University and Stanford OHS is committed to maintaining a place of work and study that is free of sexual harassment. The school will not tolerate sexual harassment of or by students, employees, or other members of the community, whether online, on the University campus, or at school events off campus such as meetups.

Where sexual harassment has occurred, the University will act to stop the harassment, prevent its recurrence, and discipline and/or take other appropriate action against those responsible. Stanford University’s sexual harassment policy, available at adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-1, applies to the Stanford OHS community (though the procedure for handling sexual harassment complaints may differ, as noted below).

Please note that there are some differences in resources available to Stanford University and Stanford OHS students and the rules that apply. For example, where the Office of Community Standards handles Stanford University student discipline, the Director of Student Life & Community handles Stanford OHS student discipline and where the Fundamental Standard applies to Stanford University students, OHS Codes of Acceptable Behavior apply to Stanford OHS students.

Definitions & Examples

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature or related to a person’s sex made by someone from or in the work or educational setting, under any of the following circumstances:

- submission to such conduct is made explicitly or implicitly a term or condition of an individual’s employment, or academic status, or progress; or

- submission to or rejection of such conduct by an individual is used as the basis for employment, or academic or school-related decisions affecting that individual; or

- such conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment;

- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and service, honors, programs, or activities available or through the educational institution;

Sexually harassing conduct can occur between students of the same or different gender. Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive comments, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments, pestering for dates, making threats, or spreading rumors about or rating others as to sexual activity or performance.

- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings, graffiti of a sexual nature, or use of obscene gestures or leering.

- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault, or interference with work or study directed at an individual because of the individual’s sex, sexual orientation, or gender.

- Threats and demands or pressure to submit to sexual requests in order to keep academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Students and families of Stanford Online High School can find University policy information and access resources through the Stanford Sexual Harassment Policy Office: harass.stanford.edu
**DISCRIMINATORY HARASSMENT**

Discriminatory harassment of a student includes harassment based on actual or perceived sex, race, color, religion, ancestry, religious creed, sex, national origin, age, sexual orientation, physical or mental disability, medical-related condition, marital status, gender identity, gender expression or veteran’s status, and is strictly prohibited. Discriminatory harassment violates this policy and will not be tolerated.

**HARASSMENT COMPLAINTS & PROCEDURES**

Any student who experiences any harassment or bullying should first report it to the the Director of Stanford OHS, Director of Student Life & Community, or to one of the Counselors. That person will then consult with other Stanford resources as appropriate.

Following a complaint of harassment or bullying, the School will conduct such investigation as is necessary to appropriately respond to the complaint and ensure that no further harassment or retaliation occurs. Complaints will be maintained in confidence to the extent possible considering the School’s obligation to take appropriate responsive action.

Appropriate disciplinary actions will be taken against anyone found to have harassed or bullied another, which may include probation or expulsion. Some forms of harassment are considered violations of criminal law or covered by mandatory reporting obligations and may need to be reported to legal authorities.

Students are also protected from any retaliation for making a good faith harassment complaint or for participating in a harassment investigation. Any student with a concern that he or she is being retaliated against should immediately bring it to the attention of the the Director of Stanford OHS, Director of Student Life & Community, or one of the Counselors.

**NO RETALIATION**

Stanford University and Stanford OHS prohibit retaliatory behavior against anyone who complains or participates in the complaint and/or investigation process pursuant to this policy. Retaliation constitutes a violation of this policy and may result in disciplinary action, up to and including dismissal. Any student with a concern that he or she is being retaliated against should immediately bring it to the attention of the Director of Stanford OHS, Director of Student Life & Community, or one of the Counselors.

**POLICY AGAINST BULLYING**

Stanford University and Stanford OHS is committed to promoting a safe and welcoming environment. As a result, bullying will not be tolerated. The School defines bullying as the following:

Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a School.

Students are encouraged to report bullying immediately to the Director of Stanford OHS, Director of Student Life & Community, or to one of the Counselors in order to maximize the School’s ability to respond promptly and equitably. While the School does not limit the time frame for reporting, the School may not be able to investigate as thoroughly or consider as wide-range of corrective actions the longer the time between the alleged misconduct and the report. Following a complaint of bullying, the School will conduct such investigation as is necessary to appropriately respond to the complaint and ensure that no further bullying or retaliation occurs. All students shall cooperate with any investigation authorized or conducted by the School.

If a violation of this Policy is found, the School will take appropriate corrective action. If the School is not satisfied that the behaviors have ceased, it reserves the right to remove the offending student from the school.

The School prohibits retaliatory behavior against any person who brings a complaint of bullying in good faith or who in good faith as-
sists in investigating such a complaint, even if any investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. Any person who engages in retaliation or who makes a knowingly false complaint of bullying in violation of this Policy will be subject to discipline, up to and including expulsion. Any student with a concern that he or she is being retaliated against should immediately bring it to the attention of the Director of Stanford OHS, Director of Student Life & Community, or one of the Counselors.

**ALCOHOL AND SUBSTANCE ABUSE**

Stanford OHS strictly prohibits the following behaviors by OHS students while on Stanford University property, at any Stanford-related event or activity, whether or not on-campus, or anywhere the student acts as a representative of the School:

- The sale, distribution, possession or use of tobacco, alcohol, illegal substances, or drug paraphernalia.
- Being under the influence of alcohol or any other illegal or mood-altering substance.
- The misuse of prescribed medication.

**VANDALISM**

Vandalism of Stanford buildings, grounds, or learning materials is strictly prohibited. No one is to injure, destroy or deface School property. All community members are expected to treat the buildings and the grounds with care and respect. Any student who vandalizes the buildings, grounds, or materials therein will face disciplinary consequences.

**WEAPONS**

OHS students are not permitted to brandish, carry or be in possession of guns, knives, explosives/firecrackers, or weapons of any type, including imitation weapons, onto the campus, anywhere on Stanford premises, or to any Stanford-related event or activity, whether on or off campus. Students in possession of weapons or imitation weapons will be subject to discipline, up to and including immediate expulsion. Any student brandishing a weapon (including imitation weapon) and/or threatening another student with a weapon (including imitation weapon) may be expelled and the School may also inform law enforcement of the student’s behavior.
ENROLLMENT & ATTENDANCE

RE-ENROLLMENT BY ADMISSION TYPE

Students may be admitted to Stanford OHS in several different ways. These admissions statuses determine students’ abilities to enroll in courses and re-enroll at the school. Stanford OHS reserves the right in its discretion, not to re-enroll any student.

THROUGH THE GENERAL APPLICATION

Students admitted through the General Application typically have the opportunity to choose from among the full range of courses offered at Stanford OHS and may enroll at the full-time (4 or more courses), part-time (2 or 3 courses), or single-course (1 course, chosen after admission) enrollment status. General Admission students are admitted with one of the following admission statuses:

Full Admission

Subject to the policies set forth in this handbook, students admitted to OHS may enroll each year without reapplication and may take any course offered at the school contingent on placement.

Provisional Admission

Students admitted provisionally must maintain good academic standing through the end of their first year in order to re-enroll in future years. Students who maintain good academic standing through the end of their first year will no longer be considered provisional admits.

Admission Restricted to Math/Science or Humanities

Students admitted to take courses only in one general subject area must request special permission from the Admissions Office—via a reapplication process—in order to take courses outside their focus area in a subsequent year.

Admission for Part Time or Single Course Only

Students admitted to enroll part-time or for a single course only must request special permission from the Admissions Office—via a reapplication process—in order to take additional courses in a subsequent year.

Admission without Graduation

Students admitted not on a graduation track must request special permission from the Admissions Office—via a reapplication process and review by the Graduation Committee—in order to be considered for graduation from Stanford OHS.

POLICY ON ATTENDANCE & ENGAGEMENT

The seminar style of instruction is an essential component of what constitutes a Stanford OHS education, and all students are expected to engage fully in their seminars. Students at Stanford OHS thrive as a result of their interactions with other bright, motivated students under the guidance of expert instructors. As such, it is essential that students attend seminars and are active within them. For this reason, instructors keep a close eye on student attendance and engagement and the Administration moves quickly to address lapses in attendance or engagement before they undermine a student’s education. Students are expected to be present and participate actively in the live class meeting for the discussion section in which the student is enrolled. Students who miss more than 20% of these sessions per semester (once enrolled in the course) may not receive credit for the semester.

A student will be considered absent from a discussion section if:

• The student does not attend the discussion section;
• The student misses 15 minutes or more of the discussion section due to being late, leaving early, or stepping out in the middle; or
• The student is logged in yet is consistently unresponsive to the instructor’s comments and questions or unable to perform basic course activities, such as speaking on the microphone, appearing on camera or using a tablet (in math and science courses). This
is considered a functional absence (FA).

- The student attends the discussion sections that he/she is not enrolled for without explicit permission from corresponding instructors. Unless a Section Change Request is filed, such a permission is rare.

Students can monitor their attendance record through PowerSchool. The following attendance codes are used in PowerSchool:

<table>
<thead>
<tr>
<th>CODE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA</td>
<td>EXCUSED ABSENCE: an absence reported according to the guidelines under “Parent Action Required” below. Students should communicate with their teachers to establish a plan to complete missed work. Extensions may be granted for work due during an Excused Absence. See “Grounds for Excusing Late Work” on page 16. Excused absences count towards the student’s 20% of allowable absences.</td>
</tr>
<tr>
<td>U</td>
<td>UNEXCUSED ABSENCE: an absence not reported according to the guidelines under “Parent Action Required.” Consequences for non-participation and missed work during an unexcused absence are left to the discretion of the instructor. Unexcused absences count towards the student’s 20% of allowable absences.</td>
</tr>
<tr>
<td>T</td>
<td>TARDY (UNDER 15 MINUTES): a student misses less than 15 minutes of class. A tardy may include arriving late, leaving early, or being unresponsive for a period during class. Not considered an absence.</td>
</tr>
<tr>
<td>FA</td>
<td>FUNCTIONALLY ABSENT: a student is logged in yet is consistently unresponsive to the instructor’s comments and questions or unable to perform basic course activities, such as speaking on the microphone, appearing on camera or using a tablet (in math and science courses). Instructors may, at their discretion, require in their course policies that students speak on microphone during class in order to be counted as present. Functional absences count towards the student’s 20% of allowable absences.</td>
</tr>
<tr>
<td>NC</td>
<td>NO CLASS: for days when class was not held (for example, instructor illness.)</td>
</tr>
<tr>
<td>TA</td>
<td>TARDY ABSENT (OVER 15 MINUTES): a student misses 15 minutes or more of the discussion section due to being late, leaving early, or stepping out in the middle; counts as an absence and is applied towards the student’s 20% of allowable absences.</td>
</tr>
</tbody>
</table>

**PARENT ACTION REQUIRED**

For any planned absences, a parent must complete the Absence Form found on the Gateway site at least one week in advance of the absence. Such planned absences include:

- medical appointment that cannot be scheduled outside of class time
- religious observances, or
- a conflict with the student’s other school or significant pursuit (EA).

For any unplanned absences, a parent must complete the Absence Form found on the Gateway site within 24 hours of the absence. Unplanned absences that qualify as EA include:

- illness or injury
- death in the family
- technical difficulties
- family emergency

Absences will be classified as excused (EA) if covered by the above and reported according to this policy. Otherwise, the absence is classified as unexcused (U). Stanford Online High School reserves the right to review and/or classify any other unforeseen or planned absences should they occur.

Parents will receive a confirmation of receipt of Absence Forms on Fridays with a notation that the absence is classified as excused or unexcused. We encourage families to be in touch pro-actively with a student’s Academic Advisor and instructors regarding any planned absences.

**STUDENT ACTION REQUIRED**

Students are responsible for learning the material missed and arranging to make up work missed due to any absence, whether that absence is excused or unexcused. Consequences for non-participation and missed work either due or assigned during an unexcused absence are left to the discretion of the instructor, according to Division Guidelines and course policies, including giving no credit. Different
courses have different policies and procedures for makeup work, so it is essential for students to contact instructors for any absence.

Before any planned excused absence, students need to communicate with their instructors to establish a plan to complete missed work. Failure to do so may result in the student not receiving credit for the makeup work.

For an unplanned excused absence, the student should communicate with the instructor as soon as possible to establish a plan to complete missed work.

If the absence is due to technical difficulties, the student must also complete the OHS Technical Support Form.

**ABSENCE NOTIFICATION**

Absences are tracked on a weekly basis. The student, parents, instructor, and Director of Student Life & Community will receive an Attendance Notification at the following accumulation of absences:

- two (2) or more unexcused absences (U) in the same course in a semester.
- two (2) or more distinct occasions of absence due to technical malfunction or unresponsiveness (FA) in the same semester. OHS Tech Support will also be copied on this notification.
- four (4) absences (excused or unexcused) in the same course in one semester. At this point, the Academic Advisor may reach out to the student and family to discuss the consequences of further absences.
- When the student has missed 20% or close to 20% of course meetings, the family will be contacted by the Director of Student Life & Community.

**MISSING MORE THAN 20% OF THE CLASS PERIODS**

Students who miss more than 20% of class periods in a single semester in a course (including both excused and unexcused absences) may be withdrawn from the course or can request an appeals meeting. Appeals should be made to the Director of Student Life as soon as possible after the 20% limit is reached, but no later than thirty (30) calendar days after the limit is exceeded, or by Study Week, whichever is sooner. Students in the process of appeals will receive an incomplete in the class until final decisions have been made.

20% is equivalent to: 6 absences for a course that meets twice a week, 9 absences for a class that meets 3 times a week, and 12 absences for a class that meets 4 times a week.

If the student is facing withdrawal, the family may request an appeal in writing to the Director of Student Life & Community. After an appeal is submitted, a meeting with the student, parents, the Director of Student Life & Community, the student’s counselor, and a panel of instructors not directly involved with the student’s attendance will be scheduled. Factors such as the reason for the absences, student initiative and timeliness in arranging the make-up of any missed work, and the quality of the work produced for the class will be taken into consideration as part of the appeal to receive an earned grade.

**COURSE ADD/DROP POLICY**

**ADDING A CLASS**

**GENERAL ADMISSION (FULL-TIME, PART-TIME OR SINGLE-COURSE)**

Students who wish to add a class may request to do so within the first two (2) weeks of school. After the Friday of the second week of school, students may add a class only with permission from both the instructor and the Academic Advisor.

To add a course, a parent must submit the Add/Drop Form on the Student and Parent Gateway site. The form will be reviewed by an Academic Advisor. If adding a course results in a change in enrollment status, a parent must submit a revised Commitment to Register form within seven (7) business days. Tuition adjustments will be due within 30 days of the course addition.

Students admitted to Stanford OHS with restrictions—such as to take a math or science course only or to enroll for one course only—must undergo review by the Admissions Committee if they wish to take courses outside of those restrictions in a subsequent calendar year.
**DROPPING A CLASS**

**GENERAL ADMISSION (FULL-TIME, PART-TIME OR SINGLE-COURSE)**

Three weeks after the release of the Master Schedule: Families have until three (3) weeks after the release of the Master Schedule (released mid-June), to decrease enrollment status (to Part-Time or Single Course) or to withdraw from the school without paying further tuition.

To drop a course, a parent must submit the Add/Drop Form on the Student/Parent Gateway site. The form will be reviewed by an Academic Advisor. If the course is dropped three (3) weeks after the release of the Master Schedule, and it results in a change to the enrollment status, the parent must submit a revised Commitment to Register form within seven (7) business days. Tuition adjustments will be made accordingly.

If dropping a course results in a withdrawal from the school, a parent must submit the Withdraw Form on the Student/Parent Gateway site. If a form is not submitted, the student will remain enrolled in the course and a grade penalty may apply.

No refunds will be given for courses dropped starting three (3) weeks after the release of the Master Schedule. However, Stanford OHS will work closely with the student and the family to identify an appropriate class to maintain part-time or full-time status. Families must pay the remaining tuition for the corresponding academic year if they chose to pay in installments.

**WITHDRAWAL FROM THE SCHOOL**

If a student chooses to withdraw from the school within three (3) weeks after the release of the Master Schedule, families will not be obligated to make any tuition payments above the initial tuition payment. The initial tuition payment is non-refundable and non-transferable. No refunds or tuition adjustments will be given for withdrawals after the three (3) weeks of the release of the Master Schedule and parents will be obligated to pay the entire year’s tuition, regardless of whether the student completes the year, is withdrawn, or dismissed.

To withdraw from school, a parent must submit the Withdraw Form on the Student/Parent Gateway site. If the form is received three (3) weeks after the release of the Master Schedule, families will not be obligated to make any tuition payments above the initial tuition payment. The initial tuition payment is non-refundable and non-transferable. If a Withdraw Form is not submitted, families must pay the remaining tuition for the corresponding academic year if they chose to pay in installments. The student will remain enrolled in the course and a grade penalty may apply.

**TRANSCRIPTS**

From day one of class to week six of class: If a student drops a class within the first (6) weeks of class, the course will not be noted on the student’s transcript.

Week seven of class to end of semester: If a student drops a class after the first six weeks of class, the course grade will register as “W” (withdraw) on the permanent transcript, and the student record will include the date of withdrawal. A student may withdraw from a course up until the day before he or she is scheduled to take the final exam for that course.

**CHANGING A SECTION**

Students are required to attend the course section in which they are enrolled even though the course may have multiple discussion sections. Students may request to change a section of the same course up until the first two (2) weeks of school. All section change approvals are dependent upon course capacity. To request a change, parents must submit the Section Change Request Form on the Student/Parent Gateway site. In the event there is a need to change a section after the first two (2) weeks of school, students should contact their Academic Advisor.

**INTERRUPTION IN ENROLLMENT**

Students whose enrollment at Stanford OHS lapses and who wish to reenter the school will undergo an evaluation process determined by the Director of Admissions and Enrollment. Reenrollment is evaluated on a case-by-case basis and is at the discretion of the Stanford OHS.

**COURSE TIMES POLICY**

Students are allowed to take courses between 6am and 10:30pm in their local time zones. Students who wish to take a class outside these hours because of unique circumstances must obtain special permission from the Director of Admissions and Enrollment.
GRADING POLICY

Grading is based on an individual student’s mastery of the main skills and content articulated in the course syllabus.

Students should refer to their course syllabi to determine the specific course requirements and grading policies. Each instructor will have distinct course assessments such as papers, quizzes, labs, exams, oral reports, group projects, etc., and distinct course policies on class participation, concerning what counts as participation and how much counts toward final grades. Students should ask instructors if they need any further clarification.

The minimum passing grade at Stanford OHS is a C-. However students who receive a C- may be encouraged to retake a course if the instructor feels they have not mastered the course material to the extent required for success in the next course in the sequence. Students may repeat a course only having received special permission from the Division Head and the Director of Instruction. (When a course is repeated, it appears on the transcript a second time; repeating a course does not cause previous grades to be replaced.)

At Stanford OHS, A+ grades are reserved for exceptional performances in a class. They are assigned at the discretion of the instructor, and are not determined by raw percentages.

REVISION OF GRADES

End of semester grades are final and not subject to change by reason of a revision of judgment on the instructor’s part; nor are grades to be revised on the basis of a second trial (for example, a new examination or additional work undertaken or completed after the end of the quarter). Changes may be made at any time to correct an actual error in computation or transcription, or where some part of the student’s work has been unintentionally overlooked; that is, if the new grade is the one that would have been entered on the original report had there been no mistake in computing and had all the pertinent data been before the instructor, the change is a proper one.

ACADEMIC PROBATION

It is expected that students who are admitted to Stanford OHS will keep up with the rigorous coursework and achieve passing grades in all of their classes. A student who is unable to meet academic requirements will be placed on Academic Probation in the following circumstances:

- A student receives a semester grade lower than C- in a course, or
- A student has a semester grade point average of 2.0 or lower.
- A student has withdrawn or has an incomplete in more than one course per year.

The Director of Stanford OHS will send a formal letter to the student and his/her parents notifying them of the probation.

A student on Academic Probation is required to have a formal meeting with the Director of Instruction, the student’s counselor and parents to develop a plan for improving their academic performance. Further meetings may be required at the discretion of the Director of Instruction.

The plan for improvement will include a timeline for meeting the requirements of the plan and addressing any other concerns. If a student fails to meet these requirements and/or has not sufficiently improved his/her academic performance, the consequences are determined by the Director of Instruction and can be appealed to the Director of Stanford OHS.

LATE WORK POLICY

The rigor and pace of the Stanford OHS curriculum necessitate that students employ good time management skills in order to achieve long-term success at the school. Allowing students to fall into a pattern of submitting late work undermines their academic success. In addition, timely completion of work is crucial to seminar–style instruction, as instructors post solutions to homework, go over selected problems in class, use homework as a starting point for student discussion, etc. Therefore, instructors are attentive to timely submission of homework by students and move quickly to address time management problems when they first appear. The Late Work Policy is designed to facilitate a positive pedagogical experience for all students. Please consult the instructor and/or Divi-
sion Head if you have any questions about the Late Work Policy.

GROUND FOR EXCUSING LATE WORK

Instructors will grant extensions to the due date of student work (assignments, tests, exams, etc.) for the following reasons:

- illness
- bereavement
- religious observances
- academic activities sponsored by Stanford OHS
- force majeure (e.g., acts of war, flood, fire, natural disaster)
- verified technical problems
- other unforeseen and unavoidable circumstances

Any instance of the above must be sufficient to prevent the student from completing the work on-time, and the extension that may be given will be commensurate with the severity and duration of the instance.

PROCEDURES FOR EXCUSED LATE WORK

Students must request extensions from the instructor and propose a plan for finishing the work. The request must be made in writing as soon as possible. The student should contact the instructor directly no less than 24 hours prior to the deadline for an assignment extension.

Parents must verify the reasons for the extension in writing as soon as possible. With the exception of circumstances (e.g., force majeure) that prevent the parent from communicating with the instructor, the verification must be submitted no later than the original due-date of the work.

Requests for extensions of more than five days require appropriate written certification from a medical doctor or other appropriate non-parental authority.

PROCEDURES FOR UNEXCUSED LATE WORK

Unexcused late work will be subject to the following policies:

- Minor assignments: 50% credit if submitted up to 2 days late; no credit if assignment is more than 2 days late
- In-class quizzes and presentations: no credit if not taken/presented on time, unless prior arrangements are made or unless a student is unexpectedly absent for documented medical reasons
- Major assignments: 5% penalty for every 24-hour period late
- Proctored exams: No credit if not taken on time unless prior arrangements are made
- Exceptions may be granted to this policy only in extraordinary circumstances and require a formal written request (submitted to the instructor and to be considered in consultation with the Division Head)

Students who consistently turn in unexcused late work will be referred to the Counseling Department, which may require the student to attend an appropriate Study Skills course. Each academic division and course might have modified procedures. For that reasons, students should also refer to course and division policies for late work.

INCOMPLETE POLICY

When the student’s course work is severely interrupted for the reasons described above in Grounds for Excusing Late Work during a substantial duration of time in a semester, an Incomplete “I” may be granted for the semester. A request for an “I” must be made in writing and submitted to Academic Advisors. To be granted, the course instructor, student’s counselor, and Division Head, must approve the request.

Once an “I” is approved, the student should make a plan to complete his/her missing work with the instructor. After consultation with
the student, the instructor and/or counselor decide upon a deadline which falls within the subsequent semester. The student’s grade will be determined based on the work submitted by the agreed deadline, and no work after the deadline will be considered.

PASS/NO CREDIT POLICY

A student may request that a course be graded on a pass/no credit basis up until the day before he or she is scheduled to take the final exam for that course. The request must be made in writing and submitted to the Academic Advisor. To be granted, the course instructor, Division Head, and the Director of Instruction must approve the request. There is no guarantee that the request will be approved, and requests will often involve discussions with the instructor, Division Head, and the Director of Instruction. Because of this, students are encouraged to submit their requests as early as possible.

Students may take a maximum of two courses on a pass/no credit basis from Stanford OHS. The Director of Stanford OHS has the sole discretion to make exceptions to this limit.

Students should make themselves aware of how colleges and universities perceive courses taken on a pass/no credit basis. They should contact the College Counseling Office with any questions or concerns regarding this issue.

REPEATING COURSES

Students may repeat courses only with the permission of the Director of Instruction. Students interested in repeating a course should submit a request to their Academic Advisor, who will process the necessary approval. When a course is repeated, it appears on the transcript a second time; repeating a course does not cause previous grades to be replaced.

AUDITING COURSES

Because the collaborative nature of the Stanford OHS discussion seminar relies on the contributions of all students (including active participation and turning in course assignments), auditing courses is not permitted.

EXAM PROCEDURES

Stanford OHS makes use of exam windows (periods within which an exam must be taken) and a schedule of final exams (in which exams in a given subject must be taken on a particular day) to ensure exam integrity and to facilitate objective grading. Students are therefore expected to make appropriate arrangements to take exams on designated dates. Families are also responsible for securing a proctor and covering any related expenses according to the guidelines outlined below.

Academic penalty will be applied to exams taken on “wrong” dates that are different from the scheduled date, whether the scheduled exam dates are original dates on the publish exam schedules or rescheduled dates.

- 5% penalty will be applied,
  a. if the exam is taken on a wrong day during the final exam week plus or minus one day, or
  b. if the exam is rescheduled to a date outside the final exam week (as exceptions) and taken on one day before or after the rescheduled date.

- 15% penalty will be applied,
  a. if the exam is taken outside the time periods defined in a. and b. above.

There will be no academic penalty if a student takes an exam on the date that the exam is scheduled or rescheduled for. This policy does not penalize taking an appropriately rescheduled exam. Exams taken after the grade due dates will not receive credit without prior arrangements (see “Rescheduling Exams” and “Incomplete Policy” sections for explanations).

All students must present a photo ID when taking a proctored Stanford OHS exam. Acceptable photo IDs include a government-issued photo ID (passport or driver's license) or a school ID. Stanford OHS issues student photo ID at the beginning of each semester. For instructions on how to obtain a Stanford OHS Photo ID, please see the Student/Parent Gateway site.

PROCTORING REQUIREMENTS

All students must register at least two (2) proctors with the Registrar’s Office. All placement, midterm and final exams must be proctored by one of the following:

- A secondary school teacher, administrator, counselor, or principal’s designee;
- A public library administrator;
• An administrative officer or designee of an accredited college or university;
• A military education officer;
• A professional proctoring service provider; or
• A person of similar professional standing to those listed above.

Relatives, family employees, and family friends may not serve as proctors. All proctors must be approved by the Registrar. Proctors must have the capability to fax or scan exams.

To register a proctor, families must complete the Proctor Registration Form on the Student/Parent Gateway site. Proctors and families will be notified via email of approval within five (5) business days.

Instructors will notify students when exams are to be taken, and families are responsible for securing a proctor for the specified date. It is the responsibility of the families to schedule the exam time with the proctor at least five (5) days before the designated exam date. The exam will become available for the proctor to download 48 hours in advance of the exam date. It is the responsibility of the families to check that the proctor successfully downloaded the exam before the exam time. Proctors should return the exam according to the posted instructions within 24 hours of the exam session.

Any failure on the part of the proctor or family could result in an exam being invalidated. It is imperative that all proctors and families follow the stated proctoring procedures. Proctor-related questions should be directed to the Registrar’s Office.

**RESCHEDULING EXAMS**

Should any rescheduling of midterm exams be necessary, students should do so directly with their instructor.

Requests to take a final exam on a date other than the one designated on the final exam schedule (posted on the Student/Parent Gateway site) for any semester must be submitted by a parent using the Final Exam Rescheduling Form at least two (2) weeks in advance of the first day of exam week. Exceptions may be made in Stanford OHS’ sole discretion for requests less than two (2) weeks in advance of the first day of exam week due to serious student injury or illness. To be granted, requests need to be approved by the Registrar.

Exams are not typically moved outside of the exam week. While we recognize that family obligations and other activities are sometimes inflexible, we request that families arrange for students to be available at the scheduled exam dates.

Valid reasons for an exam reschedule:

• Students who have more than one exam scheduled for a single day during final exams will be allowed to reschedule the exams of that day so that they only have one exam on a given day.
• Unavoidable events scheduled at other school or for a significant pursuit. Documentation will be required.

Vacation and the unavailability of a proctor are not valid reasons for a change of an exam date.

**STUDENT PHOTO ID**

As noted above in regards to Exam Procedures, all students must present a photo ID when taking a proctored Stanford OHS exam. Acceptable photo IDs include a government issued photo ID (passport or driver’s license) or a school ID. Stanford OHS issues student photo ID annually, as requested. For instructions on how to obtain a Stanford OHS Photo ID, please see the Student/Parent Gateway site.

**STUDENT RECORDS & TRANSCRIPTS**

Parents of minor students may request an official Stanford OHS transcript by submitting a Transcript Request Form posted on the Student/Parent Gateway site. Stanford OHS transcripts only reflect academic coursework taken at Stanford OHS and do not reflect any transfer credits or grades.

Allow two weeks for processing an official transcript. For seniors graduating from Stanford OHS, transcripts for college applications will be sent through the College Counseling Office.
PRIVACY NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents (and students who are 18 years of age or older—“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day Stanford OHS receives a request for access.
   Parents or eligible students should submit to the Director of Stanford OHS a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   Parents or eligible students who wish to ask Stanford OHS to amend a record should write the Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
   FERPA contains various exceptions to the general rule that the University should not disclose education records without seeking the prior written consent of the student. The following circumstances are representative of those in which education records (and information drawn from education records) may be disclosed without the student’s prior written consent.
   a. Upon request, Stanford OHS may release Directory Information. The following is considered Directory Information:
      • Student and Parent Names
      • Student Grade Level
      • Email addresses
      • City, state and country of residence
      • Specific semesters of registration at Stanford OHS
   Parents may prohibit the release of these items listed above through the waiver on the Commitment to Register form.
   b. Disclosure to school officials with legitimate educational interests. A school official is a person employed by Stanford University as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Stanford University Board of Trustees. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
   c. Stanford OHS discloses education records without consent to officials of another school, in which a student seeks or intends to enroll, upon request of officials at that other school.
   d. Stanford OHS must provide records in response to lawfully issued subpoenas, or as otherwise compelled by legal process.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stanford OHS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
PARENTAL ACCESS TO STUDENTS’ ACADEMIC PROGRESS

Parents receive a SUNet ID (one per family), which allows them to access the OHS Student/Parent Gateway, PowerSchool, Canvas, and Adobe Connect. PowerSchool is the resource for a student’s achievement record. Canvas, the new learning management system, is the resource for course materials, and instructors’ comments and feedback on a student’s assignments. Contact the Registrar’s Office for login assistance.

Parents can regularly review the grade record with their student to understand how a grade represents the quality of the student’s work as a whole:

A. In PowerSchool, click on the summary grade to see the breakdown of assignments. Pay attention to the *types* of assignments that have been graded (i.e. daily homework vs. significant assessments).

B. In Canvas, review carefully the course grading policy that describes the weight of each type of assignment in the overall end-of-semester grade. Review feedback on assignments submitted in the course Dropbox.

A review of instructor comments and grades will help to identify particular areas of concern or challenge, such as submitting assignments on time or concepts that students may struggle with on quizzes and exams.

For students earning a C- or below in one or more classes, the OHS Academic Advisors will send a grade notification email to students and parents, typically the first Tuesday of each month.

Parents are strongly encouraged to participate in the Parent–Teacher Conferences held at the Stanford Online High School in the fall. These conferences are held as phone or Skype calls by appointment.

Should specific concerns remain after these steps have been taken, the Communication Pathways outlined above should be followed with the student remaining the principal participant in the conversation whenever possible. Stanford OHS supports the independence of its students and development of self-advocacy skills. As students mature, we anticipate an increase in the frequency of direct contact between students and instructors, as opposed to communication between parents and instructors.

ELIGIBLE STUDENT

A student is considered an “eligible student” when they reach 18 years of age. An eligible student may request to review their education records. Within 45 days of a written request, the school is required under FERPA to provide the student with copies or access to their records.

Under FERPA, schools may release any and all information to parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules. If an eligible student wishes to have a parent removed from their account, they must submit a written request to the Registrar’s Office. The student will be required to complete a verification form.
FINANCIAL POLICIES & PROCEDURES

COMMITMENT TO REGISTER & TUITION PAYMENT SCHEDULES

The Commitment to Register is a serious and binding agreement between Stanford OHS and families. Families are expected to pay their tuition bills on time in accordance with their signed Commitment to Register form.

Families are notified by email and/or text message that tuition is due. Stanford OHS does not send out paper invoices or billing statements to families. Families are responsible for maintaining their payment schedule (1, 2, or 7 month payment plan) independently. They should contact the Registrar's Office pro-actively if they are unable to make payments. Delinquent payments may result in termination of a student’s access to the virtual classroom and/or other online systems. Students will not be allowed to take midterm or final exams if tuition is not current. Failure of a family to timely pay tuition bills can lead to dismissal of the student from Stanford OHS.

TUITION PAYMENTS

Families are responsible for ensuring that all tuition payments are made in full and on time. Families can pay tuition bills online via FACTS, by check, ACH, or by wire transfer via Flywire. Parents can access FACTS by logging in to the Student/Parent Gateway site and clicking on Tuition Payments. Contact the Registrar’s Office with any questions.

TUITION ADJUSTMENTS

Students may add courses at the beginning of the semester, according to the guidelines described in the Course Add/Drop Policy. If adding a course results in a change in enrollment status, tuition adjustments will be due within 30 days of the course addition.

If a student drops a class within the first two (2) weeks of school, Stanford OHS will work closely with the student and the family to identify an appropriate class to maintain part-time or full-time status, as there will be no adjustment in tuition starting three (3) weeks after the Master Schedule has been posted. The initial tuition payment that was due with the Commitment to Register will not be refunded even if a student withdraws from the school at any point.

TUITION RECEIPTS

Copies of tuition invoices, payment receipts, and account balance statements can be obtained in FACTS, the online tuition payment system. Questions about tuition or payment schedule should be directed to the Registrar’s Office.

FINANCIAL AID

Financial aid is determined on the basis of need, funds available, and merit. Families must apply for financial aid annually before the start of each academic year, typically in the preceding winter. Financial Aid deadlines and instructions are available annually on the Student/Parent Gateway site. While financial aid is not guaranteed, every effort is made to consider each family’s level of need and special financial circumstances, to help promising new students to attend the school and current students to remain. Families of all returning students on financial aid, including Malone Scholars, must complete a new financial aid application each year. To be considered for financial aid, families must apply by stated deadlines with all required documents uploaded and have a record of making tuition payments in full and on time. Financial aid and Malone Scholarships may be withheld from students who are not in good academic standing in the current academic year. The online financial aid application requires an application fee; no waivers of this application fee are available.

UNCONDITIONAL OBLIGATION TO PAY

The obligation to pay the full amount of tuition due is unconditional and applies whether or not the student completes the entire academic year, or is withdrawn or dismissed. At Stanford OHS’ sole discretion, the failure to pay any amount of tuition when due may result in the student being prevented from accessing online systems and/or taking mid-term or final exams and students may also be dismissed from Stanford OHS for the failure to pay tuition when due.
EQUIPMENT, SOFTWARE, & SUBMISSION OF STUDENT WORK FILES

In order for all students to benefit from the live, interactive, seminar–style instruction at Stanford OHS, each student enrolled in a course must be able to participate fully in class meetings. While the guidelines below describes optimal settings for Stanford OHS, students and families are responsible to make sure to meet class expectations.

While a current version of either Windows (7 or higher) or a Mac (10.8 or higher) with a webcam has been considered as an optimal setting for Stanford OHS courses for students to participate fully, and submit your work in the proper format, students may employ secondary computers making use of other operating systems and hardware provided they are able to meet the requirements described below.

EQUIPMENT

REQUIREMENTS

- Functioning webcam for discussion sections,
- Functioning microphone for discussion sections,
- Functioning scanner (or ability to submit written work in PDF format),
- Functioning graphics tablet (Math and science courses; see individual course policies).

For further information on Hardware Requirements see the Student/Parent Gateway site.

SOFTWARE

OPERATING SYSTEM

Stanford OHS students are required to have a computer with a recent version of Windows (7 or higher) or Mac (10.8 or higher) installed.

MICROSOFT OFFICE

Stanford OHS students are required to be able to create, submit, and read documents in the format of recent versions of Microsoft Office: 2007 or higher for Windows machines, or 2008 or higher for Macs.

Some Stanford OHS students prefer to use other productivity suites (OpenOffice, Google Docs). While many of these productivity suites are able to read and save files in Microsoft Office formats, we have had problems in the past with certain student files being unreadable, students being unable to access course documents, etc. Therefore, we recommend recent versions of Microsoft Office. It is the responsibility of students to submit work in the requested file format and to resolve file problems resulting from use of other software. Incorrect/unreadable files can be subject to late work penalties.

ADOBE ACROBAT READER

Stanford OHS students are required to have the current version of Adobe Acrobat Reader, which is freely available at: www.adobe.com/products/reader.html. Students are required to open PDF files and complete, save, and submit PDF forms.

Some Stanford OHS students prefer to use another application to view PDF files (e.g. Preview). While many of these applications are able to read PDFs and complete PDF forms, we have had problems in the past with certain completed forms being unreadable, students being unable to open certain PDFs, etc. Therefore, we only recommend and support Acrobat Reader.

INTERNET CONNECTION

In addition, students must have a reliable broadband internet connection that is robust enough to handle video conferencing with minimal difficulties.
CONSEQUENCES OF NOT MEETING REQUIREMENTS

With the exception of rare and unavoidable technical difficulties, students cannot use their computer equipment, software, or internet connection as an excuse for not fulfilling school or course requirements. For example:

- A student cannot use the speed of his/her internet connection as an excuse to avoid using a webcam when attending a discussion section.
- A student cannot use his/her word processing software as an excuse to submit papers in a file format other than what the instructor of the course has required.

If a student is logged into the online classroom but is not able to perform basic course activities such as speaking on the microphone, appearing on camera, or using a tablet (in math and science courses), the student will be marked as Functionally Absent. (The student must fill out the Stanford OHS Technical Support Form.) Please see section on “Policy on Attendance & Engagement” on page 11 or further information.

In the event of recurring issues related to a student’s computer equipment, internet connection, or software, the Director of Student Life & Community may suspend a student’s participation in classes until the family is able to remedy the situation. If a family has not sufficiently addressed these items in the time-frame decided upon by the Director of Student Life & Community, the Director of OHS has the sole discretion in determining the consequences, including dismissal from Stanford OHS.
GRADUATION REQUIREMENTS

STANFORD OHS GRADUATION REQUIREMENTS

In establishing its graduation requirements, Stanford Online High School has sought to strike a balance between providing a well-rounded education and ensuring that students have adequate time to study subjects in depth, including being able to move beyond traditional high school level courses into those at the university level. For these reasons the school has established a comprehensive set of graduation requirements and has also provided students with a variety of ways in which these requirements can be satisfied.

Students planning to graduate from Stanford OHS must maintain an approved academic plan with their Academic Advisor leading to the satisfaction of the graduation requirements outlined below.

Students who had not previously planned to graduate from Stanford OHS, and therefore have not maintained an academic plan for graduation, but have now decided to do so, must petition the Graduation Committee, through the counsel of their Academic Advisor.

ACADEMIC COURSE REQUIREMENTS (COURSES TAKEN IN GRADE 9–12 AT STANFORD OHS OR ELSEWHERE)

In total, students will take an equivalent of 20 full-year courses, or 200 units, to fulfill their graduation requirements, including:

- English – 4 years (40 units)
- Math – 4 years (40 units)
- Natural Sciences – 3 years (30 units, must include at least 2 years of laboratory science)
- Social Sciences – 3 years (30 units, must include 1 year of US History—see below)
- Foreign Language – 2 years of the same language (20 units, 3 or more years are strongly recommended)
- Additional Academic Coursework – 4 years (40 units, may include courses from areas other than those noted above and/or additional courses from those listed here—see below)

CORE COURSE SEQUENCE REQUIREMENT

In order to ensure that students at Stanford OHS participate fully in the intellectual life of the school, we require all diploma-seeking high school students to take a Core course during each year they are enrolled. Although these philosophy-based courses do not fit easily into standard categories, Core courses count for Natural Science, Social Science, or English credit as indicated. The Core comprises an ordered sequence taken as follows:

- Methodology of Science – Biology (Natural Science)
- History of Science and Culture (Social Science)
- Democracy, Freedom, and the Rule of Law (Social Science)
- Critical Reading and Argumentation (English)

The middle school Core course, Human Nature and Society (JHNS2), is not required for middle school commencement nor for high school graduation. It does not count toward the Core Course Sequence requirement. Advanced Topics courses in Philosophy do not count toward the Core Course Sequence requirement.

ADVANCED COURSE DISTRIBUTION REQUIREMENT

Students must take a minimum of one year-long (10 units) Stanford OHS course at or above the Advanced Placement (AP) level in each of the following subject areas:

- Social Sciences
- Humanities (English) – This requirement is currently satisfied by taking an AP-level or higher English class at Stanford OHS.
- Natural Science or Mathematics
NON-ACADEMIC COURSE REQUIREMENTS (NOT INCLUDED IN GPA CALCULATION)

- Physical Education – 2 years
- Health – 1 semester

Stanford OHS offers a Physical Education program to fulfill the PE requirement. While enrolled in Stanford OHS PE, students pursue their physical activity independently and submit a contract and regular log of their activity on a monthly basis. Other components of the program include goal setting, written reflection, and guest speakers. Students who are engaged in PE courses at a brick and mortar school or extensive work with a coach or formal program can petition for PE Credit through our transfer credit process. Stanford OHS requires that students complete a minimum of 4 semesters of physical education during high school in order to be eligible for graduation.

The Health requirement can be met by taking the Stanford OHS AP Biology class, or the directed-study course, Health (OB001). Health classes taken at other schools may also satisfy this requirement. However, the Stanford OHS health course has specific content requirements mandated by California state law. Therefore, please consult with an Academic Advisor to determine whether the health course you have taken outside of Stanford OHS qualifies for transfer credit.

STANFORD OHS “RESIDENCY” REQUIREMENTS
(FOR ANY STUDENT ENROLLED AT STANFORD OHS AT THE HIGH SCHOOL LEVEL BEGINNING IN THE 2013–14 SCHOOL YEAR)

To earn a Stanford OHS diploma, students must be enrolled full-time in their final two years of high school. In addition, they must take a minimum number of Stanford OHS courses as follows:

- Students entering in 11th grade must receive credit for a minimum of 8 Stanford OHS classes
- Students entering in 10th grade must, over the course of three years, receive credit for a minimum of 11 Stanford OHS classes (110 units, including all HSC, DFRL, and CRA)
- Students entering in 9th grade must, over the course of four years, receive credit for a minimum of 14 Stanford OHS classes (140 units, including all four Core courses at the high school level)

PREVIOUS STANFORD OHS “RESIDENCY” REQUIREMENTS
(FOR ANY STUDENT ENROLLED AT STANFORD OHS AT THE HIGH SCHOOL LEVEL PRIOR TO THE 2013–14 SCHOOL YEAR)

To earn a Stanford OHS diploma, students must take a minimum number of Stanford OHS courses as follows:

- Incoming seniors – 5 Stanford OHS classes (50 units, including Core: DFRL)
- Incoming juniors – 8 Stanford OHS classes (80 units, including Core: DFRL & CRA)
- Incoming sophomores – 11 Stanford OHS classes (110 units, including Core: HSC, DFRL, & CRA)
- Incoming freshmen – 14 Stanford OHS classes (140 units, including all four Core courses—applies to students entering the 9th grade beginning in 2011–12)

CREDIT BY PETITION, EXAMINATION, OR INDEPENDENT STUDY

Stanford OHS reserves the right to assign academic credit under the following circumstances:

- Students demonstrate skills and competencies equivalent to those who have completed a course of study. This can be arranged through the transfer credit process. See the following section.
- Students work independently under the direction of a Stanford OHS instructor. Such arrangements will be considered only after they have been first approved by the instructor, the appropriate division head, and the Director of Instruction. To initiate the process of such a request, students should contact the Director of Instruction for guidelines.

TRANSFER OF CREDIT AND COURSES TAKEN AT OTHER INSTITUTIONS

Stanford OHS prepares students for success in their future intellectual pursuits within a flexible yet academically rigorous environment. For students who have indicated an intent to graduate from Stanford OHS, we evaluate coursework from other institutions or homeschool programs to ensure that they meet Stanford OHS diploma requirements.
High school level courses will be evaluated for credit approval by the Academic Advisors upon receipt of a completed Credit Transfer Petition form and an official transcript. The Credit Transfer petition forms can be found on the Student/Parent Gateway site. The review of transfer credits completed at non-accredited schools or programs, through a homeschool program, enrichment programs, and any courses without direct parallels at Stanford OHS are likely to require additional information beyond the transcript and Credit Petition. In these cases, the Academic Advisor may request one or more of the following:

- Program contact information, including accreditation (if available) Grade level of the course and name of instructor
- Dates of enrollment
- Course syllabus, including reading assignments
- Description of major assignments, labs, and major assessments such as exams and papers
- Grading rubric with student’s grade
- Test scores for related AP exam or SAT subject test.

High school students who intend to take a course at another institution to satisfy a Stanford OHS graduation requirement are encouraged to obtain approval from their Academic Advisor prior to taking the course. A Credit Transfer Petition is required for all such requests. Additional details on the Credit Transfer Petition requirements are articulated on the forms located on the Student/Parent Gateway site.

**STATE OF CALIFORNIA REQUIREMENTS**

Because Stanford OHS registered in California to operate as an independent secondary school, it must abide by California requirements for physical education, health education, and U.S. History. All Stanford OHS graduates must complete two years of Physical Education, one semester of health, and one full year of U.S. History at Stanford OHS or elsewhere in order to receive the Stanford OHS diploma. How students can meet these requirements is detailed above.

**OTHER JURISDICTIONS**

As Stanford OHS students reside in many jurisdictions and apply to universities around the world, Stanford OHS cannot guarantee that any particular set of courses a student may choose satisfies any given jurisdiction’s compulsory education regulations or that it satisfies the requirements for admission to any given university. Families should confirm that Stanford OHS meets the requirements of the jurisdiction where they live and the university their student hopes to attend.

**THE MALONE SCHOOLS ONLINE NETWORK (MSON)**

The Malone Schools Online Network is a collaboration among top independent schools that have all been supported by the Malone Family Foundation, which endowed the Stanford Online High School with its founding grant and supports the Malone Scholars Program at Stanford OHS.

MSON provides upper level students at registered Malone Schools with a variety of superior online courses offered in an online classroom that enhances each member school’s existing curriculum. These courses promote the values of the Malone Family Foundation, use the Stanford OHS Virtual Seminar model, and are taught by teachers from Stanford OHS and other Malone Schools in the Network. These teachers are experts in their fields, have experience with independent school education, and share a commitment to excellence, small class sizes, and personal relationships. Course offerings target the most talented high school students at member schools. These students demonstrate sufficient independence and commitment to succeed in a virtual discussion seminar setting.

Each course takes a blended approach, combining real-time video conferencing seminars with asynchronous instruction, recorded lectures, and exercises students complete outside of the class.

MSON courses count toward Stanford OHS residency and academic course requirements. These courses appear on Stanford OHS students’ transcripts.

The full listing of MSON courses is made available to students in the spring during the course enrollment time, and students will request to enroll in MSON courses through the normal Stanford OHS enrollment process.
STUDENT SUPPORT RESOURCES

Stanford OHS offers a robust set of resources beyond the formal classroom to support students.

THE COUNSELING DEPARTMENT

The Counseling Department oversees programmatic planning in the areas of student support, accommodations, interventions, and other strategies designed to further the success of Stanford OHS and its students.

When necessary, the Counseling Department collaborates with students, staff and parents in the planning, development and implementation of individual student academic and/or behavior plans. It also collaborates with the Academic Advisors and the Writing and Resource Center in designing educational resources for students, including enrichment courses, workshops, and mini-lessons on topics such as time management, organization and study skills.

The Counseling Department focuses on addressing students’ emotional and social needs by developing and implementing responsive services consisting of prevention and/or intervention activities to meet students’ immediate and future needs. Counselors offer support services including the following:

- One-on-one short-term counseling using a fading scaffold approach
- Consultation with parents, instructors and other educators
- Workshops and small group sessions that deal with time management, stress, test taking strategies, social and emotional learning and other issues relevant to our community
- Referrals to other support services or community resources
- Intervention and advocacy at the systemic level

While OHS counselors may possess advanced qualifications, training and degrees, their role is to provide short-term school counseling and guidance and do not offer clinical therapy or psychological services. If needed, counselors may recommend that students and families seek psychological help or services.

Additional information and resources, including student counselor assignments and contact information, can be found on the Counseling section of the Stanford OHS Student/Parent Gateway Site.

STUDENT HEALTH & SAFETY

Stanford OHS views student safety and wellbeing as an essential element in maintaining an optimal learning environment. Therefore, if a student expresses thoughts about (or otherwise indicates that he or she may be considering) harming him or herself or others and this comes to the attention of a staff member, action can be taken to protect the student and the community. It is school policy that a staff member reports any such incidents to the Division Head and Counseling Department. The student’s parents will be notified as quickly as is practicable, most often by the Counseling Department.

When such an incident occurs, it is also school policy that the student be evaluated by a psychiatrist or other qualified professional. Stanford OHS reserves the right to seek a second opinion, at its own expense. Should a psychiatrist or other qualified professional include a recommendation for ongoing psychotherapeutic services, the student’s family must provide appropriate and ongoing verification of treatment. The school reserves the right to put restrictions on participation in on-campus events for students who present a risk of self-harm or harm to others. The Stanford OHS also reserves the right to require that a student be withdrawn from the school on a health leave.

STUDENT HEALTH LEAVE OF ABSENCE

If a student is experiencing medical and/or psychological difficulties which make Stanford OHS an inappropriate program for the student or make it difficult or impossible for the student to participate appropriately and/or meet the fundamental requirements of the Stanford OHS program for an extended period of time, a health leave of absence may be appropriate. Stanford OHS may require a student to take a health leave or a family may apply for a health leave.

Health leaves are granted at the discretion of the Director of Stanford OHS, who may require documentation by an appropriate health professional, and may also require obtaining a second opinion at Stanford OHS’s expense. If a leave is granted, the school will provide appropriate information to individual instructors and the student’s counselor on a need-to-know basis. The school will work with the family to reasonably accommodate students with respect to returning to school, engaging in school work, and/or transferring credit.
In all cases, the school requires adequate notice of the student’s intention to return to school. Stanford OHS requires appropriate documentation from a health professional, which may include a second opinion at Stanford OHS’s expense, that the student is ready to return to school and reserves the right to refuse to permit a student to return if it believes in its discretion that the student is not an otherwise qualified student, that Stanford OHS cannot reasonably accommodate the student, and/or that the student poses a threat to self or others.

REASONABLE ACCOMMODATION OF DISABILITIES

Stanford University, in compliance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA; as amended 2008) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for qualified individuals with disabilities. For these purposes a “qualified individual with a disability” is defined as an individual with a disability who is able to meet and fulfill the fundamental requirements of the school’s educational program, with or without reasonable modifications to the school’s policies or the provision of auxiliary aid or services. “Reasonable modifications” include but are not limited to modifications in policies, practices, or procedures when the modifications are reasonable and necessary to afford services to qualified individuals with disabilities. They do not include modifications that would fundamentally alter the nature or purpose of the school’s education or programs, or that would otherwise create an undue burden for the school.

Applicants and students with disabilities, or their parents, may request reasonable accommodations that would permit the applicant or student full and equal access to the goods, services, and operations of Stanford OHS, by initiating the request with the Office of Accessible Education (OAE) at Stanford University. Applicants and students must provide recent documentation from a medical provider, at their expense, documenting a disability. The medical provider may not identify the disability, but only indicate that: (1) the applicant or student has a disability that substantially limits one or more major life activities; and (2) the manner in which the disability limits major life activities relevant to an applicant’s or student’s participation in the school’s education program (i.e. what are the functional limitations of the student with regard to his or her participation in the School’s educational program).

Applicants, student, or their parents, may speak to the OAE or the student’s Stanford OHS counselor at any time about reasonable accommodations. However, after the School receives the required documentation, it will schedule a meeting to discuss all potential accommodations. Parents may bring a representative to communicate the needs of their child. The purpose of the discussion is to work in good faith to fully discuss all feasible potential reasonable accommodations. Professional staff will evaluate the request based upon required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for instructors dated in the current year in which the request is being made. The OAE can be contacted by emailing the Stanford OHS/OAE liaison, Dr. Christy Lendman, at clendman@stanford.edu. The link to the OAE’s website is: studentaffairs.stanford.edu/oae/academic.

On the student’s request, the OAE is also responsible for submitting accommodation requests to the College Board for the SAT and some AP examinations. The student’s current documentation and accommodation history will be reviewed for those requests and submitted by Dr. Lendman. Testing accommodations for the ACT are often submitted by the family with a signature from Dr. Lendman verifying the accommodations. To learn more about the process of applying for academic accommodations, please see the Counseling Program page on the Student/Parent Gateway site.

Stanford OHS determines, in its sole discretion, whether reasonable accommodation(s) can be made, and the type of accommodation(s) to provide. In exercising its discretion, the School will consider input and information the applicants, students, parents and/or representatives may provide regarding possible reasonable accommodations. The School will not provide accommodation(s) that would pose an undue burden upon the School or that would endanger the health or safety of the applicant or student or others at the school. It will also not agree to accommodations that would fundamentally alter the nature of the school or its goods, services, or operations. Accommodations must also permit the School to meet its legal obligations. The School will inform the applicant, student, or parents of its decision as to reasonable accommodation(s) in writing.

INSTRUCTOR OFFICE HOURS

Consistent and sustained interaction among students and instructors is a hallmark of Stanford OHS culture. We highly recommend that students reach out to the individual instructors of their courses outside of class meetings as a matter of best practice. All instructors have formal, regular office hours. Students can also set up an appointment in advance. Instructors will schedule this additional floating office hour once in any given week and appointments are made on a first-come, first-served basis.

Students benefit from communicating directly with their instructors—both for academic issues directly related to the course and as an opportunity to further explore the material or the field of study. In addition to helping students succeed academically, interaction between instructors and students helps to develop important relationships in which instructors can advocate on a student’s behalf, for
instance, as when writing letters of recommendations to colleges and universities.

If after frequent use of office hours the student is still not experiencing the desired success, the student, instructor and parents should consult. Should there be a need for additional assistance beyond attending office hours, the student can consult with his or her counselor for a referral to student support systems including tutors, both student and professional.

**WRITING AND RESOURCE CENTER**

The Writing & Resource Center is an online resource dedicated to creating an academic community of strong and confident writers and to supporting students’ academic progress across disciplines. In support of this mission, the Writing & Resource Center offers the following:

- Individual tutoring sessions with experienced writing instructors versed in current research and practice in teaching and tutoring writing
- Individual tutoring sessions with academic peer tutors with advanced understanding of specific OHS courses and disciplines
- Individual tutoring sessions with time management peer tutors
- Weekly writing labs designed to support students in their writing for designated OHS courses (requires year-long enrollment)
- Targeted workshops specifically tailored to meet the needs of student writers open to students in all OHS courses
- Resources and style guides covering a variety of writing-related topics

Additional information including writing resources, student writing samples, and instructions for booking a tutoring session may be found at the Writing & Resource Center website.

**PEER TUTORING PROGRAM**

Housed within the Writing & Resource Center, the Peer Tutor Program is a robust and active program serving students across disciplines. Peer Tutors are nominated by instructors for their ability and performance in a subject area and can provide assistance to their peers for specific content-based questions, study advice, and general academic support for most class material. Peer Tutors typically offer two hours per week of tutoring sessions. Information, including a list of Peer Tutors and their subject areas and bios are available on the Writing & Resource Center website. Students interested in booking an appointment with a tutor may do so through this website or through the online scheduling tool WCONLINE.

**SIGNIFICANT PURSUIT SUPPORT**

**What is a significant pursuit?**

A significant pursuit (SOP) is defined as any single non-school sponsored activity in which a student participates at a high level of achievement for 20 or more hours a week and which precludes the student from participating in schoolwork. A student engaged in a significant pursuit is generally limited in his/her ability to control the schedule of the pursuit, the demands of which may include competitions, practices, rehearsals, tournaments and/or transportation to and from the aforementioned activities. The nature of these pursuits may range from athletic to artistic, theatrical, musical or professional. In many cases, the student’s significant pursuit could be considered a career in and of itself or as intensive preparation for a professional-level career at a later point.

**What support is offered for students with a significant pursuit?**

Stanford OHS offers all students a degree of scheduling flexibility not typically available in the high school setting. Rather than a school day that runs from morning through the afternoon, students are given flexibility to select the courses and class times (among those available each semester) that work best for them individually.

For students with an SOP, flexibility of course scheduling can translate to improved ability to coordinate SOP commitments around academics. Further, the portable nature of our online classroom provides SOP students with location flexibility in attending class.

In addition to an SOP student’s instructors, several other sources of support and assistance are available to OHS students. The OHS Director of Student Life and Community is a resource for questions about class attendance. The OHS Counseling Department can provide advice regarding time management skills, study skills, and socio-emotional well-being. Academic Advisors can collaborate with students to create an academic schedule that meshes well with an SOP student’s commitments and can inform students about
the support available at Stanford OHS.

**How are SOP-related absences handled at OHS?**

If a student will miss a class for any reason (including an SOP-related reason), his or her family is expected to notify the school as soon as possible. Absences are to be held to an absolute minimum.

The synchronous nature of OHS courses, combined with the rigor of our academic program, make frequent and/or extended absences due to an SOP extremely challenging to accommodate.

SOP students should understand that we have a 20% Absence Policy Rule, with exceptions to this policy rarely granted. Questions about this policy should be directed to the Director of Student Life and Community.

**What are the academic and behavioral expectations of an SOP student?**

Participation is a crucial component of OHS’s discussion-based classes. All OHS students are expected to come to class prepared to play an active role in discussions.

SOP students are expected to be excellent communicators. SOP students must remain in close contact with their instructors regarding their SOP obligations and implications for coursework and class attendance, in the event that an SOP-related absence is necessary.

If a student must miss a class due to an SOP obligation, he or she will work closely with all instructors to make up any schoolwork missed and adhere to mutually agreed-upon adjustments to assignments and deadlines. Adjustments or arrangements (if granted) must be explicitly granted for each assignment; it should not be assumed that previous permission granted carries over to future assignments.

The student is expected to abide by regular course policies for watching playbacks of missed classes.

**COLLEGE COUNSELING**

The College Counseling Office acts as a resource for families at every stage of the college application process. The goal of the office is to work closely with students and encourage them to discover their interests, explore possibilities, and take ownership of their college applications. The college counselors help students achieve these goals through regular one-on-one meetings and a variety of formal programs for students and families. The ultimate goal of the college counseling program to support students in their effort to identify and enroll in the college that is the best fit for them.

The college counseling services available to each student vary depending on his/her enrollment status. All Stanford OHS students are provided access to college counseling presentations and workshops, and may use the office as a resource throughout the college search, application, and selection process. The College Counseling Office also offers a college counseling course in the spring for Stanford OHS diploma candidates which covers key aspects of the application process and prepares students for work on their college applications.

For diploma candidates, the College Counseling Office acts as the main point of contact between the students and their prospective colleges. Diploma candidates are provided access to Naviance, a college application management program. All official school documents, including school reports, letters of recommendation, and transcripts are sent to colleges through Naviance by the College Counseling Office. Part-time and single course students should seek out these services from the Guidance or College Counseling Office at their graduating high school.
STUDENT LIFE

HOMEROOM

Once a week, during a scheduled time on Mondays or Tuesdays, students meet in small groups with a homeroom instructor. Each meeting lasts approximately 30 minutes. Occasionally, homerooms meetings may last longer for special activities. Students and families will be informed of these longer meetings in advance for scheduling purposes. Homerooms are grouped by grade level: as 7–8, 9–10 and 11–12. During these meetings, the students and instructor share important school announcements, participate in school projects, discuss current events, and get to know each other through activities and conversation. The aims of homeroom are to disseminate important information related to academic and student life, to create smaller units of interaction across grade levels and disciplines, to gather information and feedback from students, and to provide additional academic advising and support from an instructor.

Part-time and full-time students are required to attend homerooms. Absences are recorded and governed by our “Policy on Attendance & Engagement” on page 11. Students taking a single course are not required to attend a homeroom, but are welcome to request one.

STUDENT CLUBS & ORGANIZATIONS

Outside of formal class time, students have the opportunity to participate in a rich array of activities. Participation in student organizations is open to all students regardless of enrollment status. However, some activities require an application, election, or audition process or involvement in a particular curricular program. Information about these processes is given at the Club Fair, in individual classes, and on the Student Life page of the Student/Parent Gateway site.

STUDENT CLUBS: Clubs are organized by students themselves based on interest and are presented at an annual Club Fair held in the first month of the academic year. Over 40 clubs may form during a typical school year; they span an eclectic mix of interests, including chemistry, literary criticism, mathematical problem-solving, speech and debate, culinary experiments, yearbook and more. The process for proposing a club is announced in the fall.

STUDENT GOVERNMENT: Students can gain leadership experience by becoming involved in the Student Government. Elections are held at the beginning of each school year. The Student Government collaborates with the administration to initiate and execute a number of schoolwide projects, which may include class meetings, special assemblies, Spirit Week activities, and more. All students are encouraged to share their ideas with their Student Government representatives and are invited to attend the open Student Government meetings.

OTHER STUDENT ORGANIZATIONS & LEADERSHIP OPPORTUNITIES: Other opportunities may become available throughout the year, such as joining the Student Service Board or applying to be a Pixel Cluster Leader. These opportunities will be advertised as the positions become available. Contact the Director of Student Life & Community for more information.

ASSEMBLIES & SPECIAL EVENTS

Assemblies and special events are held on Fridays throughout the school year. These might include holiday celebrations, guest speakers, workshops, or social events, such as Spirit Week. Attendance at some assemblies is required for full-time students and strongly encouraged for part time students.

SUMMER AT STANFORD (S@S)

Summer at Stanford is an optional two-week residential program held on the Stanford University campus in August.

Summer at Stanford participants engage in workshop-style courses designed to provide hands-on learning opportunities in a unique aspect of a discipline, multidisciplinary study, or science laboratory work.

Summer at Stanford allows students to connect with their peers and instructors and provides an introduction to Stanford OHS for new students.

Outside of class, students participate in student and counselor-led activities ranging from sports and games to film screenings and a
talent show. Students also get the chance to immerse themselves in Stanford University culture—living in the student residential housing, interacting with talented and enthusiastic counselors, most of whom are Stanford undergraduates or alumni, and engaging with the larger Stanford community through guest lectures, field trips, and off-campus excursions.

Information about Summer at Stanford, including the application process, is distributed in the Spring.

**MEETUPS**

Meetups are events hosted by OHS families to bring together the Stanford OHS community in their area. Meetups come in all shapes and sizes, from barbecues at family homes to trips to baseball games. Any OHS family can host a meetup. If you’re interested in hosting a meetup, please contact the Director of Student Life & Community.

Although Stanford OHS encourages families to host meetups, meetups are not Stanford OHS sponsored events. The school can help promote meetups to the community through the Pixel Weekly, school websites, and regional email blasts.

Guidelines for hosting meetups and a list of past meetups can be found in the Student Life section of the Student/Parent Gateway site.

**GRADUATION**

Graduation weekend is held at the beginning of June on the Stanford campus. Graduating OHS seniors are the guests of honor, but this is a weekend for all Stanford OHS students, families, and staff. In addition to the graduation ceremony, the weekend includes an all-school awards ceremony, 8th grade promotion, outdoor games and social events, prom, and more.
COMMUNICATING WITH STANFORD OHS

At Stanford OHS we believe that constant, constructive communication between the administration, instructors, and families is essential to the success of our students. Towards this end, we encourage robust interaction between students and instructors during and outside of formal class time, as well as interaction between parents and instructors and parents and the school administration. Described below are resources, guidelines, and pathways for this communication.

GUIDELINES FOR STUDENT & PARENT COMMUNICATIONS WITH INSTRUCTORS

Instructors are happy to help students when they encounter difficulties in their courses, and students in turn are expected to be proactive when they encounter confusion or difficulties in a course. As a first step, students should spend some time trying to work through a question or difficulty on their own, as this is an important skill. This might include reviewing course materials on Canvas and checking in with other students. If students are not able to resolve their confusion or difficulty through these measures, they should communicate with their instructors at the beginning or end of class, during regular office hours, or by email. To ensure the most productive discussion, students should identify the specific point they are having difficulty with so that the instructor can address it.

Students should be proactive and communicate difficulties or confusion when they occur. However, being able to work through a problem or difficult issue is an important skill valued by OHS instructors. To that end, instructors expect that students will have spent some time trying to work through a question or difficulty on their own before going to the instructor. Additionally, students need to narrow down the specific point they are having difficulty with so that their discussion with the instructor can be productive.

Students should make every effort to contact their instructors during office hours and discussion periods.

Parents are encouraged to discuss student performance with their student’s instructors. Because we believe students benefit if their parents stay informed about their progress, we provide regularly-updated access to student grades and evaluations on the PowerSchool website. Throughout the year there are both scheduled and informal opportunities for parents to meet with instructors, including Parent–Teacher Conferences in November. The best way to address a problem or question about a course is to talk directly with the instructor.

All communication from and between students, parents, and instructors should abide by the three C’s:

• be courteous,
• be clear, and
• be concise.

GUIDELINES REGARDING EMAIL COMMUNICATION

Communication between students/families and instructors/staff of the Stanford Online High School is frequently most commonly conducted through email.

Whenever possible, it is preferable for the student to communicate directly with the instructor, as that is the swiftest and most productive mode of addressing an area of confusion or difficulty.

As instructors’ time is spent in varied capacities (in class, preparing for classes, grading, at campus in meetings, consulting with colleagues), they will not necessarily be able to answer emails immediately and may only be able to give attention to email during certain time frames. We understand that students and families, too, are fulfilling a number of obligations and may not be able to respond immediately to an email from an instructor.

To ensure timely, productive email communication, all school members agree to abide by the following guidelines regarding email:

• It is expected that instructors, students, and parents will respond to Stanford OHS-related email within 24–48 hours of receipt (excluding weekends). In some cases more substantive responses may take longer to compose. In these cases, it is expected that a quick email acknowledging receipt will be sent within the first 48 hours. This email can explain that a more substantive response will follow.

• If students/parents/instructors do not receive a response within the 48 hours, they should resend the email in case it was mis-sent. A student or instructor could also bring up the instructor contact through use of private text chat in class to check receipt.
• For issues that require expanded explanations, instructors may ask that a phone/Skype appointment be set up to discuss.
• The School may not be able to honor last-minute email requests from students or parents.
• Students will check their Stanford email accounts at least once every School day.
• Email addresses for students, family members and proctors should be accurate at all times. Parents and students should notify the OHS Registrar immediately of any changes to email address information by sending updates to ohsregistrar@stanford.edu.

COMMUNICATION PATHWAYS

This section addresses how families should approach more specific concerns requiring immediate attention. While not comprehensive, the list below represents the most common questions families have. All inquiries that do not fit one of these categories should be directed to the Director of OHS.

COURSE-RELATED ISSUES (including questions regarding requirements, assigned readings, grading, etc.), should be addressed as follows:
• Students should first contact the instructor of the course.
• If the issue is not resolved, parents may request a meeting with the instructor.
• If the issue is not resolved, the student and/or parents may request a meeting with the instructor and the Division Head.
• If the issue is still unresolved, the student and/or parents may request a meeting with the instructor, the Division Head, and the Director of Instruction.

PROCTORING & FINAL EXAM ISSUES should be addressed as follows:
• All issues pertaining to updating proctor contact information, sending instructions to proctors, proctors having trouble accessing final exams, etc., should be directed to the Registrar.
• All issues pertaining to the rescheduling of final exams may be directed to the Registrar.
• If the issue is not resolved, the student and/or parents may contact the Director of Instruction.

ACADEMIC ADVISING & COURSE SCHEDULING ISSUES should be addressed as follows:
• Students should first contact their Academic Advisor.
• If the issue is not resolved, parents may contact the Academic Advisor.
• If the issue is not resolved, student and/or parents may contact the Director of Admissions and Enrollment.
• If the issue is still not resolved, student and/or parents may request a meeting with the Director of Stanford OHS.

COLLEGE COUNSELING ISSUES should be addressed as follows:
• Students should first contact their College Counselor.
• If the issue is not resolved, parents may contact the College Counselor.
• If the issue is unresolved, parents may request a meeting with the Director of College Counseling.
• If the issue is unresolved, the student and/or parents may request a meeting with the Director of Stanford OHS.

BILLING, FINANCIAL AID, TUITION, & OTHER FINANCIAL ISSUES should be addressed as follows:
• Parents should contact the Registrar.
• If the issue is unresolved, parents may contact the Business Manager.

COUNSELING ISSUES (i.e. health issues, social–emotional issues, barriers to learning) should be addressed as follows:
• Students should first contact their counselor.
• If the issue is unresolved, the student and/or parents may request a meeting with the Director of Counseling.
• If the issue is still not resolved, the parents may request a meeting with the Director of Stanford OHS.
OTHER ISSUES not included in the broad categories listed above should be addressed as follows:

• Student and/or parents may contact the Director of Stanford OHS.

Appeals:

This section on Communication Pathways functions as the Stanford OHS grievance policy. A decision made under any of the subsections above by a person other than the OHS Director of Stanford OHS may be appealed by submitting a written appeal to the OHS Director of Stanford OHS within seven calendar days of notification of the decision. The OHS Director of Stanford OHS’s decision regarding the appeal is final.

SOCIAL MEDIA GUIDELINES FOR STANFORD OHS INSTRUCTORS AND STAFF

Since 2014, Stanford OHS has established guidelines for instructors and staff regarding interaction with families and students through social media. In accordance with these guidelines, instructors and staff will not be able to accept social media invitations as described below:

As an online school, our major avenue for education and communication is through digital media. The guidelines below regarding social media are limited in scope, as we trust that Stanford OHS instructors are committed to interacting with our students and families respectfully. Furthermore, we expect instructors and staff to use good judgment regarding their own online footprint and that their behavior will exhibit high standards of digital citizenship and educational professionalism. As a school, we encourage instructors to enhance their classroom teaching with new and emerging technologies and will facilitate such research and sharing forums to determine their proper use. Instructors may not connect with students on media that give them privileged access to students’ personal social media activity, like Facebook, Instagram, etc.

1. Instructors at Stanford Online High School should interact with students and parents in the following social media venues:
   • the school’s video conferencing system and other systems,
   • individual Skype sessions or
   • professional educational sites, such as Edmodo.

Instructors may elect to participate in student initiated group Skype chats organized in support of school sanctioned activities (Skype study groups, Skype club groups, etc.) if invited by the student creators of the group. However, instructors are solely participants in Skype groups, and are not responsible for monitoring or reviewing content in the Skype groups. Although instructors are solely participants in any group Skype chats they are invited to, instructors are still obliged to report any behavior not in accordance with school policies or child safety laws, and students may be disciplined for misconduct during their participation in these groups even when an instructor is not present. The School is not responsible for students’ compliance with the terms of use agreement with Skype.

2. There may be times when alumni, current students, or parents may request to “connect” to the personal social networking page of instructors or staff. In such cases instructors should:
   • Decline connection requests from former students under the age of 18 or current students.
   • Use professional discretion when connecting to alumni 18 years of age or older.
   • Refrain from connecting with parents of current and/or prospective students to avoid conflicts of interest.

Similarly, instructors should not initiate connection requests with alumni or students under the age of 18 or with parents or prospective parents.

School personnel must take great care in any online interactions with students to maintain professional standards of conduct. There are inherent risks that one takes as an individual when communicating with students on social networking sites, including exposing oneself to responsibility for addressing any rule-breaking that may be observed through postings and images on students’ pages. Any online conduct which reflects poorly upon personnel or the school may be grounds for disciplinary review or action.

WEBSITE PRIVACY STATEMENT

Stanford Online High School believes in teaching and practicing good digital citizenship, and to that end we take online privacy seri-
This statement describes how we collect and make use of information about you through our website.

If you visit our website without logging in, we do not collect information for the purpose of identifying you personally. We do collect some general information about site visitors, such as the operating system used and the location in the world from which one visits. If you provide more specific information about yourself to us, such as through an inquiry or contact form, we will retain that information for the purpose of answering your questions and informing you about our programs.

Some areas of our website, such as our Student/Parent Gateway are designated for use by specific groups of users, and these areas require you to log in with a username and password. We record information about who enters these areas of the site and what services are accessed. In some cases, the site supports the sharing of your personal information, such as in our Family Directory. You may request that we remove your information from such areas of the site. We may also collect information from you to provide you with specific, school-related services such as tuition payment or tech support. Such information will be shared only within Stanford University and with the small number of affiliated partners with whom we work to provide these services.

We take reasonable precautions to safeguard electronic information, including making appropriate use of encrypted connections (https), adhering to Stanford University's best practices for information security, and protecting the physical security of our servers.

We do not share the information you provide to us with others outside of Stanford University unless you have given us permission to do so, except when approved by or required by Stanford University. We also reserve the right to disclose your information under limited circumstances, such as to cooperate with law enforcement or judicial authorities, when required by law, to protect our own legal rights, or to protect the public good.

We may, from time to time, change our privacy policy. We will notify you of any changes by posting our updated policy on our website and inserting a new “effective date.”

To provide updates to the contact information you have provided us, please contact us at ohsregistrar@stanford.edu. If you have questions or concerns about this policy, about the information we collect about you through our website, or about the integrity of the information you share with us, please contact us at ohsbusiness@stanford.edu or by phone at 650-497-7025.

Effective date of this policy: November, 2014

**STANFORD OHS CONTACT GUIDE**

The current version of the [Contact Guide](#) can be found on the Student/Parent Gateway site.

**STANFORD OHS CONTACT INFORMATION**

The current [Staff Directory](#) can be found on the Student/Parent Gateway site.

**2016–2017 ACADEMIC CALENDAR**

The current version of the [Academic Calendar](#) can be found ON the Student/Parent Gateway site.