

ISBerne Online



STUDENT PARENT HANDBOOK SCHOOL YEAR 2017 - 2018





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SECTION 1: WELCOME AND SCHOOL OVERVIEW

Welcome to ISBerne Online

ISBerne Online is an accredited private institution, serving students in grades 6-12 worldwide. Using the K¹² curriculum, we offer students the opportunity to obtain an ISBerne Online diploma. Students have the flexibility to study either part- time or full-time. AdvancED accreditation means that the program and curriculum have been reviewed and meet rigorous standards that are recognized by colleges, universities, and employers.

ISBerne Online is staffed by highly qualified, certified teachers using our own instructional model tailored for the virtual environment. ISBerne Online has dedicated the most experienced and qualified team members to provide extensive support for families. You will be well cared for through the extended efforts of your support team— comprised of enrollment consultants, teachers, academic coaches, counselors, administrators, customer service and technical support representatives. All teams work collaboratively to provide the proper support and guidance students need to flourish. ISBerne Online team members truly share a common passion for educating young people. Providing support to students is a priority for ISBerne Online.

This Student Handbook is just another way that we support our students and parents. Please use this handbook as a centralized location for policies and program information so that you stay informed about what ISBerne Online and its staff expect from students as well as what you can expect from us. At ISBerne Online, every team member and teacher is focused on helping you be successful.

Welcome, from the entire staff of ISBerne Online!

If you wish to contact ISBerne Online, please feel free to reach out to the school at:

ISBerne Online
Dubai Knowledge Park
Unit F12, Level 1, Block 12

Email: info@isberneonline.com

Phone: +971 4 440 1212

ISBerne Online reserves the right to modify, discontinue or add policies and procedures as it deems appropriate at any time and without notice. ISBerne Online does not require student or family acknowledgment or consent in order to enforce the policies herein.

The ISBerne Online Mission Statement

ISBerne Online provides a high-quality, online education that produces confident, life-long learners and multi-lingual citizens of the world. In today's global society, our students have a range of unique needs and circumstances. ISBerne Online is an education solution designed to meet student's specific needs and dedicated to ensuring their success.

ISBerne Online School Values and Commitments

The following values and commitments describe ISBerne Online; our students will work together to meet the above mission.

School Culture

ISBerne Online students, parents, faculty and staff participate in learning as a lifelong process and actively support the learning of others.

- Students are actively engaged in their academic coursework.
- Parents and student advocates utilize ISBerne Online tools and resources to monitor and motivate student learning.
- Faculty and staff work to design and implement programs and services that improve student achievement.
- Faculty engages in ongoing individual professional improvement.

Engagement

Success is achieved by collective and individual engagement.

- Students show progress within their courses in accordance with school and course calendars.
- Students complete their courses within the specified amount of time.
- Students have the opportunity to be involved in clubs and organizations.
- Parents, guardians and school officials are engaged with their students' education.
- Students have the opportunity to actively communicate with teachers and school community.



Instruction

- All ISBerne Online students are supported by faculty and staff who provide meaningful learning experiences and opportunities for individual academic success.
- Students are supported by faculty and staff who are proficient in their content area and use a variety of instructional strategies.
- Students utilize instructional tools designed to promote academic honesty and achievement.
- Faculty creates connections with students through meaningful content, personalized feedback, and individual support.
- ISBerne Online ensures student success by providing continued supervision and support of faculty and analysis of instructional strategies.

Achievement

All ISBerne Online students, parents, faculty and staff view their role as critical to attaining a common mission: empowering students to achieve their academic and personal goals.

Students, parents, faculty, and staff are provided appropriate resources and services to meet the needs of students.

ISBerne Online conducts regular programmatic evaluations of student performance to inform school improvement.

ISBerne Online works with the parent organization to enhance organizational collaboration in support of student achievement.

ISBerne Online staff leverages opportunities for sharing, communication, and collaboration to develop a broader sense of the school community.

Communication

School Email, powered by Microsoft Office 365 (O365), is a mail system provided to students and school staff. Username is the student email address (assigned after enrollment approval); password is the same as the password for the Online School. Student email address can be found in 'My Account' in the Online School.

SECTION 2: ADMINISTRATIVE INFORMATION

ACADEMIC AND HOLIDAY CALENDAR

Courses led by ISBerne Online teachers start multiple times throughout each semester. Due to the paced delivery of High School (HS), students must start their courses on a term start date.

Term Name	Start Date	MS and HS End Date - 90 Day	MS and HS End Date- 180 Day
Fall Term 1	8/2/2017	1/5/18	8/8/2018
Fall Term 2	8/23/2017	1/5/18	8/8/2018
Fall Term 3	9/6/2017	2/9/18	1/5/2018
Fall Term 4	9/20/2017	2/9/18	2/9/2018
Fall Term 5	10/4/2017	3/12/18	2/9/2018
Fall Term 6	11/1/2017	4/16/18	3/12/2018
Spring Term 1	1/3/2018	1/3/2018	6/1/18
Spring Term 2	1/17/2018	1/17/2018	6/1/18
Spring Term 3	2/14/2018	2/14/2018	7/6/18
Spring Term 4	3/14/2018	3/14/2018	8/2/18
Spring Term 5	4/18/2018	4/18/2018	8/27/18

Students may complete school work during school holidays and in-service days, but teachers and Academic Coaches (Middle School) and Academic Advisors (High School) will not be available on those days. Students and families may observe additional holidays beyond the official ISBerne Online Holiday Calendar. Students must inform their teachers and Academic Coach /Advisor in advance of any additional holidays that they will be observing, so that lesson schedules and assignment due dates can be discussed.

TERM COMPLETION

All students enrolled in High School courses will move into the subsequent spring semester courses according to their fall semester start dates. It is important that students complete their current courses in advance of the next semester start dates – ISBerne Online has thoughtfully designed all of our end-of-term processes. Students’ fall and spring courses need to remain in alignment to ensure their assignments, final grades, and transcripts are processed successfully prior to the start of the next semester. Students are not permitted to overlap fall semester and spring semester courses. In rare, extenuating circumstances, a student may move to an earlier spring start date. However, the student will need to accelerate his or her current fall course(s) in order to remain in alignment with their desired spring start date. Review the handbook section on Course Acceleration (page 21) for more information.

Please also note – only the A (fall) sections of our Advanced-Placement (AP) courses are offered in our Fall Terms 1, 2, and 3. Fall Term 3 is a condensed calendar where students will complete their coursework to end with Fall Term 2. The B-sections of Advanced Placement courses are offered in Spring Terms 1 and 2. As with our other courses, successful completion of the A section of the AP course is required, in order to move on to the B section.

SECTION 3: GETTING STARTED WITH ISBERNE ONLINE

PROGRAM INFORMATION

Full-Time Student Option

The full-time program at ISBerne Online is tuition-based and designed to meet the diverse needs of students throughout the world who seek a comprehensive online school experience and access to a wealth of private school services, such as clubs, activities, school based re-enrollment services, and college counselling. Full-time students typically enroll in six (6) courses, which is the maximum course-load. The minimum semester course-load is 4 courses, with the exception of re-enrolling final-semester seniors who have taken at least 2 semesters with ISBerne Online and fulfilled all other school graduation requirements. Students can purchase one or more additional course(s) when it is educationally appropriate and with approval. In addition to completing the enrollment requirements, full-time students must have successfully completed the required course prerequisites as detailed in the [ISBerne Course Catalogue](#). Each of these courses is led by a highly qualified certified teacher. Full-time students are also provided with non-instructional support through their assigned Academic Coach/Advisor. ISBerne Online is typically the full-time student's school of record. Full-time High School students are offered the opportunity to earn a ISBerne Online High School diploma if they successfully fulfil the school graduation requirements.

Part-Time Student Option

The part-time program at ISBerne Online is designed to meet the diverse needs of students throughout the world who wish to supplement their full-time school enrollment with 1-3 online courses. Part-time students are responsible to receive pre-approval of ISBerne Online courses for transfer into their school of record. Upon completion of their part-time courses each year, students may order an official transcript to document credits earned.

Part-time students enjoy the same curriculum, the same teacher support, and the same online school platform as their full-time counterparts. However, access to extracurricular activities, clubs, school-based re-enrollment services, and college counselling services is reserved for fulltime students.

COURSE SELECTION AND TRANSFER CREDIT

After completing the enrollment application and submitting the necessary forms and documentation, an Enrollment Coordinator will be assigned to your student, and will schedule a conference to discuss course recommendations and transcript analysis, as needed. Full-time students who are interested in NCAA eligible courses through ISBerne Online should discuss their expectations with the Enrollment Coordinator upon enrollment so that appropriate courses can be selected.

TRANSCRIPTS, REPORT CARDS, AND OTHER DOCUMENTATION

Documentation of and success in prior coursework helps our Enrollment Coordinators determine the appropriate courses for students. Acceptable documents include report cards (for middle school only) and transcripts (for high school course credit). These documents must be submitted as part of the enrollment process. All received documents are reviewed upon receipt and placed in the student's file. Official school records are stored at the Registrar's Office and will be approved or denied based on school criteria. Official transcripts from each issuing institution are required, in order to transfer credits into the school.

All relevant documentation can be sent to infor@isberneonline.com

COURSE PREREQUISITES

Many of our higher-level courses require successful completion of prerequisite courses. For a student to enroll in a course with an established prerequisite, the student must provide documentation of successful completion/earned credit for the prerequisite. Please see the [ISBerne Online course catalogue](#) for a listing of course prerequisites.

TRANSFER OF CREDITS TAKEN PRIOR TO FULL-TIME HIGH SCHOOL ENROLMENT

ISBerne Online allows the transfer of up to eighteen high school course credits for full-time students, based on credits earned in previous schools, and documented on official transcripts. It is at ISBerne Online discretion as to which credits are transferred and in which subject credit is awarded. Students transferring from any school are subject to ISBerne Online diploma requirements found in this policy handbook.

An unofficial credit analysis is completed during enrollment to assist in course placement. Full time students must fill out/submit the Transfer Credit Request form (found on the website) and request official transcripts sent to the Registrar's office. Official transcripts are analyzed by the Registrar's Office, and students will receive notification of transfer credit decisions and posting of credits. Official transcripts from other institutions that have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

NCAA ELIGIBILITY

Many ISBerne Online courses can be used for NCAA athletic eligibility. For more information and a listing of eligible ISBerne Online courses, please visit the NCAA site and use CEEB code 471067.

TRANSFER CREDITS TAKEN WHILE ENROLLED

Fully matriculated full-time high school students must request pre-approval prior to taking courses outside of ISBerne Online, if they intend to transfer credits back into the school. Interested students should discuss this with their Academic Advisor and fill out the Credit Acceptance Form.

For Middle School students enrolling in the midyear term, prior school records must be submitted to the Enrollment department prior to placement in the first or second semester of the curriculum. Enrollment will need to delay the term start date if the required school records are not submitted prior to the desired term start date.

TRANSFERRING CREDITS TAKEN WITH ISBERNE ONLINE

Course credits earned at ISBerne Online are transferrable at the discretion of the receiving school. It is the right of each school to award or deny credit transfer based on its policy. Students who are taking one or more courses at ISBerne Online who wish to transfer credit to another school of record are encouraged to gain pre-approval for these courses. Students can fill out a Credit Acceptance Form to take back to the school of record.

TRANSFER/POSTING OF CREDITS EARNED WHILE HOME-SCHOOLING

Many students who enroll full-time in ISBerne Online have been home-schooled or have learned in similar non-traditional programs. In order for previous home-school experience to be considered for transfer credit, ISBerne Online has developed the following guidelines:

- Students enrolled in ISBerne Online may be offered credit for previous home-school or independent study courses that are consistent with the high academic standards and policies of the school. The school recognizes the value of supervised independent study to enrich students' academic experience.
- Families should submit detailed documentation or student assessment documents as part of their request.
- ISBerne Online will carefully evaluate and assess the student's previous home-school or independent study work to determine how that work may be accepted as high school credit.
- If you are considering transferring credits earned as a home-schooled student, your Enrollment Coordinator will provide you with additional information about required documentation. Please see the Homeschool Evaluation Form for more details.

LEARNING COACH RESPONSIBILITIES

The online learning model within the ISBerne Online requires each student to have a designated Learning Coach. The Learning Coach is typically a parent, but could be another adult relative, tutor, or other individual who is the point of contact for the school and who will work directly with the student to help insure their success.

Middle School (6-8)

In middle school, the Learning Coach works closely with ISBerne Online instructional staff, non-instructional support staff, and the student. Middle school students learn from content-specific teachers to ensure they master the more challenging concepts presented in the core subjects, such as Pre-Algebra. An Academic Coach works with all middle school students, overseeing non-instructional matters and offering guidance through the school year. ISBerne Online ensures teachers are seasoned in every subject to support and provide guidance to students as they prepare to transition to high school.

High School (9-12)

In High School, students are expected to be more accountable for their daily progress and time management. They have a subject-specific teacher for each course and an Academic Advisor for all non-instructional assistance and mentoring. Teachers are responsible for reviewing all student work and providing instructional feedback within three school days. The student is expected to move at a more consistent pace with her or his class in each subject, though there is room for flexibility. The Learning Coach plays an important supportive role to help the student stay on task and to help ensure the student follows through on his or her assignments—but the student is expected to begin managing his or her own time and schedule more directly.

The role of the Learning Coach across all levels can vary depending on the grade and skill level of the student. In addition to being the “onsite” eyes and ears supporting student learning at home, Learning Coaches use ISBerne Online-provided systems and tools to support student success.

Email

Our new Office 365 email system provides email functionality such as folder management, sorting and filtering, as well as the ability to delete. Email can be accessed both inside and outside of the Learning Management System and on mobile devices.

Learning Coaches and students should be checking this e-mail account daily for important communications from teachers, coaches, or from school administration, as this is the main communication tool for all school-related communication.

SUPPORTING STUDENTS IN COURSE CONSISTENCY AND SCHOOL STAFF COMMUNICATION

Students and Learning Coaches are encouraged to contact teachers and non-instructional support staff whenever they have a question, concern, or need help. Depending on a student’s age and grade level, the Learning Coach will play a greater or lesser role in making sure that questions and issues are asked and resolved, and that students

attend scheduled synchronous learning and support opportunities.

Students can log in and access course work at any time of the day, 24 hours a day during their enrollment period. Students are expected to stay on pace and consistently work through all their courses on a daily basis. Teachers, non-instructional support staff, and Learning Coaches work as a team to help students establish the habits and routines for success, and staff is readily available to answer questions and provide additional support when needed. School staff will return phone calls and emails within a one-school-day timeframe on regular school days.

Teachers hold online study Halls and/or Class Connect sessions at scheduled times. We highly recommend that students keep track of the scheduled times for these live (synchronous) instructional and support sessions. When synchronous attendance is not possible, students have the option to view a recorded session. Teachers schedule and post recordings of online sessions in the Learning Management System for students to easily access at their convenience.

ADDITIONAL COMMUNICATION TOOL - SKYPE ACCOUNTS

We understand that students and Learning Coaches have busy schedules. All ISBerne Online staff use Skype and are available during posted hours. We encourage students and Learning Coaches to set up the free version of Skype to use as an academic communication tool. This allows students to quickly ask questions or provide updates. Teachers and other staff post their Skype addresses for students and Learning Coaches to add to their Skype accounts for easy access.

NON-INSTRUCTIONAL SUPPORT

In grades 6-12, non-instructional support needs are addressed by a single point of contact for each student in the form of either an Academic Coach (6-8) or Academic Advisor (9-12). Students will be placed into an online classroom with their assigned Academic Coach/ Advisor, so they will always know who their point of contact is for all non-instructional needs. Academic Coaches/Advisors will make proactive contact with students and Learning Coaches, and they are always available to respond to questions or concerns. Calls or e-mails will be returned within one school day.

ROLE OF THE COLLEGE AND CAREER COUNSELOR

Our College and Career Counselors offer regular online sessions to our full time High School students with the goal of helping students to be prepared for college and careers. These qualified and experienced counselors assist with completion of college counseling materials and the electronic submission of college applications and supporting materials. Students are assigned to a Counselor who will reach out to students and be available to respond to questions with a maximum 1-school day response time.

ROLE OF THE TEACHER

Middle School

At ISBerne online, Middle School students are assigned to a content-specific teacher for each course. Our teachers are highly qualified and are subject-area experts. They provide feedback and grades on student unit assessments and teacher graded assignments in their content-specific subjects to help prepare students on their journey toward high school. Throughout the month, each teacher stays in close contact with your student and you, communicating regularly by school email, Skype, over the phone, and in one - on-one, real-time meetings that take place online via Class Connect and Study Hall sessions. The Middle School parent or designated Learning Coach continues to work closely with their student to facilitate progress through the daily lessons.

High School

High school courses are taught by teachers specifically qualified and experienced in their respective subjects. They grade students' assignments and assessments, respond to student questions via school email, Skype, or phone, conduct live Class Connects to supplement the course content, and conduct online Study Halls which allow students to "drop in" with questions. Teachers will respond to any Skype messages, voicemails, and school e-mail within one school day. Furthermore, all teacher-graded assignments will be graded, with feedback, within three school days.

SECTION 4: ACADEMIC AND OPERATIONAL POLICIES

HIGH SCHOOL GRADUATION REQUIREMENTS

To be eligible for a ISBerne Online diploma, students must not be older than 21 years of age at the start of their final semester. Students must also successfully complete 24 credits, as outlined below. Students must successfully complete a minimum of 6 credits with ISBerne Online and must spend their senior year (the last 2 consecutive semesters) as a full-time student with ISBerne Online. Students must fulfil all graduation requirements by August 31, 2018 in order to earn a diploma in the 2017/2018 school year.

Humanities	4 Credits
Math	4 Credits (Algebra 1 and higher)
Science	4 Credits (Must include 2 lab science credits)
Language A	4 Credits (English Only Online)
Language B	4 Credits (must be 2 years of the same language – non-mother tongue. May exit with completion of AP and use the remaining credits for other language elective.
Physical Education/Health	1 Credit
Electives	1 Credit

Arts	1 Credit
Technology	1 Credit
Total	24 Credits

GRADING SCALES

Middle School (6-8)

ISBerne Online recognizes the need to prepare Middle School students for high school. As a part of the preparation process, students will earn letter grades of A, B, C, D, or F in the English, Mathematics, Science, History, and World Language courses. Elective courses will receive a P (progressing) or N (not progressing). Students and Learning Coaches will have access to the gradebook, where they can find individual assignment-level grades and track their progress through the courses. In order to be eligible for a final grade, Middle School students must complete at least 80% of the course.

As students work through their core courses (English, Mathematics, Science and History), if a unit assessment or teacher-graded assignment (Lab, Composition or Offline Assignment) is skipped, a zero will be placed in the student’s grade book. If the student has not yet reached the unit assessment (and has not moved into the next unit) the assessment will not be counted towards Semester 1 overall grade. Attempts will be made by the instructor to remind the student to submit the skipped work through school email and/or phone/Skype before the next report card period. If the skipped work is submitted prior to the semester due date, it will be graded for full credit earned by the student. If the skipped work is not submitted by the student by the semester date, then the zero will remain as the grade for the assignment in the teacher grade book.

Percent	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and Below	F
N/A	W

High School (9-12)

High School follows a traditional grading scale as shown below with weighting provided for AP and Honors level courses. High School requires students to submit work according to a pacing schedule, with flexibility built in for students who need additional time to submit some of their assignments. Details about pacing and the impact on grades is available in the handbook section titled “Course Completion.”

Percent	Grade	Quality Points
90-100%	A	4.0
80-89%	B	3.0
70-79%	C	2.0
60-69%	D	1.0
59% and Below	F	0
N/A	W	0

AP Courses — add 1.0 quality point

Honors HONORS Courses — add 0.5 quality point

STANDARDIZED ASSESSMENT

Standardized assessments are an important part of any school in that they are an objective measure of student learning. ISBerne Online utilizes several standardized assessments at different levels. The results will be provided to Learning Coaches and teachers to further individualize the curriculum for the student.

The following standardized tests are utilized:

ADVANCED PLACEMENT (AP) EXAMS

AP exams are given annually in the Spring and can be taken by any student. A student does not need to take AP courses to sit for an exam; however, students who perform well on these exams have typically taken the related AP course and done well. These are standardized exams that measure how well the students have mastered college-level coursework. AP exams are not offered by the ISBerne Online. They are offered at testing locations in all states in the United States and in many countries.

Students who plan to sit for the AP exam must register with the College Board at <https://international.collegeboard.org/> to find available testing locations in their area. The ISBerne Online CEEB code needed for AP exam registration is 471067. This will ensure that ISBerne Online receives the score report for each student.

MAP (Measures of Academic Progress)

Measures of Academic Progress tests in Reading, Language, Mathematics and Science are given three times per school year. These adaptive tests help determine students' instructional levels and measure academic growth throughout the school year. The tests are taken online and proctored by the Academic Coach or Academic Advisor.



SAT/ACT/PSAT

Other examples of standardized assessment taken by students in ISBerne Online are the college entrance examinations. The College Counselors will share information about preparing, signing up for and taking these standardized assessments. As with the AP Exams, students sign up for this testing on their own at available testing locations in their area, and need to provide the ISBerne Online CEEB code at the time of testing in order for their results to be shared with our College Counselors.

PACING AND ATTENDANCE

ISBerne online allows students flexibility in the amount of time spent on schoolwork. ISBerne Online views student success in terms of lesson mastery, not attendance hours; however, we have found that lesson mastery requires consistent and substantial attendance. The following chart represents typical attendance hours required to achieve lesson mastery in a full, six - course load:

Grade Level	Yearly Hours	Suggested Weekly	Suggested Daily Hours
Grades 6	900	25	5
Grades 7-8	900-1,080	25-30	5-6

Students in grades 9-12 are responsible for accessing daily assignments and their calendar when they begin each of their courses. Daily assignments are provided by teachers through the Learning Management System. Daily assignments specify the expected activities that should be submitted within an appropriate time period to complete the course in the time allotted. Students should log in to each course daily during the academic week. Students can expect to spend 60-90 minutes per course, per school day (more for AP courses).

TRUANCY AND INACTIVITY

Definition of Truancy

A student is considered truant if he/she does not log into all enrolled courses for more than 10 school days.

Definition of Inactivity

A student is considered inactive if he/she does not log into an enrolled course for more than 10 school days. A student must log in and submit work within the window after the Start Date.

If a student exhibits signs of truancy or inactivity, the teacher and/or Academic Coach/ Advisor will make multiple attempts to reach out to the student and Learning Coach.

If the student and/or Learning Coach are unresponsive to these attempts, an official warning letter will be sent.

If the student and/or Learning Coach do not respond to this letter, a final letter will be sent, and the student will be administratively withdrawn from all courses and the program; in the case of inactivity, students will be removed from the affected courses in which they are inactive.

Students who are administratively withdrawn for truancy will not be eligible for a tuition refund, nor will future payment obligations for the term be suspended.

Students withdrawn for truancy or other administrative reasons will receive W's on their transcript in all the courses

they were enrolled in at the time of withdrawal.

ILLNESS/EXTENDED INABILITY TO PARTICIPATE

If a student is going to be out (unable to log in) for a period of 3 or more days, his or her Academic Coach (6-8) or Academic Advisor (9-12) must be contacted in advance to report the expected absence. It is the responsibility of the student and Learning Coach to make arrangements with the teacher(s) regarding missed assignments. Students should, whenever possible, work ahead before a planned absence rather than falling behind and having to catch up. Scheduled school work will not be waived.

COURSE COMPLETION

ISBerne Online courses are designed to meet rigorous content standards and are designed with the requirement of approximately 90 hours to complete a half-year course, and 180 hours to complete a full year course. High School Honors and AP courses require considerably more work to complete. ISBerne Online teachers prepare course calendars to guide students as to their course pacing. Appropriate pacing and adherence to assignment due dates is a requirement in the high school courses. Middle School courses have slightly more flexibility with due dates, but parents and students should keep in mind that taking responsibility for pacing will be a requirement in High School and college; establishing those habits early is highly beneficial.

Students taking Middle School or High School courses will follow the pacing guide for both online unit assessment and offline teacher-graded assignments. Students enrolled in Middle School or High School courses should review and print out the course calendar for a list of lessons and assignments required each day for each course. It is important that students adhere to the course schedule indicated in the course calendar.

Policy:

- It is the student's responsibility to access and complete daily assignments as outlined in each course calendar.
- Due dates for assignments are posted in each course calendar (MS and HS) to ensure students are informed of appropriate pacing.
- Students should reference the Late Work Policy for work submission requirements.
- Students in grades 6-8 must complete a minimum of 80% of the course to achieve a grade that reflects completion.
- There will be a posted "last day to submit work" for each Middle School and High School course in accordance with the student's cohort start date; no assignments will be accepted after 11:59 PM (Eastern Standard Time) that day.
- For assignments not submitted, or assignments skipped, grades will be reflected as a zero in the student's grade book for Middle School and High School.
- Working ahead is perfectly acceptable and preferred if a student is going to be absent. A student is required to inform his or her teacher(s) and Academic Coach/Advisor of their travel plans before a trip occurs.
- Special exceptions to the established course completion policy will not be considered for students who do not communicate their travel plans to school staff.

Late Work Policy (High School):

Pacing and adherence to assignment due dates is critical for upper school student success, especially in the high school grades. The late work policy below is applicable to high school courses, whether they are taken by middle grade students or high school grade students.

Policy:

- Computer-Scored (CS) Assessments and Teacher-Graded Assignments (TGA) must be completed and submitted no later than 11:59 pm (Eastern Standard Time) on the Wednesday after the posted due date found in the course calendar.
- Temporary zeroes are entered as grades for every assignment not received by the Wednesday deadline. The temporary zeroes will be calculated into the overall course scores.
- Students are permitted to complete CS Assessments after the Wednesday deadline and up to “the last day to submit work” for the term. Thereafter, the temporary zeroes already entered for all CS Assessments not received become permanent and are calculated into the final course score.
- Students are permitted to complete TGAs up to 4 weeks after the Wednesday deadline. The new grade will then replace the temporary zero in the grade book. The four-week allowance is approximate and will not extend past the “the last day to submit work” for the term. Refer to the information on your course’s main page for “permanent zero” dates found in Course Materials and Class News.
- TGAs received after the permanent zero deadline due date will not be accepted or graded unless prior approval has been granted. Thereafter, the temporary zeroes already entered for TGAs not received will become permanent.
- Due date extensions on assignments are permitted under some extenuating circumstances with advance approval from the Upper School Department Chair. Extensions must be requested on a school day before the actual due date of the assignment.
- Please note that assessments including both computer-graded questions and teacher-graded questions are considered TGAs.

Course Acceleration Requests

At times students have a need to end their course earlier the course end date, or find themselves needing a little extra time to finish a course. ISBerne Online has developed a policy to cover these situations, but the policy must be followed for the acceleration or extension to be approved. This is an important part of maintaining academic rigor and quality.

Policy: Course Accelerations

- Upper School courses were developed to be taught over a 90-day period. However, some students may choose to complete these courses more quickly. We allow students to request course accelerations when the student meets the following criteria:
 - Must be in the course for a minimum of eight (8) weeks
 - Must be on pace with course assignments
 - Must have a “C” average or better in all active courses
- Upper school students who wish to request an acceleration must contact their Academic Advisor to discuss a plan for accelerating courses.
- Acceleration requests must be submitted no later than two weeks prior to the end of term.

- Because our Middle School courses were designed to be self-paced, requesting a course acceleration for middle school is not required or necessary.

Course Extensions

- Students may find that they cannot finish their course in the allotted timeframe. In these cases, students may request course extensions.
- Several criteria apply for approval of an extension request:
 - Only students who have finished 50% or more of the course are eligible
 - A student can be granted up to a maximum of 10 instructional days for an extension
 - All assignments and final exams the student is permitted to complete must be submitted on or before their extension end date
 - Once the final exam has been submitted, no additional work or extra credit can be submitted.
 - For the request to be considered, the Learning Coach and/or student must submit the extension request at least one day prior to the last day to submit work for the term.
 - All course extensions must be complete before a student can move into the next level of a course and any extension request for more than 10 days (not to exceed 15 instructional days) will require additional administrative approval.
 - Middle School and Upper School students who wish to request an extension should contact their Academic Coach or Academic Advisor.

Please Note: AP® courses may not be eligible for an extension as the timeline coincides with the AP® Exam schedule

The fee for approved course extensions is \$100 (AED 367) per individual course or \$250 (AED 918) to extend three or more active courses. Fee waivers will be considered for extenuating circumstances outside the student's control including:

- Suffering a serious illness or injury
- The death or critical/significant illness of a close family member/dependent
- A significant family crisis leading to acute stress
- A natural disaster or catastrophe
- Moving

COURSE CHANGE REQUESTS

Full-Time Student Course Change Requests

Course changes in grades K-12 will be made on a case-by-case basis. Students wishing to change courses within the first 30 calendar days from their course start date may do so without academic penalty. After this time period, no course changes will be allowed. All course changes require the approval of ISBerne Online staff. In most cases, the student will be placed in the next term start if the course is already in progress. Course change requests should always start with a request to the Academic Coach/ Advisor.

*Materials cannot be returned, and no credit can be given for materials that are purchased and not used. If the course change takes place after materials have shipped for the original course, the family or partner school will

need to purchase the materials for the new course. This cost varies by course.

Part-Time Student Course Change Requests

Course changes for part-time students in grades K-12 are permitted in the first 30 calendar days. However, books and materials cannot be returned or refunded. Making course changes may result in the necessary purchase of additional books and materials at an additional cost to the student. In most cases, the student will be placed in the next term start if the course is already in progress. Part-time students can request a course drop or withdraw through their Academic Coach (6-8) or Academic Advisor (9-12), but they must contact an Enrollment Coordinator to add or purchase an additional course.

Course Add/Drop Period

In order to maintain an ideal course load, students are permitted to add/drop courses from their current course load during the "add/ drop" period, which is the first 30 calendar days of the term. After the add/drop time period, any course changes become subject to the course withdrawal policy. Credit will not be granted for dropped courses and will not be calculated into the student's GPA.

COURSE WITHDRAWALS

After the course add/drop period, all course changes become subject to course withdrawal procedures. (See the table below for specific information regarding time period, financial implications, and final grade.)

Credit will not be granted for withdrawn courses and will not be calculated into the student's GPA. The gradebook will reflect zeroes for any unfinished work at the time of the course withdrawal. For Middle School, this will appear as a comment on their report card and "W" in the grade table. For High School students, it will show as a "W" on the transcript.

Request	Record Implication
Course Add/Drop* (within the first 30 calendar	N/A – No Grade Implication
Course Withdrawal* (after the Course Add/Drop Period)	W - on report card/transcript

*Tuition refunds are reviewed based on payment and refund terms

REPORT CARDS and TRANSCRIPTS

Middle School

Formal report cards will be issued to students twice per school year: at first semester (90 school days) and year-end (180 school days/end of second semester). Students who withdraw during the school year will be issued a withdrawal report that can be used for enrolling in a future school. While official report cards will be issued twice a year, students and their Learning Coach have continued access to the OLS displaying current progress and attendance 24 hours a day, 7 days a week for the period of their term. Learning Coaches and students should also connect with their homeroom teacher, Subject Specific Teacher, or Academic Coach if more information is desired.

High School

One of the many features afforded by the school's online learning platform is the availability of a current report of a student's academic progress and attendance information at any time. A Learning Coach or student may log in to the system at any time and view this information. If a Learning Coach wishes to have a printed version of academic and attendance information, he/she may print a copy of the progress assessment screen from the student's online account.

Transcripts will be issued to all students at the end of their semester. When official transcripts are needed for any purpose, please contact the ISBerne Online Registrar at info@isberneonline.com

GPA AND CLASS RANK (High School)

Grade Point Average

GPA is determined by dividing the number of quality points earned by the number of credits received. GPA is only determined on a semester basis. The cumulative (composite) GPA is determined using the semester averages of all High School courses taken with ISBerne Online.

Determining Class Rank

We do not automatically compute class rank. If a class rank is required by legislation or is needed for scholarship eligibility, then students may request their class rank from the registrar. Class rank calculation will be completed within one week of the request. Students will need to make their request early enough to allow us to prepare it to meet students' deadlines. Class rank will be calculated only using courses taken at ISBerne Online, and the student must have been enrolled for at least two consecutive terms on a full-time basis.

EARNING COURSE CREDIT

Course Credit/ Promotion

Middle School

To promote to the next course level, students must receive a passing grade of 60% D and a minimum of 80% progress in the course or higher. If both requirements are not met, students will need to repeat the course.

High School

High School credit is earned on a semester basis. In order for students to move to the next course level, full course credit must be earned in the previous semester and in the prerequisite course. Within a course, students cannot be exempted from individual assignments or tests, nor can ISBerne Online teachers change or delete lessons for students.

Grade Appeals

Grade appeals must be submitted in writing to the Registrar's Office within 30 days of a term end date. Reviews will be conducted internally among academic staff/administration and the Registrar's Office. A grade may only be disputed for the following reasons:

- The grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appealing student. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records and mistaken grade entries.
- The student has documentation that he or she received a lower grade than another student for the same academic work at the same level of competency.
- The student has documentation that he or she previously received a higher grade on a similar assignment at the same level of competency.

At least 10 business days are required for staff to review a grade appeal request and issue an official decision. Appeal requests are permitted once per student per term, and all decisions are final. Grade appeals can be submitted to info@isberneonline.com.

Course Failure and Repeat Credit

Students are permitted to retake failed courses or courses in which a D has been earned. Failed courses will be recorded as an F on the student's transcript, and a zero-quality point will be computed for the course in determining the GPA. Courses required for graduation must be retaken if failed, and must be passed before being eligible to graduate.

Grade retake for D or F grades is permitted under these circumstances:

- Student must have earned a D or an F; no grade retake for any grade higher than a D grade is permitted
- The course is offered, and the student enrolls in the identical course (course name and course number)
- Enrollment in the identical course occurs in the next consecutive term

Other considerations regarding the grade retake policy:

- All course attempts will be recorded on the transcript.
- No grade retake offered during summer school
- No grade retake is offered for courses in which a W grade was issued
-

Where the identical course is not available for any reason (for example, the identical course number may no longer be offered or is not available in the consecutive term) a student will not be permitted to utilize grade retake. After a student utilizes grade retake, only the higher of the two grades earned for a course will be awarded credit and quality points. The course with the lower of the two grades earned will still appear on the transcript, but will not be awarded credit or be factored into quality points.

GRADE LEVEL ASSIGNMENT AND PROMOTION

During enrollment, a full-time student’s grade level is assigned based on age and/or prior course completion and is evaluated by the registrar for final consideration at the end of each term. The Registrar’s Office reserves the right to request and review all student academic records and any other items pertinent to making an informed grade level and promotion decision. The Registrar Office also reserves the right to move grade levels based on the below allocation of credits.

High school grade level assignment is evaluated at the end of every term for full-time students. At the high school level, grade level assignment is based on the following accumulation of credits per grade level.

Grade Level	Earned Credits
12	18 cumulative credits
11	12 cumulative credits
10	6 cumulative credits

Middle School-level promotion is evaluated at the end of the academic year (based on term start/end date). Full-time students in grades 6-8 can request mid-year course promotion by contacting the Middle School Academic Coach in writing up to eight (8) weeks before the student’s year- end date. Requests must be approved by ISBerne Online administration. Student progress, participation in conferences with their teachers, submission of work samples, and attendance are all taken into account when considering the request. ISBerne Online advises Learning Coaches to maintain samples of student work to assist teachers with the decision to advance a student to the next course level (in addition to the required work samples that must be submitted to the teacher).

PROGRAM WITHDRAWAL

A program withdrawal from ISBerne Online refers to discontinuing the program prior to the completion of the semester or year in which the student is enrolled. Students can withdraw from the program at any time but will be subject to the course add/drop and withdraw policy and payment and refund terms on the website and found within the payment and refund terms that Learning Coaches signed upon enrollment.

Withdrawal Process

A program withdrawal from ISBerne Online refers to discontinuing the program prior to the completion of the semester or year in which the student is enrolled. Students are encouraged to complete the courses and term in which they are enrolled, to earn credit for courses and grade level advancement. If an in-term program withdrawal is necessary, the following policy applies.

- Students can withdraw from the program at any time, but will be subject to this policy and the payment and refund terms policy, signed upon enrollment.
- Parents/Learning Coaches of students who are withdrawing from ISBerne Online must contact their student's Academic Coach (6-8) or Academic Advisor (9-12) and notify him/her of their desire to withdraw, in writing, via email.
- The Academic Coach or Academic Advisor notifies the Registrar's office of the withdrawal request.
- Registrar's office reviews student start date and signed and determines if the student is eligible for refund under the Payment and Refund Terms.
- Any refund or payment status change is processed by the Finance department.
- Registrar is notified of terms, sends withdrawal letter to family

Upon withdrawal, Parents/Learning Coaches will be asked to complete an exit interview with their Academic Coach (6-8) or Academic Advisor (9-12) prior to the withdrawal request being processed. Exit interview information is critical to improving the student experience at ISBerne Online. Families can request an exit interview with the Head of School if desired.

REQUESTING SCHOOL TRANSCRIPTS

Official transcripts can be ordered via the Registrar at info@isberneonline.com

Record Hold Policy

Student registration may be declined and student records, including but not limited to report cards, transcripts and diplomas, withheld for the following reasons:

- Breach of Financial Agreement results in unpaid tuition balances
- Insufficient Compliance
- Compliance items are incomplete or not official

Learning Coaches are informed of financial obligations while enrolled through the ISBerne Online by the Billing Department. Questions can be sent to info@isberneonline.com .

SECTION 5: STUDENT CODE OF CONDUCT

INTRODUCTION TO THE STUDENT CODE OF CONDUCT

ISBerne Online strives to maintain a positive learning environment where students, families, teachers, and staff are treated with respect, and where students respect the personal rights and property of others. All staff members are expected to meet key standards of work performance: achieving committed goals, meeting deadlines, having a positive effect on others, and continuously seeking ways to enhance and improve the school. Likewise, students are expected to contribute to most effective educational environment possible.

The Honor Code is found within the Handbook, and within the Orientation Course (ORN) to be completed by each student. Students enrolled ISBerne Online should be aware of the following guidelines and expectations. Communication and interaction with faculty and staff are governed by this code of conduct. This code of conduct is applicable to the online school environment as well as for any on-site/in-person school events. Any activity that is not listed here that violates local or country laws may be considered a violation of the Student Code of Conduct.

Failure to follow these guidelines could result in the following:

- A grade of zero points for the specific activity, assignment, or exam in which the Code of Conduct has been violated
- Failure of the course or courses in question
- Removal of student access to instructional or computer resources
- Suspension or expulsion from ISBerne Online and loss of paid tuition
- Involvement with law enforcement agencies and possible legal action

Reporting of Incidents:

- ISBerne Online encourages students to escalate any harassment or bullying incidents to their teacher, Academic Coach/Advisor or School Counselor.
- The student is encouraged to go directly to the Head of School if discussing harassment with other staff members is believed unsuitable.
- The school will take immediate action to investigate complaints of harassment and will take steps to stop it and prevent it from occurring in the future.
- Witnesses to harassment or bullying are responsible to report the behavior immediately to a faculty member or administrator.

Definitions and Explanations of Behavior Covered by This Policy

Inappropriate Behavior

ISBerne Online is committed to maintaining a learning environment that is free from inappropriate behavior and harassment. Inappropriate behavior includes the following:

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.

- Harassment, continually posting unwelcomed messages to another person, or use of threats.
- Posting material that is obscene or defamatory or that is intended to annoy, harass, or intimidate another person. This includes distributing spam mail, chain e-mail, viruses, or other intentionally destructive content.
- Knowingly and intentionally reporting or giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school
- Intentionally destroying, damaging, defacing, or stealing records or property (whether physical or electronic) owned by the school or school staff
- Exhibiting lewd, indecent, or obscene behavior and/or activity, either in person or online.
- Exchanging personal information between students such as but not limited to email addresses, phone numbers, Skype IDs, etc.
- Possession, sale, distribution, or use of controlled substances, including alcohol at any school-sponsored event. Students traveling abroad are required to adhere to this policy regardless of local regulations.
- Possession of knives, firearms, lighters, explosives, or any other object used or construed as a weapon at school events.
- Any conduct that disrupts the education process in any environment related to the education process, including but not limited to in person and online.

Harassment

- Conduct that interferes with an individual's academic or work performance or that creates an intimidating, hostile, or offensive environment is prohibited.
- This may come in many forms and include spam (unsolicited emails not pertaining to the course), threatening communications, and offensive communication or interactions of any kind.
- The school does not tolerate harassment or bullying of individuals based on their age, race, creed, mental disability, nationality, physical disability, religion, gender, sexual orientation, or based on any other condition or characteristic protected by federal, state, or local law.
- Harassment or bullying of any member of the school's community is considered serious misconduct and will be subject to strong disciplinary action including expulsion.

Bullying

- Bullying is defined as a person who willfully and repeatedly exercises power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Acts of bullying can be physical, verbal, and/or psychological and are in violation of the school's Standards of Conduct.
 - Verbal: taunting, making fun of, malicious teasing, insulting, name-calling, making threats
 - Psychological: spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation
 - Physical: hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcomed physical contact

Off-Campus Behavior

- Students are expected to be responsible representatives of the school at all times, whether online, at an in-person school event, or outside of school activities.
- ISBerne Online reserves the right to address in conference students and their families whose off-campus interactions have impacted the on-campus community.

ACADEMIC INTEGRITY POLICY

All work submitted is assumed to have been completed only by the individual student. Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work. Students who fail to abide by these standards will be reported to the appropriate administrative authorities, which may result in a conference with the Learning Coach, failure of the course assignment or exam, loss of credit for high school courses, revoked access to course(s), and suspension or expulsion from ISBerne Online.

Cheating: The use of another person's work in an attempt to gain an unfair advantage. Examples of violation of the Academic Integrity Policy include, but are not limited to, the following:

- Copying a classmate's work. This may be an answer to an essay question, any written assignment, or an entire exam.
- Copying from course feedback provided by the school.
- Copying answers to exams found in other sources (such as entering the question into a search engine and copying the response found online).

Collaboration between two students which results in the submitting of identical answers on assignments.

Using online translators for assignments in language courses.

Cheating occurs when you knowingly submit the work of another individual and claim the work as your own. When you submit an exam or assessment, this signifies the desire to claim the contents as your own original work.

Plagiarism: The use of an author's work with a lack of acknowledgement of the source of that work.

Examples of plagiarism include, but are not limited to, the following:

- Quoting work from an outside source without proper citation and attribution.
- Improper paraphrasing of another person's work – maintaining the original text with little alteration or rewording and/or not citing the source.
- Copying information from a book, play, speech, article, website or other written or spoken work without proper citation.

Plagiarism may occur unknowingly. It is important to understand that simply acknowledging a source through quotation marks or comments is not the same as citing it. ISBerne Online recommends using the MLA style for resource citation. You can find information about this by going to www.mla.org and clicking on the MLA Style link.

Respondus Lockdown Browser and TurnItIn are important tools to ensure academic integrity in our high school courses. The software programs help to prevent cheating for some written assignments and tests. TurnItIn is automatically activated in all courses. TurnItIn compares the work the student is submitting to other student's work submitted to our school and any content on the Internet. If TurnItIn detects a substantial match to a student's submitted work, the student will receive an academic integrity incident. This is the case even if the submitted work

was proctored by an adult. Students are prompted to install and/or use the Respondus academic integrity software prior to taking a test. Students are unable to complete the test until the software is installed. Once the test is accessed, it is not possible to copy, paste, or open new browser windows or programs until the assessment is closed. In case of difficulty, notify your course teacher or Academic Coach/ Advisor.

Use of Copyrighted Materials

All course materials are copyrighted and provided for use exclusively to enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials or materials protected by trade rets or other protections using ISBerne Online computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Academic Integrity Incidents

At the discretion of the instructor and administration, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reprimanded according to the following guidelines:

- The first incident will be handled between the teacher and the student; the teacher will provide additional instruction as to what constitutes plagiarism and/or cheating via phone and school email. The student's Academic Coach/Advisor and the Academic Integrity Advisor will be informed. The student will be required to attend an Academic Integrity Instructional session. If the student cannot attend, he/she can watch the recording and submit closed notes to the session moderator. Once the student attends an Academic Integrity Session, the student will have an opportunity to make up the assignment or assessment in question.
- A second incident will result in a phone call to parents/guardians from the Department Chair providing additional instruction and feedback regarding the incident. The student's Academic Coach/Advisor and the Academic Integrity Advisor will also be informed. The student will receive a zero on the assignment, with no opportunity to make up the work.
- A third incident will result in a meeting with the school administration. The Academic Integrity Advisor will call the student and family providing additional instruction and feedback regarding the incident. The Academic Integrity Advisor will schedule a live session with student, family and Department Chair. Students will have no opportunity to make up questionable work. The grade of zero will prevail. Further action may be taken as needed following the discipline policy.
- In the case of a fourth incident, the Academic Integrity Advisor will convene a meeting with Head of School, Department Chair, student and family. The result of this meeting may result in the student being removed from all ISBerne Online courses with loss of credit and denied readmission.

When a student moves from Middle School to High School, the academic integrity process is restarted. For example, a student's first academic integrity incident in high school would count as their first incident, regardless of any academic integrity incidents noted in lower school or middle school.

RESPONSIBLE USE OF TECHNOLOGY

All students are expected to be responsible representatives of the school at all times, whether on or off campus and whether school is in or out of session. This expectation includes students' behavior in the electronic world. Parents/Learning Coaches are responsible for supporting the school's standards when students use Internet resources. The Responsible Use of Technology Policies are in effect for as long as students have a valid network account and password, including the summer months and/or any time students use the school's technology resources.

- Students are responsible and liable for maintaining the confidentiality of their assigned passwords and access codes.
- Students agree not to disclose assigned passwords and access codes or allow other persons or students to use them or attempt to circumvent the school's security system.
- Students may not interfere with other users' ability to access ISBerne Online or disclose anyone's password or allow them to use another user's account.
- All students will receive a school email account. Students will use their school email only for legitimate and responsible communication between students and faculty. Harassing, discriminatory, or otherwise objectionable remarks and any other antisocial activities are prohibited.
- Students may only access information that belongs to that they have been given permission to use by the owner.
- Malicious use of the network to download, store, or develop programs that embarrass, harass, or are otherwise objectionable to other users is prohibited.
- Activities to infiltrate or overburden a computer or computing system and/or damage computer software or a computing system are prohibited.
- Using technology resources to access, purchase, or download products or services that could subject the school's technology to viruses, malicious code, back doors, or other malware designed to harm technology resources are prohibited.
- Encryption of files is prohibited.
- Posting images, video, or audio of any student, visitor, staff member, faculty member, and or administrator on the Internet without receiving permission from the individual(s) is prohibited.
- Students must not publicly post their personal contact information (address and phone number), personal messages, websites or blogs, material that is intended for personal gain or profit, audio files or compressed video, any non-instructional files or any material not approved by ISBerne Online administration.
- Using any recording device, including but not limited to video and digital cameras or camera phones to record videos or take pictures to slander, bully, or denigrate any student, visitor, staff member, faculty member, and/or administrator on or off campus at any time is prohibited.
- Unauthorized access to the school's website is strictly prohibited.

Failure to adhere to the **Responsible Use of Technology Policies** or other misuse of the computer or network is a

violation of the student code of conduct and will result in disciplinary action. Information relating to illegal or inappropriate activities must be reported to a faculty member.

OBJECTIONABLE MATERIALS POLICY

There may be times that a parent or the student's designated Learning Coach finds certain lessons, books, or materials objectionable for various reasons.

- If a Parent or Learning Coach finds objectionable material, he/she should contact their teacher via school email.
- Teachers will listen to the concern and determine if an alternate lesson/plan is available, or can be created, to meet the lesson objectives.
- The assessment for the lesson must be completed to show that the objectives have been met.
- The Parent or other designated Learning Coach with the concern can also notify the Department Chair and/or the Head of School directly if they feel appropriate alternatives have not been implemented.

SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS

ISBerne Online may sponsor student publications and productions as a means by which students can learn, under adult direction, the skills required for such activities as well as the rights and responsibilities of public expression in a free society. The school administration reserves the right to exercise editorial control over school-sponsored publications or productions or to prohibit such publications or productions in their entirety if deemed necessary.

SECTION 6: SCHOOL COMMUNITY AND STUDENT LIFE

COLLEGE COUNSELING FOR FULL-TIME STUDENTS

Students in grades 6-12 will have an account on Family Connection, a comprehensive online tool to assist in post-secondary planning and career exploration. Family Connection is the premier software program to engage students, enhance communication between the school and families, and support the “college-going culture.” More than 5,000 schools worldwide use Family Connection to support student success.

In addition to the resources available in Family Connection, High School students have access to the College and Career Counseling services as part of their annual tuition, including the following:

- One on one counseling to help students develop their post-secondary plans
- Assist students with the college application process
- Group college counseling Class Connect sessions delivered by ISBerne Online college counselors
- SAT/ACT test prep accessible via Family Connection
- Synchronous advisement and support with our College and Career Counselors.

ONLINE CLUBS

ISBerne Online has offered multiple online club options for its full time students. These clubs for grades 6-12 are often initiated and brought to life by energetic teachers and students eager to share their passion for an activity or topic with other like - minded learners. All clubs are teacher-moderated. The potential for adding new clubs is as broad as our school's international reach.

Our clubs offer many of the same features as those in a traditional setting, as well as some added benefits. The only difference is that students connect through our web-based meeting tool, rather than face-to-face.