

ISBerne
Online



STUDENT AND PARENT HANDBOOK 2025-2026



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SECTION 1: WELCOME AND SCHOOL OVERVIEW

WELCOME TO ISBERNE ONLINE

ISBerne Online is an accredited, private institution serving students worldwide. While ISBerne Online is a diploma-granting school, we also partner with other schools to provide opportunities for students in our part-time and full-time student models. ISBerne Online is accredited by the New England Association of Schools and Colleges (NEASC). Accreditation means that our programs and curriculum have been reviewed and meet rigorous standards that are recognized by colleges, universities, and employers.

ISBerne Online is staffed by highly skilled, certified teachers with experience and training with our instructional model tailored for the virtual environment. Our experienced and qualified team members provide extensive support for families. You will be well cared for through the extended efforts of your support team—composed of Teachers, Academic Advisors, Counselors, administrators, registrars, and Enrollment Counselors. All teams work collaboratively and consistently to provide the proper support and guidance students need to flourish educationally. 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 teachers expect from students, as well as what you can expect from us. Every staff member and teacher are 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: Dubai Knowledge Park, Block 05, Ground Floor, Unit G-01, Dubai, United Arab Emirates

Phone: +971 4 440 1212

E-mail: info@isberneonline.com

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 to enforce the policies herein.

ISBERNE ONLINE MISSION AND VISION

MISSION STATEMENT

ISBerne Online is an online and blended learning school dedicated to providing high-quality, personalized education to students worldwide. We aim to develop confident, lifelong learners and multilingual citizens who can thrive in today's interconnected world.

VISION

We believe that high-quality learning encompasses the following core characteristics, skills, and attributes: independence, self-discipline, critical thinking and collaboration.

Our vision is to create a dynamic and challenging learning environment that integrates technology with a rigorous and engaging curriculum. We are committed to delivering individualized education within a global context, inspiring students to reach the highest standards of intellectual and personal development.

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 activity within their courses in an appropriate amount of time.
- Students complete their courses within the specified amount of time.
- Students are involved in clubs and organizations.
- Parents, guardians, and school officials are engaged with their students' education.
- Students actively communicate with teachers and the 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 curriculum provider 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 school community.

CURRICULUM

ISBerne provides a fully digital, rich curriculum for students that features interactive software, live class sessions, and collaborative environments while giving teachers flexibility and control to maximize a student's full potential. Our platform is called Accel Management Platform (AMP) for Education.

SHARED UNDERSTANDING OF HIGH QUALITY LEARNING

Encompassing Characteristics, Skills and Attributes:

At ISBerne Online, we are committed to delivering a flexible, blended approach to learning that upholds a rigorous and relevant curriculum. Our shared understanding of high-quality learning encompasses the following core characteristics, skills and attributes: independence, self-discipline, critical thinking and collaboration.

This shared understanding allows students to take ownership of their learning journey, develop analytical and problem-solving skills, and to learn at their own pace through flexible learning paths. We emphasize the importance of teamwork and communication, increasing opportunities for students to engage in collaborative projects and discussions. Our comprehensive approach ensures that the curriculum not only meets diverse learning needs but also prepares students for success.

Daily Practice & Educational Approach:

Our daily practice is designed to ensure that our educational approach consistently embodies our shared understanding of high-quality learning. It focuses on integrating this understanding with strategies to ensure that the qualities we want to instill in our students are at the forefront of their learning experience, and that the core characteristics are reflected throughout their journey in all subjects.

Flexible Learning Paths:

Students can access a variety of self-paced modules and personalized learning plans that let them progress through the curriculum at their own pace, while remaining aligned to the course calendar. Students are provided synchronous live teaching sessions Monday through Friday and asynchronous learning opportunities via the online curriculum. Teachers are available for one-on-one and small group live help sessions to guide and assist students and adjust learning plans if necessary. All live teaching sessions are recorded and can be accessed in the Learning Management System (LMS).

Our conscientious enrollment process enables us to place students at their optimum curricular levels, ensuring all students are working and learning in relation to their capabilities and needs. This approach aligns with our emphasis on personalized learning experiences that address individual student strengths and needs, focusing on academic excellence and student outcomes.

Learning Coaches, Academic Advisors and our Teachers play pivotal roles in supporting student success. Learning Coaches offer individualized guidance, helping students to develop effective study habits and stay motivated, Academic Advisors assist with course selection, academic planning and navigating school policies to ensure students meet their educational goals, while our Teachers deliver content and create an engaging, interactive learning environment.

Our School Counselors complement this support system by addressing students' emotional and social needs, providing counselling services and helping students navigate personal challenges that may impact their academic performance.

Rigorous Curriculum:

Our curriculum is aligned to United States Common Core and Next Generation Science Standards. The curriculum is delivered through a combination of interactive lessons, using rich media resources such as Nearpod, Kami and Newsela, which enable us to offer challenging and enriching assignments and project-based learning that promotes deep understanding and mastery of subjects. Tasks that require investigation and the application of knowledge to real life situations ensure the development of strong critical thinking skills. Using a variety of feedback types, students benefit from constructive responses on assignments, highlighting strengths and areas for improvement across subjects. Real time and personalized feedback support students in refining their understanding and application of concepts, ensuring they receive tailored guidance to achieve their academic goals effectively.

ISBerne Online has adapted its U.S. curriculum to meet the needs of an international audience by integrating global perspectives, multicultural content, and regionally relevant materials. This approach ensures that students from diverse backgrounds receive an education that is both globally aware and locally applicable, while still adhering to the rigorous standards of the U.S. educational system.

Collaborative Learning Experiences

ISBerne Online offers students opportunities to engage in collaborative group activities, ranging from virtual discussions and interactive live lessons to field trips. These activities, including National Honor Society and newly introduced student leadership opportunities such as Student Council and Model United Nations (MUN) help foster teamwork, communication, and a sense of community. Service Learning initiatives and community-based projects are designed to cultivate ethical opinions and real-world problem-solving skills. For students in the UAE, expanded field trip options offer enriching in-person experiences, while virtual events like International Day, World Book Day, and Sports Day further enhance their global perspective and a sense of belonging.

We believe that opportunities for collaboration and service learning can provide many benefits to students, including improved outcomes in math, science, social studies and reading, and increased levels of persistence and self-regulation.

Ongoing Feedback & Assessment

Regular, ongoing feedback allows us to celebrate achievement and growth. Students participate in both formative and summative assessment throughout their courses and are involved in creating their own targets, taking ownership of their own learning. Students engage in reflecting, peer observation and monitoring their understanding and progress.

Students and teachers have opportunities for “assessment as preparation”, including science labs, writing tasks, research skills, journals and analysis. To the extent possible, assessments should mirror or reflect how a knowledge or skill would be used in real-world contexts; require judgment or innovation, and/or involve a range of skills required in the discipline being studied. This approach promotes responsibility and independent learning, and helps learners develop a deeper understanding of content and processes.

We believe in the value of reflection as a means of improving student outcomes, increasing communication skills and interpersonal development, as well as promoting student personal development and self-regulation. Students should be active participants in their own learning journey. Students also have formal and informal opportunities to voice their opinions on their own work and reflect either verbally or in writing on opportunities for improvement, as a form of guided self-assessment. These approaches to reflection and assessment also allow teachers to gain valuable feedback for their teaching practice.

Teachers will provide timely, constructive feedback to help students improve and stay on track. Regular check-ins, conferences and progress reports ensure ongoing support and guidance.

Cultivating Lifelong Learners

Our daily practices are designed to cultivate essential skills like time management, self-discipline, and adaptability, equipping students for lifelong learning. We encourage students to pursue their passions through a variety of elective courses and independent projects, sparking curiosity and a genuine love for learning.

To develop critical thinking, we integrate problem-based learning and real-world scenarios into our curriculum, challenging students to analyze issues and propose solutions. Regular discussions in live lessons promote diverse perspectives, while many assignments require students to evaluate and synthesize complex information at an age-appropriate level. Personalized feedback further enhances collaborative critical analysis, ensuring students develop robust critical thinking skills.

SECTION 2: GETTING STARTED

SYSTEMS OVERVIEW AND LINKS

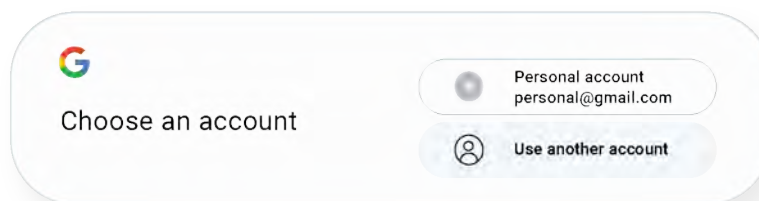
This section will help you access the Learning Management System (online school) which hosts our curriculum, AMP for Education. You will also find information about our school email system for parents and students.

You will be receiving a set of login credentials prior to your student's term start date. All students and parents will receive an isbernestudent.com account, leveraging best-in-class Google technology. The same credentials used to access email and chat will also be used to access the new learning management system (LMS) and Student Information System (SIS) through Single Sign On (SSO) technology. The new email address and initial password will be provided prior to the beginning of the school year.

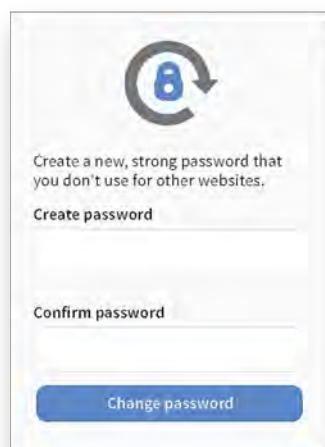
ACTIVATING YOUR LOGIN CREDENTIALS

The first step is to activate your login credentials for Google using your school email address and the temporary password. Upon login, you will be forced to reset your password.

1. On your computer, go to <https://accounts.google.com>
2. If there is a personal account currently logged in, log out from that account. Then, click **Use another account**.



3. Enter your **isbernestudent.com** email address and your temporary password.
4. Activate your account by accepting the agreement.
5. Update your password. Your account is now enabled for Google services including access to the school platform.



6. Open a new tab on your browser and go to vpa.instructure.com to proceed to the online platform.

ACCESSING THE LEARNING MANAGEMENT SYSTEM

Students and parents will use the following link to log into the Learning Management System:
<https://vpa.instructure.com/login>

SECTION 3: GENERAL SCHOOL INFORMATION

GLOSSARY OF KEY TERMS AND ACRONYMS

See your school section (Lower, Middle or High School) for detailed application of these terms.

Academic Advisor – The Student Support Team member who supports the orientation of students in grades 6-12 to the online instructional program and tools. The Academic Advisor provides intervention and support for students who are off pace in their courses, and who need additional support to get on track. The Academic Advisor also assists with graduation planning (grades 9-12), course selection, and course changes.

AMP for Education - Our learning platform and curriculum for all grade levels.

Big Blue Button -Synchronous or "live" classroom tool where teachers host group or individual teaching sessions.

Canvas - The Learning Management System where AMP for Education is hosted.

Engagement - The measure of the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation for learning and progress in their education. Engagement is demonstrated through a student's pace and academic progress.

Homeroom Teacher - The first point of contact for students and Learning Coaches in grades K-5. The Homeroom Teacher will meet with K-5 Learning Coaches and students regularly on an individual basis.

Learning Coach - A parent, guardian, family member, or other trusted adult who is identified to fill the role of providing in person support to students. The role of Learning Coach is defined differently based on the age and grade level of the student.

Student Support Team - Assigned team for the non-instructional support needs of students.

ENROLLMENT AND HOLIDAY CALENDARS

In response to the needs of families, ISBerne Online has developed flexible enrollment cohort options throughout the fall, spring, and summer. Each enrollment cohort includes multiple start date options in a given month, with a common end date.

- All students enroll in courses that represent one semester (90 school days). The school year is composed of two semesters.
- Each fall cohort has a matching spring cohort. Students will automatically be enrolled in the spring cohort that corresponds to their fall cohort. It is important that students complete their fall courses well in advance of when their spring cohort begins. 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. Unique scheduling needs should be discussed with the Enrollment Counselor, Homeroom Teacher, or Academic Advisor as early in the year as possible so that appropriate adjustments can be made. ISBerne Online has established policies for Course Acceleration and Course Extensions.

Adjustments to start and end dates to accommodate unique family or student needs require special approval by the Head of School and must be well-documented and justified. Requests for any changes to start and end dates should begin with the assigned Homeroom Teacher or Academic Advisor, who will start the process.

**Advanced Placement (AP®) courses are offered in the August and September start dates and may be condensed to allow completion of the course before "B" semester, when applicable. The B or spring sections of AP® courses are only offered for January and February start dates to allow for completion prior to the scheduled College Board testing schedule. As with our other courses, successful completion of the A section of the AP® course is required to move on to the B section of that course.*

SUMMER COHORT SCHEDULES

Summer cohorts are available for grades 9-12 only as condensed versions of the traditional, semester-long course. Summer school course offerings and cohort dates for the condensed summer cohorts are typically available by May 1 each year.

TERM START DATES 2025 - 2026

FALL 2025	START DATES	END OF SEMESTER	DOCUMENTATION & TUITION FEE DEADLINE
August	August 20, 2025	January 16, 2026	August 06, 2025
September	September 03, 2025	February 12, 2026	August 20, 2025
	September 17, 2025		September 03, 2025
October	October 15, 2025	March 12, 2026	October 01, 2025
November	November 05, 2025 <i>*Condensed 75-day</i>		October 22, 2025

SPRING 2026	START DATES	END OF SEMESTER	DOCUMENTATION & TUITION FEE DEADLINE
January	January 07, 2026	June 10, 2026	December 24, 2025
	January 21, 2026		January 07, 2026
February	February 04, 2026	July 09, 2026	January 21, 2026
	February 18, 2026		February 04, 2026
March	March 18, 2026	August 06, 2026	March 04, 2026
April	April 16, 2026 <i>*Condensed 75-day</i>		April 02, 2026

SUMMER 2026	START DATES	END OF TERM	DOCUMENTATION & TUITION FEE DEADLINE
Term 1	June 11, 2026	July 09, 2026	May 28, 2026
Term 2	July 10, 2026	August 05, 2026	June 26, 2026

ACADEMIC CALENDAR 2025 - 2026

The following school holidays will be observed*:

Winter Break: December 15, 2025 to January 2, 2026

Spring Break: March 30 - April 3, 2026

Students have access to their online courses 24/7, even during official school holidays. The dates listed above represent days that school is not officially "in session", and there is limited availability by teachers and support staff. These dates provide opportunities for students to take a break but are also opportunities for students to catch up or get ahead as they desire.

Students and families may also observe additional holidays. Some flexibility is built into ISBerne Online course calendars, and students may choose which days to complete the work assigned for that week. Students needing to take an extended break during normal school operating dates should communicate the need with their Homeroom Teacher or Academic Advisor.

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 Homeroom teacher or Academic Advisor must be contacted in advance to report the expected absence. It is the responsibility of the student and Learning Coach to arrange 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 schoolwork will not be waived.

FULL-TIME ENROLLMENT

For full-time students, ISBerne Online is typically the school of record. 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, school guidance services, and college/career counseling for high school students. Full-time students typically enroll in six (6) courses, which is the maximum course load, and typically represents the requirements of completing a grade level.

The minimum semester course load is 4, 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. The minimum course load for a full-time student is four (4). Enrollment Coordinators and the student support team at ISBerne Online guide students and parents through the selection of appropriate courses to achieve student goals and meet graduation requirements.

PART-TIME ENROLLMENT

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 the 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 courses completed and high school 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, and school counseling services are reserved for full-time students.

PACING AND ATTENDANCE REQUIREMENTS

Our curriculum 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 HOURS	SUGGESTED DAILY HOURS
K-2	720	20	4
Grades 3-5	900	25	5
Grades 6-12	900-1,080	25-30	5-6*

*Honors and AP® courses take significantly more time to complete. Students should expect to spend additional time daily to maintain pacing in these courses.

Part time students should expect to spend approximately five hours per week to complete each course within the semester time frame.

COMMUNICATING WITH ISBERNE ONLINE

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, although staff are typically available during the normal school week, Monday through Friday. Communications are typically returned well within a one school day turnaround time. Students are expected to stay on pace and consistently work through all their courses each school day.

ENROLLMENT

Most parents engage with the Enrollment Counselor when they first enroll. Once enrolled, most questions are best directed to the student's assigned support team, including a Homeroom Teacher or Academic Advisor. Students and parents are provided with contact information for their assigned support team shortly after enrollment.

ACADEMIC SUPPORT

ISBerne Online employs only certified teachers, and they are well-equipped to guide student learning throughout their enrollment. Teacher contact information is included in each online classroom. Parents and students are encouraged to develop a relationship with the assigned teachers, and attend as many scheduled live teaching sessions, study halls, and other synchronous opportunities as possible. Teachers are also available by email and phone for individual questions.

STUDENT SUPPORT TEAM

Every ISBerne Online student is assigned to a student support team, consisting of a Homeroom Teacher (K-5) or Academic Advisor (6-12) and a School Counselor. General questions and questions related to pacing, re-enrollment, using systems and tools, and other topics are best directed to the Homeroom Teacher or Academic Advisor. If they don't know the answer, they will get you in touch with the best resource to help.

Students will be placed into an online "classroom" with their assigned Homeroom Teacher or Academic Advisor so they will always know their initial point of contact. The team will make periodic 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.

REGISTRAR'S OFFICE

ISBerne Online employs registrars who manage transcripts and school records related to course completion and official records. They can be reached at a general email address: registrar@isbermeonline.com

TECHNICAL SUPPORT

Questions that are clearly technical in nature, such as not being able to access the online classroom, links that are not working, or issues logging into the platform may be resolved by contacting the Homeroom Teacher or Academic Advisor who can assist in escalating the problem to our IT support team.

COMMUNICATION TOOLS

School Provided Email

School Email is provided to all students, observers (parent or learning coach) and school staff and is the email that should be used to communicate and to receive communication from ISBerne Online.

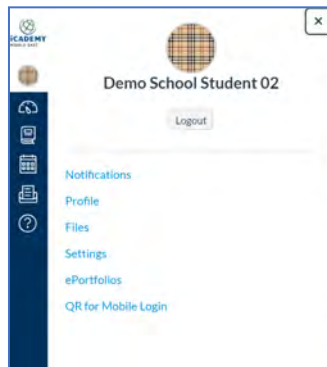
School Email communication to students will be found in the Inbox within the Learning Management system.



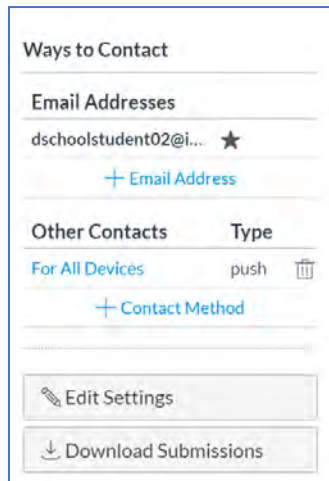
Students, parents and Learning Coaches should check the school email account regularly to view correspondence from the school to the student. Parents are copied on correspondence to students, but this can be viewed ONLY in the school email account, and not in the parent/observer Canvas inbox.

If you as the parent or observer would like to add a secondary, personal email to Canvas to get notifications, please find instructions below. Please note that the secondary email will only receive notifications which have originated from within Canvas—there may be other emails such as those from school administration, enrollment, or the registrar which do not originate in Canvas. Please check the school Gmail account regularly to ensure you don't miss any messages.

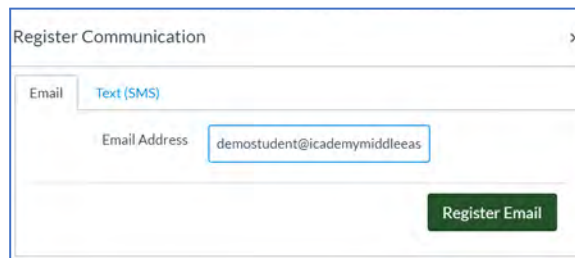
- Log in to Canvas with the Student account.
- On the left side click Account and go to settings.



- On the left side click “ + Email Address”



- In the next window, enter the secondary email and click “Register Email”



- You will be sent a confirmation email to the email that you have added.
- Click the confirmation link; the additional email has been successfully linked to Canvas.

Google Chat

Teachers and Academic Advisors are available on Google Chat within the Learning Management System.

Telephone

All teachers, Academic Advisors, and Counselors have telephones with voicemail. Teachers, school learning coaches, and other support staff make and receive phone calls on a regular basis and are available if needed by phone during scheduled office hours. Appointments can easily be made by sending an email so that a more in-depth conversation can be scheduled if needed. All voicemails will be returned within 24 business hours or one school day.

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, although they are not part of a student’s formal grade. They represent an additional way to measure progress against standards. The results will be provided to Learning Coaches and teachers to identify opportunities for further individualized support. The following standardized tests are utilized:

Measures Of Academic Progress (MAP)

Full time students in grades 2-12 are required to participate in MAP (Measures of Academic Progress) Testing in Reading, Language, Math and Science. We give students MAP tests to determine student instructional level and to measure academic growth throughout the school year, and from year to year in the areas of Math, Reading, Language and Science. Students will take the tests on a computer.

SAT/PSAT

Other examples of standardized assessment taken by students in ISBerne Online are the college entrance examinations. The School Counselor 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 697189 at the time of testing so that their results will be shared with the school.

Advanced Placement (AP®) Exams

AP® exams are given annually in May and can be taken by any student but are typically taken by students in their junior or senior year, following completion of an AP® course. 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 offered onsite at the ISBO offices in Dubai and at testing locations in most countries.

Students who plan to sit for the AP® exam outside Dubai must contact the College Board at +1.888.225.5427 to find available testing locations in their area. The ISBerne Online CEEB code needed for AP® exam registration is 697189. This will ensure that ISBerne Online receives the score report for each student.

SCHOOL COMMUNITY AND STUDENT LIFE

Online Clubs

ISBerne Online presently provides a range of online club options tailored for full-time students in grades K-12. These clubs are frequently launched by enthusiastic teachers and students who are eager to share their passions and interests with peers. Each club is supervised by our dedicated staff members.

For students interested in clubs not currently available, we encourage them to consult with a teacher or Academic Advisor to explore the possibility of initiating new clubs. Furthermore, we are proud to offer clubs such as the National Honor Society for students in grades 10-12, providing additional avenues for academic and personal growth.

Special Events

ISBerne Online is committed to fostering student enrichment and engagement by organizing various special events. These include a wide array of engaging online events such as International Day, virtual Sports Day, art competitions and more.

SECTION 4: PREPARING FOR STUDENT SUCCESS

ROLE OF THE PARENT OR OTHER ADULT AS LEARNING COACH

In the online school environment, teachers, academic staff, and school administrators work hard to support student learning. They are always just an email or phone call away, but they do not have eyes and ears directly with students in their learning setting (typically at home). To meet the need for “on site” support, ISBerne Online requires the designation of a Learning Coach for every student. For a student learning at home, the Learning Coach is typically a parent, relative, or other adult who is available at home.

For students in grades K-2, the Learning Coach plays a very active role in using both online and offline materials to guide student learning. As students move up in the grades, teachers play a more direct role in guiding students. As students move into the high middle grades and high school, they take on more and more responsibility for their own learning, and the role of the Learning Coach changes to more of a support role for the student, checking in to make sure everything is on track. More details about the role of the Learning Coach are explained in both the Lower School and High School sections of the handbook. The orientation process will explain much more about the tools for Learning Coaches and their role.

ORIENTATION AND SUPPORT FOR USING THE ONLINE TOOLS AND SYSTEMS

Orientation

To facilitate a successful virtual education experience for students, ISBerne Online provides orientation for all full and part time students. This program transitions students into the online learning environment, prepares them for the start of school, and guides their success with ISBerne Online throughout their first cohort (semester) of enrollment. Outreach includes individualized non-instructional support, live group online sessions, progress monitoring, and Learning Coach support.

Getting Started in the Lower School

The homeroom teacher will host an orientation session for grades K-5 for students and Learning Coaches to help familiarize them with the online platform and tools associated with the program. Students will also be automatically enrolled in an orientation course to give the student and Learning Coach time to gain hands-on experience with the online platform.

Getting Started in the Middle School and High School

Academic Advisors serve as the main point of contact for all non-instructional questions, support, and general help throughout the orientation process. Prior to the first day of school, students will take an online Orientation Course to introduce them to the virtual classroom environment. This course provides almost all the orientation and instruction required for both new and returning students. The course content is available for reference for the remainder of the school year.

Learning Coaches are encouraged to review the Orientation Course with their students. All portions of the Orientation course must be completed prior to students starting their subject-specific classes.

On or before the first day of school, the Middle School and High School Department Chairs will also host a 45- minute Onboarding Session with students. This will be a virtual presentation on how to log in to the system, expectations for the term, as well as a high-level discussion on how to use our system. All students, new and returning, should attend this Onboarding Session. Recorded sessions will be available for further review by the student and Learning Coach.

After the first day of school, each student will start his or her subject-specific courses. During the first month of school, students and Learning Coaches are expected to attend a Policies and Procedures virtual session and attend their teachers’ scheduled course orientations. A recording of the Policies and Procedures session will be posted in the student’s Orientation Course for review.

SECTION 5: PROGRAM INFORMATION

ABOUT OUR PROGRAM

Students and parents with ISBerne Online can access our online learning system at any time—and from anywhere in the world, wherever an internet connection exists. Once logged in to our easy-to-use system, families will discover the best of all worlds: the freedom to learn in a variety of ways, combined with just the right amount of structure.

ISBerne Online has three distinct school levels: Lower School, Middle School and High School. Lower School encompasses students in grades K-5. Grades 6-8, the Middle School, serves as a transition for both students and Learning Coaches, to the high school grades. It is during High School, grades 9-12, that credits, graduation requirements, grade point average, and college readiness become the focus.

Students use the learning management system to access their daily lessons, which include all the information and resources required for successful completion. They can also:

- Submit their assignments directly online
- Participate in live web classes
- Join interactive discussions about their subjects
- Connect with their teachers, and reach out for extra help whenever they need it
- Experience our many online clubs

For parents, built-in planning and progress tools let you easily schedule or view lessons online, log attendance, and monitor your child's advancement to make sure he or she is moving at the right pace. Helpful screens show which lessons have been mastered, and which ones require more work.

LOWER SCHOOL, GRADES K-5

For each grade in Lower School, the online curriculum includes courses in the four core subjects—English language arts, math, science, and social studies. Students also have access to elective courses at each grade level, including Spanish for grades K-5.

Every course offers flexible pacing, allowing students to move at the speed that best suits their needs. Those who are ready to move on to the next lesson or unit can do so, while those who need just a little more time may take it. Nearly all courses are complemented by a wealth of hands-on teaching tools you'd find in a traditional classroom.

Students are placed in a homeroom and assigned a homeroom teacher. This person is your first point of contact with any questions or concerns and will meet with the student and Learning Coach 1:1 monthly. Students also receive live teaching sessions in core courses. These sessions are designed to provide introduction or review practice as well as an opportunity for students to interact in small group activities.

Role of the Learning Coach in Lower School

In the Lower School, the Learning Coach, working in conjunction with an experienced ISBerne Online teacher, facilitates progress through the daily lessons and works to modify the pace and schedule according to the child's needs. A homeroom teacher is assigned to the student and communicates via school email, telephone, and online meetings but the Learning Coach guides day-to-day progress. A weekly lesson plan is provided, which updates automatically as the child progresses through the courses. The Learning Coach can vary the lesson plan to accommodate the child's pace or abilities, and the teacher is available to the Learning Coach and student for support.

Role of the Teacher in Lower School

In Lower School, students are assigned a homeroom teacher, and a subject-specific teacher for each course—all highly qualified professionals with specific expertise in the lower grades. This online teacher oversees all facets of the instructional experience for every subject, while the Learning Coach works side-by-side with each student to facilitate his or her progress through the daily lessons. Throughout the week, the teacher stays in close contact with the Learning Coach and student, communicating regularly by school email, over the phone, and in one-to-one, real-time meetings that take place online.

GRADING SCALES AND COURSE COMPLETION IN LOWER SCHOOL

Grading Scales

The K-5 program is mastery-based, meaning students will not receive a formal letter grade upon completion of lower school courses. Students will submit assignments, quizzes, and tests to their teachers for grading and feedback. Lower School students will have the opportunity to retake an assignment, quiz or test up to two times to improve their grade. This will allow the teacher to reteach concepts as necessary, with the goal of mastery. Due dates are given within the course to assist with pacing. There are no permanent due dates for Lower School students, but any work must be turned in by the term end date. Assignments not attempted will be given a 0% grade in the system, which will adversely affect the mastery grade on the report card.

At the end of each semester, one of the following letters will be assigned to each course on the student's Report Card for grades K-5:

M: Mastered: An "M" indicates that the student has completed the semester with the highest possible level of mastery. To earn an "M," students must have mastered and achieved the goals set by their ISBerne Online Lower School teacher (90%-100% grade or higher).

C: Completed: A "C" indicates that the student has earned a grade between 75%-89% within the Lower School course and is ready to move on to the next course in the subject sequence at the end of the school year.

INC: Incomplete: An "INC" indicates that the student has not completed or reached the goals set for the Lower School course (grade 74% or lower). The Lower School course can be carried over to the next school year at ISBerne Online.

Course Credit/ Promotion

For students to be promoted to the next grade level, they must achieve a grade of M or C in both Math and Language Arts for their grade level. Students who end the semester with a grade of INC in either math or language arts can carry their course over into the semester or next school year to complete. This is essential to ensure that students have all the foundational skills necessary to be successful in the next grade level.

Full-Time students in grades K-5 can request mid-year course promotions by contacting their homeroom teacher in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by ISBerne Online Administration. Student progress, grades, participation in conferences with teachers, attendance and future course progression are all considered when evaluating the request.

Course Completion

Students in grades K-5 must satisfactorily complete the course to achieve a grade that reflects completion (M or C). Students may need to repurchase a course that is not completed during the established school year to receive a grade report that reflects grade level completion.

Course Documentation

Documentation of and success in prior coursework helps our enrollment team determine the appropriate courses for students. Acceptable documents for Lower School include report cards and homeschool portfolios. These documents were likely submitted as part of the enrollment process, but if there are additional courses that were not considered at the time of enrollment, they can be submitted after enrollment. All received documents are reviewed upon receipt and placed in the student's file.

Report Cards

Each year, students receive report cards, documenting their successful completion of their courses. These report cards become part of a student's permanent record.

Formal report cards will be issued to students twice per school year: at the end of first semester (90 school days) and at the end of second semester (180 school days). 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 view 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. It should be noted that students must be in "good standing", meaning that all outstanding tuition has been paid before records can be released or sent to another school.

MIDDLE SCHOOL AND HIGH SCHOOL, GRADES 6-12

Enrollment flexibility to meet the needs of students at all levels is one of the benefits at ISBerne Online. Many 8th grade students take advantage of the opportunity to begin high school classes while they are still enrolled in grade 8. In these cases, the pacing requirements for grades 9-12 apply to the high school courses taken, and these courses will appear on the student's high school transcript. Through the high school years, students are gradually expected to take on more responsibility for their learning and their success. Teachers are just a phone call or an e-mail away, but Learning Coaches take on more of a support role, and students should gradually be more and more organized and independent in managing their workload and staying on pace.

Role of the Student

Middle School and High School students are expected to move at a consistent pace in each subject, though there is room for flexibility. In the middle grades, students learn to follow a course calendar and complete assignments by their due dates. Although middle grade courses give students until the last day in their course to submit work, they are encouraged to follow the course calendar. In the high school courses, students still have flexibility regarding due dates, but are not permitted to turn in teacher graded assignments more than four weeks past the calendar due date. All high school students are encouraged to take a proactive approach to their education, by reaching out to teachers when they are unsure about deadlines or course content. This is one of the benefits of learning online through ISBerne Online and prepares students very well for college and future employment when this level of responsibility will set the student apart from others.

Role of the Learning Coach

In the middle grades, the Learning Coach works closely with ISBerne Online instructional staff, non-instructional support staff, and the student, but is less involved in the daily instructional process for their student than they would be with a Lower School student. An important role of the Learning Coach for Middle School students is to help their child effectively manage any shyness they might feel about reaching out to their teachers for help. By High School, the student is expected to begin managing his or her own time and schedule more directly. However, even for High School students, the Learning Coach plays an important supportive role in helping the student stay on task and to help ensure the student turns in assignments as they complete them. Remember that the Student Support Team can answer any questions about how best to motivate your student to succeed.

Role of the Teacher

It is important that the Learning Coach remains involved to help students, but the Middle School and High School teacher takes on a definite lead role in the instructional process in a way that is very different from Lower School. At this level, Learning Coaches are not expected to teach any course concepts to students. ISBerne Online ensures teachers are experienced in every subject to support and provide guidance to students.

Middle School and High School students should be encouraged to make direct contact with the teacher for each of their courses with questions or for additional support. Students should also be encouraged to take full advantage of the instruction that occurs in each teacher's live sessions, and to view the recordings of these sessions for review or when a live session is missed.

Teachers in the High School also conduct online Office Hours which allow students to "drop in" with questions. Please note – teachers will respond to any messages, voicemails, and school email within one school day. Furthermore, all teacher-graded assignments will be graded, with feedback, within three school days.

GRADING SCALES AND COURSE COMPLETION IN HIGH SCHOOL

Course Prerequisites

Many of our higher-level courses have been developed with the expectations that students have completed the identified prerequisite courses, which contain essential background information for success in the higher-level courses. Please see the ISBerne Online Course Catalog for a listing of course prerequisites to guide course selection.

Standard Middle School and High School Grading Scale

Most courses follow the same grading scale and completion requirements. All courses follow a traditional grading scale as shown below with weighting provided for AP® and Honors level courses.

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 Courses – add 0.5 quality point.

Course Promotion

To be promoted to the next semester or course in grades 6-12, a passing grade of D or higher must be earned.

Course Credit (High School)

High School credit is earned on a semester basis. 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.

Transcripts

Unofficial transcripts will be emailed to all students at the end of their semester. Official transcripts can be requested by contacting registrar@isberneonline.com

HIGH SCHOOL GRADUATION REQUIREMENTS

To be eligible for an ISBerne Online diploma, students must not be older than 21 years of age at the start of their final semester. Students who are ready to begin their senior year and will not meet this age requirement will be given information on other options to earn a diploma. Students who meet this age requirement must also meet the following:

- Students must successfully complete 24 credits, as outlined below to be eligible for a diploma.
- Accreditation standards require that all students must successfully complete a minimum of 6 credits with ISBerne Online and must spend their senior year (the last 2 consecutive semesters of their academic tenure) as a full-time student. Individual exceptions will be considered for students with credits from a public school or accredited private institution with a grade of C or above in all courses, provided that the student completes one academic year as a full-time student with ISBerne Online

ISBerne Online Graduation Credit Requirements

SUBJECTS	CREDITS
English	4 credits
Math	4 credits (Algebra 1 and higher)
Science	4 credits (must include 2 lab science credits)*
History	4 credits
World Language	4 credits (must be 2 credits of the same language; must be a non-English language course)
PE/ Health	1 credit
Art Elective	1 credit
Technical Elective	1 credit
Electives	1 credit
Total	24 credits

**Students who successfully complete Forensics or Environmental Science course(s) may use this course to fulfill science graduation requirements*

Course Selection and Transfer Credit

Course selection is completed initially at the time of enrollment and will occur annually toward the end of a student's enrolled courses. Documentation of and success in prior coursework helps our Enrollment Counselors determine the appropriate courses for students and will guide the development of a graduation plan. Acceptable documents include report cards (for Middle School only) and transcripts (for High School course credit). All received documents are reviewed upon receipt and placed in the student's file. Official transcripts from each issuing institution are required to transfer credits into the school.

If students have additional records to be considered, or complete courses outside of ISBerne Online, relevant documentation should be sent to registrar@isberneonline.com more specific transfer credit information is included in the Transfer Credit Policy.

NCAA Eligibility

Many ISBerne Online courses can be used for NCAA athletic eligibility. This is an important factor for any student athlete interested in eligibility for a college athletic scholarship. For more information and a listing of eligible ISBerne Online courses, please visit the NCAA website and use CEEB code **697189**.

SCHOOL AND COLLEGE COUNSELING FOR FULL-TIME STUDENTS

ISBerne Online offers resources and support for developmental guidance topics, career planning, college planning, and college application support. Detailed information about what is available based on grade level will be provided to all students and Learning Coaches so they can take full advantage of the program.

High School students have access to the College and Career Counseling services as part of their annual tuition, including the following:

- Counseling to help students develop their post-secondary plans
- Assisting students with the college application process
- Group college counseling live sessions delivered by ISBerne School Counselors
- Synchronous advisement and support with our School Counselors.

COLLEGE PLANNING

ISBerne Online is committed to offering families the help they need navigating within the High School and through the college admissions process. Throughout High School, students are invited to group meetings focused on College Planning to ensure they can successfully achieve their post-graduate goals.

COMMUNITY-WIDE WORKSHOPS

We invite full time students to online live sessions focused on the development of many skills that will assist them in the successful completion of their school year. Topics include the development of interpersonal skills, building positive relationships with peers, adults, community, recognizing individual strengths and challenges, career awareness and test-prep for SAT.

ADVOCATING FOR STUDENTS

ISBerne Online students enter the university admissions process well-prepared. Our School Counselors and High School department make sure that admissions officers at all types of institutions understand our curriculum and depth of academic programming. They also act as the main point of contact between the students and their prospective universities as needed.

COLLEGE ACCEPTANCES

Our students go on to a variety of colleges and universities around the globe. Our college acceptance list shows institutions where our students have been accepted.

GPA AND CLASS RANK - HIGH SCHOOL

Grade Point Average

Grade Point Average (GPA) is very important to students as they plan for college. High School GPAs are determined by dividing the number of quality points earned by the number of credits received. GPAs are 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.

As noted earlier, ISBerne Online utilizes weighted grading for some High School courses (Honors and AP® courses), resulting in a weighted GPA. Not all high schools utilize weighting, but colleges have policies about how they work with both weighted and unweighted GPAs so that all records are reviewed consistently for acceptance. The School Counselors can provide more information about weighted grades upon request.

Determining Class Rank

ISBerne Online does not automatically compute high school class rank. If a class rank 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.

SECTION 6: SCHOOL POLICIES

ISBerne Online has developed policies that guide the operation of the school, help to maintain order and fairness, and that ensure quality and academic integrity. Parents and students are expected to read and understand all school policies, and to refer to them as needed throughout the year. The policies are listed and linked here for your convenience.

ABSENCE/INACTIVITY/TRUANCY

ACADEMIC INTEGRITY

ASSESSMENT POLICY

COURSE CHANGE/ADD/DROP REQUESTS

COURSE COMPLETION

COURSE ACCELERATIONS/EXTENSIONS

COURSE FAILURE AND REPEAT CREDIT

COURSE WITHDRAWALS

GRADE APPEALS

GRADE LEVEL ASSIGNMENT AND PROMOTION

HOLDING ACADEMIC RECORDS

LATE WORK POLICY

OBJECTIONABLE MATERIALS

PROCTORED FINAL EXAMS

PROGRAM WITHDRAWAL

RESPONSIBLE USE OF TECHNOLOGY

STUDENT CODE OF CONDUCT

TRANSFER CREDIT POLICY

POLICY: ABSENCE/INACTIVITY/TRUANCY

Summary: Regular online attendance, including logging in regularly and maintaining required pacing in ISBerne Online courses is required to remain enrolled. Students who are designated as Inactive will be required to improve their level of activity and engagement in their courses to avoid being designated as Truant. Students who cannot participate due to illness must follow the procedures listed below to notify ISBerne Online of the situation and the timeline for returning to expected school activity levels.

Definition of Inactivity

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

Definition of Truancy

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

Policy: Students must be regularly engaged with their courses and submitting assignments in accordance with course schedules to be successful online students. Inactivity is always a concern and will be monitored by the teacher or Academic Advisor. Truancy is more serious, and there are specific procedures followed for students who are truant, up to and including removal from ISBerne Online. The Truancy and Inactivity Policy defines truancy and inactivity, and outlines the specific steps taken and potential outcomes.

If a student exhibits signs of truancy or inactivity, the teacher and/or Academic 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 via School Email.
- If the student and/or Learning Coach do not respond to this letter, a final letter will be sent via School Email, and the student will be administratively withdrawn from all courses and the program; in the case of inactivity in a course, students will be removed from the 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 cohort be suspended.
- Students withdrawn for truancy or other administrative reasons will receive W's on their transcript in all the courses in which they were enrolled at the time of withdrawal.

Illness/Extended Inability to Participate

If a student is going to be unable to log in for a period of 3 or more days, due to illness, emergency, or travel, his or her Homeroom teacher or Academic Advisor 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 schoolwork will not be waived.

POLICY: ACADEMIC INTEGRITY AND DIGITAL ETHICS

Summary: Regular online attendance, including logging in regularly and maintaining required pacing in ISBerne Online courses is required to remain enrolled. Students who are designated as Inactive will be required to improve their level of activity and engagement in their courses to avoid being designated as Truant. Students who cannot participate due to illness must follow the procedures listed below to notify ISBerne Online of the situation and the timeline for returning to expected school activity levels.

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- If the student and/or Learning Coach do not respond to this letter, a final letter will be sent via School Email, and the student will be administratively withdrawn from all courses and the program; in the case of inactivity in a course, students will be removed from the 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 cohort be suspended.
- Students withdrawn for truancy or other administrative reasons will receive a W (withdrawn) grade on their transcript or report card in all the courses in which they were enrolled at the time of withdrawal.

Illness/Extended Inability to Participate

If a student is going to be unable to log in for a period of 3 or more days, due to illness, emergency, or travel, his or her Homeroom teacher or Academic Advisor 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 schoolwork will not be waived.

POLICY: ACADEMIC INTEGRITY AND DIGITAL ETHICS

Summary: All work submitted is expected 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 and Digital Ethics 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 submission of identical answers on assignments.
- Using online translators for assignments in language courses.
- Using Artificial Intelligence (AI) tools, except where the course teacher has given permission for its use. Examples of permissible use may include brainstorming topic ideas, drafting an outline, and refining research questions, when permitted by the teacher.

Cheating occurs when you knowingly submit the work of another individual or an Artificial Intelligence tool 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. We recommend 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 Lockdown Browser 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 homeroom teacher or Academic 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 secrets 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.

Use of Artificial Intelligence Tools

At ISBerne Online, we recognize the potential of Artificial Intelligence (AI) tools to support learning while emphasizing the importance of academic integrity and independent skill development. Plagiarism, including submitting AI-generated work as one's own without proper acknowledgment, will be considered a violation of ISBerne Online's Academic Integrity and Digital Ethics Policy. To ensure fairness and maintain high academic standards, the following rules apply:

- **Assignments:**

Artificial Intelligence tools may be used for brainstorming, proofreading, and research assistance but not for generating responses, essays, or solving problems unless directly specified by the course teacher. Students must clearly cite AI-generated content if used as part of their work. Grammarly and Quillbot may be used only for grammar and punctuation purposes, when permitted by the course teacher.

- **Tests and Examinations:**

AI tools must not be used in any quizzes, tests, or exams. Any unauthorized use of AI during assessments will be treated as academic dishonesty, leading to disciplinary action.

- **Teacher Discretion:**

Teachers may specify when and how AI tools can be used in specific assignments. Any uncertainty about AI use should be clarified with the course teacher before submission.

Our goal is to equip students with critical thinking, research, and writing skills while responsibly integrating technology into learning.

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 department-specific guidelines.

When a student moves from Lower school to Middle School, or 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.

Lower School and Middle School Academic Integrity Process

- The first violation is considered a warning and will be handled between the teacher and the student and Learning Coach; the teacher will provide additional instruction as to what constitutes plagiarism and/or cheating via phone and school email. The Academic Advisor and the Department Chair will be informed. The student will have an opportunity to make up the assignment or assessment in question.
- The first formal incident will result in a phone call to parent/guardian from the teacher providing additional instruction and feedback regarding the incident. The student's Academic Advisor, Department Chair and the Academic Integrity Counselor will also be informed. The student will be required to view the Academic Integrity recorded session and provide feedback to the Academic Integrity Counselor. Once feedback has been received, the student will have an opportunity to make

up the work. The student's record will note "Academic Integrity Incident #1" as the first formal incident after the warning.

- A second incident will result in a meeting between the Academic Integrity Counselor and the parent/guardian. The Academic Integrity Counselor will schedule a live session with the student and family to provide additional feedback and ensure that the student understands the policy. Students will have the opportunity to make up questionable work, if a graded assignment. The student's record will note "Academic Integrity Incident #2".
- A third incident will result in a meeting with the school administration. The Academic Integrity Counselor will call the student and family providing additional instruction and feedback regarding the incident. The Academic Integrity Counselor will schedule a live session with student, family, course teacher and Department Chair. Students will have no opportunity to make up course 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 Counselor will convene a meeting with the Head of School, Department Chair, student, and family. The outcome of this meeting may result in the student being removed from all ISBerne Online courses with loss of credit for the course and denied readmission.

High School Academic Integrity Process:

Academic Integrity Warning

After an informal warning communicated by the teacher, the subsequent incident will result in the student receiving their first warning via email from the Academic Integrity Counselor (AIC).

- The student will be required to go through Academic Integrity and Digital Ethics resources shared by the AIC.
- Once the student confirms completion, he or she will have an opportunity to make up the assignment in question.
- The student's record will note "Academic Integrity Warning" as the first formal incident after informal warning(s).

Academic Integrity Incident #1

The first formal Academic Integrity incident following the warning will result in a meeting request from the AIC, who will provide additional instruction and feedback.

- The student will receive a zero on the assignment, with a chance to rewrite and resubmit for grading (unless the relevant assignment is a final exam), after attending a live conference with the AIC to review the relevant assignment and the Academic Integrity and Digital Ethics Policy.
- The student's record will note "Academic Integrity Incident #1".

Academic Integrity Incident #2

The second Academic Integrity incident will result in a meeting request from the AIC, who will provide additional instruction and feedback. .

- The student will receive a zero on the assignment, with a chance to rewrite and resubmit for a grade of up to 50% (partial credit), after attending a live conference with the AIC to review the relevant assignment and the Academic Integrity and Digital Ethics Policy.
- The student's record will note "Academic Integrity Incident #2".

Academic Integrity Incident #3

- The AIC will contact the student and family and provide additional instruction and feedback regarding the incident.

- The AIC will schedule a live session with the student, parent or guardian, and Department Chair.
- The student will have no opportunity to make up the relevant coursework. The grade of zero will prevail. Further action may be taken as needed following the Student Code of Conduct.
- The student's record will note "Academic Integrity Incident #3".

Academic Integrity Incident #4

- In the case of a fourth Academic Integrity incident, the AIC will convene a meeting with the Head of School or his/her designee, Department Chair, student, and family.
- The outcome of this meeting may result in the student being withdrawn from all ISBerne Online courses with loss of credit and denied readmission.

The student's record will note "Academic Integrity Incident #4"

POLICY: ASSESSMENTS

Summary: ISBerne Online believes that assessment is an integral part of the learning process. Assessment should be authentic and varied, while encouraging students to showcase the knowledge and skills that they have acquired in the learning process. We believe that formative assessment should underpin all other forms of assessment and that feedback plays a fundamental part in the learning process. Assessment should offer students, parents, and other stakeholders a valid and reliable indication of student progress and attainment. This Policy outlines the purpose, nature and management of assessment, evaluation and reporting at ISBerne Online,

Assessment complements and assists teaching and learning; it plays an integral part within the online curriculum and enables the evaluation of current practice as well as student achievement. High quality formative assessment is an essential part of teaching and learning. Quality assessment ensures a whole school approach to the provision of an excellent education for all students, and it enables teachers to deliver education that best suits the needs of their students. Formal reporting occurs through two standardized report cards, one in each semester.

Aims: The aim of this policy is to provide a clear overview assessment, evaluation and reporting techniques at the School, to ensure that assessment is used as a tool to inform planning, to track student progress and to raise standards. It is the right of every student in ISBerne Online to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this right.

Roles and Responsibilities: The overall responsibility for assessment belongs with the course teachers. Teachers are responsible for regular quality assessment of the students in their care, and the leadership team is responsible for monitoring assessment. Students also play a role in the assessment process. They integrate the feedback they receive from their teachers to improve their work and provide feedback to their peers, based on assignment success criteria. Students also regularly self-assess and reflect on their achievement and progress.

Purpose: Assessment is embedded within the online curriculum and within live teaching sessions. Descriptive feedback is used by students to ensure that they know their next steps and what they need to do to improve. Teachers use the products of assessment to inform their teaching; specifically, to monitor the acquisition of knowledge and skills and to make corrections to programming, based on student need. More formal methods of assessment provide feedback on student attainment and progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the student's learning and support students with identifying their own next steps;
- to be diagnostic, providing more detailed information about individual student's strengths and needs;
- to be summative, providing a snapshot of each student's achievement;
- to be evaluative, allowing the school and individual teachers to evaluate the effectiveness of their teaching;
- to inform the students to enable them to develop their learning. Specific learning intentions, success criteria, and assessment opportunities are identified in semester overviews, units and lessons. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Summative and Formative Assessments: The two types of classroom and curricular assessments at ISBerne Online are Summative and Formative. **Summative assessment** is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. **Formative assessment** refers to all those activities undertaken by teachers

and/or by students which provide information to be used as feedback to modify the teaching and learning activities in which they engage.

Course teachers use learning intentions, success criteria, timely and specific feedback, and peer and self-assessment to involve students in their learning and to inform them of their next steps. Grading (for teacher-graded assignments and projects) is conducted with reference to the established success criteria for the unit, lesson or final exam, and should identify successes and areas for improvement. Effective questioning, observations and conversations are also used to inform assessments.

Formative assessment: Formative assessments enable teachers to evaluate how well students have mastered specific curriculum standards and helps them plan future instruction. For students, formative assessment helps them to measure their knowledge and understanding against the learning intention and success criteria, and the feedback they receive helps them understand how they can improve.

The methods of formative assessment include:

- Use of pertinent questioning within live teaching sessions
- Grading of students' assignment submissions, with feedback
- One-on-one and small group conferencing
- Observational assessment
- Student self-assessment
- Student peer assessment

Summative Assessment: Summative assessments enable teachers to evaluate both student learning and the impact of their teaching at the end of a period. Summative assessments provide evidence of achievement against the learning intentions of the curricular standards. Summative assessments are useful in informing teaching and learning in subsequent lessons and/or units. Results of this type of assessment are available for parents and learning coaches to view within the Online School and are discussed within conferencing—enabling families to support their child's future learning. All summative assessments are reported using the school's digital grade book and forms part of the student's final grade.

All teacher-graded summative assessments should be reviewed, and feedback given to the student within 3 school days, including updating of the online gradebook. We recognise that there may be significant pieces of work that may require more than 3 days to grade and give feedback; for these projects the teacher should liaise with the Department Lead about an appropriate feedback timeline.

Indicators (for English and Math courses) are derived from US common core standards. These are embedded within each course within the Teacher Guide and in rubrics for assignments and projects.

Grading, Recording and Reporting:

Introduction: Grading procedures are related directly to stated learning goals, i.e. the relevant curriculum standards or any other learning goal communicated by the teacher or within the online curriculum at the start of the course/unit. Students are assessed on their progress towards meeting the curriculum standards. Students should always know what they have to do/show to achieve each available grade for an assignment.

Recording: Grade records of summative assessments, formative assessments, and MAP results are stored in the school's SIS and LMS systems. Course grades are available for parents and students to view live within Canvas/PowerSchool. The progress of students receiving extra support (SEN) is monitored by course teachers as well as the SENCO. These records enable classroom teachers and Academic Advisors to assess the progress made by each student and are an important part of future planning. The student semester and end-of-year reports are kept in PowerSchool and are available from the Registrar for future reference.

Reporting: ISBerne Online has two semester reporting periods per year. These depend on the student's published start and end date. Reports are sent to families at the end of each semester. These report cards become part of a student's permanent record.

Formal report cards and/or HS transcripts will be issued to students twice per school year: at the end of first semester (90 school days) and at the end of second semester (180 school days). 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 view current progress and attendance 24 hours a day, 7 days a week for the period of their term. It should be noted that students must be in "good standing", meaning that all outstanding tuition has been paid before records can be released or sent to another school.

Grading Scales and Course Completion:

Lower School: The K-5 program is mastery-based, meaning students will not receive a formal A-F letter grade upon completion of lower school courses. Students will submit assignments, quizzes, and tests to their teachers for grading and feedback. Lower School students will have the opportunity to retake an assignment, quiz or test up to two times to improve their grade. This will allow the teacher to reteach concepts as necessary, with the goal of mastery. Due dates are given within the course to assist with pacing. There are no permanent due dates for Lower School students, but any work must be turned in by the term end date. Assignments not attempted will be given a 0% grade in the system, which will adversely affect the mastery grade on the report card.

At the end of each semester, one of the following letters will be assigned to each course on the student's Report Card for grades K-5:

M: Mastered: An "M" indicates that the student has completed the semester with the highest possible level of mastery. To earn an "M," students must have mastered and achieved the goals set by their ISBerne Online Lower School teacher (90%-100% grade or higher).

C: Completed: A "C" indicates that the student has earned a grade between 75%-89% within the Lower School course and is ready to move on to the next course in the subject sequence at the end of the school year.

INC: Incomplete: An "INC" indicates that the student has not completed or reached the goals set for the Lower School course (grade 74% or lower). The Lower School course can be carried over to the next school year at ISBerne Online..

Course Promotion in Lower School: For students to be promoted to the next grade level, they must achieve a grade of M or C in three of the four core courses (Math, Language Arts, Science, Social Studies) for their grade level. Students who end the semester with a grade of INC in a core course can carry their course over into the semester or next school year to complete. This is essential to ensure that students have all the foundational skills necessary to be successful in the next grade level.

Full-Time students in grades K-5 can request mid-year course promotions by contacting their homeroom teacher in writing up to eight (8) weeks before the student’s year-end date. Requests must be approved by school Administration. Student progress, grades, participation in conferences with teachers, attendance and future course progression are all considered when evaluating the request.

Course Completion-Lower School: Students in grades K-5 must satisfactorily complete the course to achieve a grade that reflects completion (M or C). Students may need to repurchase a course that is not completed during the established school year to receive a grade report that reflects grade level completion.

Middle School and High School Grading Scale: Most courses follow the same grading scale and completion requirements. All other courses follow a traditional grading scale as shown below with weighting provided for AP® and Honors level courses.

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 Courses – add 0.5 quality point (HS only)

Course Credit and Promotion in Middle and High School: To promote to the next semester or course in grades 6-12, a passing grade of D or higher must be earned.

Course Credit-High School: High School credit is earned on a semester basis. 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 teachers change or delete lessons for students, without approval from the Department Lead and in extenuating circumstances (for example a visual or hearing impairment).

Late Work-High School: Pacing and adherence to assignment due dates is critical for 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.

- Computer-Scored (CS) Assessments and Teacher-Graded Assignments (TGA) must be completed and submitted no later than 11:59 pm (GMT +4/Dubai 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 High 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.

Proctored Final Exams—High School: A passing grade in high school courses signifies that a student has learned and mastered the specific course objectives. There may be situations in which a student will be required to demonstrate that he or she has learned the course content adequately and thoroughly, without relying on outside help on assignment submissions or examinations. This demonstration may take place via a synchronous (live) teacher review session in BigBlueButton and may be escalated to requiring proctored final examinations and/or requiring the final examination to be passed, in order for the student to pass the course or courses in question.

Online students who are in good standing with the school regarding Academic Integrity, and who have completed the course within a reasonable timeframe as per the acceleration policy, are permitted to take final exams at home or in their normal place of learning, unless otherwise specified. The school’s required lockdown browser and anti-plagiarism tools are to be used as per school policy.

If a teacher or administrator has reason to believe that a student has completed the course with outside help, and/or the course has been completed in an unduly short period of time, the teacher will raise the situation to the Department Lead and Academic Integrity Counselor for review. The student may subsequently be required to meet with the teacher in BigBlueButton, with microphone and video enabled, to participate in a one-on-one assessment of the student’s course knowledge.

- If the student performs to a satisfactory standard, he or she will be allowed to take the final semester exam as usual, within the final eight weeks of the course, as per the course acceleration policy.
- If the student is not able to demonstrate a level of knowledge commensurate with his or her grades on assignments and quizzes, the teacher and Department Lead will escalate the situation to the Head of School for review and further deliberation.
- The student may be required to sit his or her final exams in a proctored environment as determined by the Head of School. At the discretion of the Head of School, the student may be required to score a minimum of 50% on the final exam, along with a final course grade of 60% or higher, in order to be awarded credit for the course.

Academic Integrity: Academic honesty is the responsibility of all staff and students. If a course teacher suspects academic dishonesty, he or she is obligated to report it via the steps outlined in our Academic Integrity policy and procedure documents. Academic integrity issues are flagged to our Academic Integrity Counselor and as needed, to the relevant Department Lead and the Head of School. More information can be found within the Student/Parent Handbook and within the Academic Integrity Policy.

Respondus Lockdown Browser and TurnItIn are important tools to ensure academic integrity in our Middle School and High School courses. The software programs help to prevent cheating for some written assignments and tests. TurnItIn is automatically activated in all courses for certain assignments. 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.

External assessments:

MAP (Grades 2-12): Measures of Academic Progress (MAP) testing is given to all full-time students in grades 2-12 in Reading, Math and Science. Assessment results are reviewed in departments at the individual, class, grade and division level by teachers, Department Leads and administrators. Teachers and leads review data to inform their instructional planning to best support student learning and track student progress and attainment. The SENCO uses the data at an individual level to track student progress and attainment using the learning continuum.

SAT/PSAT (High School): Other examples of standardized assessment taken by students in the School are the SAT and PSAT college entrance examinations. The School Counselor 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 697189 at the time of testing so that their results will be shared with the school.

Advanced Placement (AP®) Exams (High School): AP® exams are given annually in May and can be taken by any student but are typically taken by students in their junior or senior year, following completion of an AP® course. 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.

ISBerne Online is an approved AP testing center.

Students who plan to sit for the AP® exam outside the UAE must contact the College Board at +1.888.225.5427 to find available testing locations in their area. The CEEB code needed for AP® exam registration is 697189. This will ensure that the School receives the score report for each student.

POLICY: COURSE CHANGE/ADD/DROP REQUESTS

Summary: Changing, adding, or dropping courses is sometimes necessary, but results in challenges in the online school environment. Students may be beginning the new course after the start date, which means a student may be starting the course at a disadvantage or may need to move to a later cohort. When course changes are necessary, the following policy applies. Enrollment Counselors, Academic Advisors, and teachers can offer guidance with course planning; students and parents should make every effort to carefully select the courses and levels of difficulty that suit their child's needs and academic goals, as well as grade progression or graduation requirements.

Policy:

- Students wishing to add, drop, or change courses within the first 30 calendar days from their course start date may do so without academic penalty. After this time, course changes will result in academic penalty and must be approved by the Department Chair.
- Dropping a course after the 30 calendar-day window will be handled in accordance with the Course Withdrawal Policy.
- All course changes/adds/drops require the approval of ISBerne Online administrative staff.
- In most cases, the student will be placed in the next cohort if the course is already in progress, meaning the course will have a later end date.
- One course change per semester (6-12) or academic year (K-5) will be granted free of charge, once approved by ISBerne Online administrative staff. Subsequent course changes will be charged at 370 AED. No refund will be provided if the new course fee is less than the fee for the previous course. (does not apply to Part Time students)
- Course change requests should always start with a request to the student's Homeroom Teacher or Academic Advisor. Part-Time students may request a course drop through the Homeroom teacher or Academic Advisor or contact their Enrollment Counselor to purchase an additional course.
- No credit is granted for dropped courses, and they will not be calculated into a student's GPA.

POLICY: COURSE COMPLETION

Summary: 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 (one semester) course, and 180 hours to complete a full year (two semester) 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. Lower and 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 the Lower Grades (K-5) may need to repurchase a course that is not completed during the established school year to receive a grade report that reflects grade level 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 (GMT+4/Dubai 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 Advisor of 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.
- Please see the Course Accelerations and Extensions Policy for more details on requesting an acceleration or extension.

POLICY: COURSE ACCELERATIONS AND EXTENSIONS

Summary: At times students may need to end their course earlier than 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

Our courses were developed to be taught over a 90-day semester 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 (grades 6-12).
- High 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.
- Full-time students enrolled and paid for one academic year are entitled to one free acceleration of each of their core subjects (English, Math, Science, History). Elective courses can also be accelerated for free, provided that 1) the accelerated course is one of the original six courses; and (2) not more than three of the four core courses have been accelerated as part of the first acceleration.
- The two semesters plus accelerated courses should fall within one academic year (approximately 10-to-11-month period, based on term end dates).
- Carry-over courses (Lower School only): Acceleration to subsequent courses can be given at no additional cost if the student completes the carry-over courses within 30 calendar days from the start of the new academic year.
- A second acceleration of the same course type within the academic year will be invoiced as per the regular course rate.
- Students who enrolled for a single semester are NOT eligible for a free acceleration.
- Part-time students (those enrolled in fewer than four courses) are NOT permitted a free acceleration.

Course Extensions

Students may find that they cannot finish their course in the allotted time frame. In these cases, students may be eligible for a course extension, generally up to 10 instructional days and not to exceed 15 instructional days, whether for a free or a paid extension. Below are the criteria for approval of course extension request:

- Only students who have finished 50% or more of all their courses are eligible.
- All assignments and final exams the student is permitted to complete must be submitted on or before their extension 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, Academic Advisor, 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 onto the next level of a course.
- Any extension request for more than 10 days (not to exceed 15 instructional days) will require additional administrative approval.
- Middle School and High School students who wish to request an extension should contact their Academic Advisor.

- Lower School students needing an extension should contact their Homeroom Teacher.

- **FREE course extensions** are based on the approval from the Department Chair or Head of School under extenuating circumstances which include:
 - Illness (Doctor's note should be provided unless chronic/ongoing and the school is aware).
 - Parent illness, only in the case of hospitalization or if the school is aware that the parent's serious health issue is ongoing.
 - Death in the family
 - War/upheaval affecting internet access, announced by news of the country.
 - SEN students may be provided with a free course extension for a genuine educational need.
 - Technical issues on the school side, if ongoing and prevent the student from accessing the curriculum

- **PAID course extensions** at the rate of \$100 per course or \$300 for multiple courses (3-6 courses) may be approved be under the following conditions:
 - The student is moving or relocating.
 - Traveling for non-emergency reasons
 - The student has a performance or sporting event.

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

POLICY: COURSE FAILURE AND REPEAT CREDIT

Summary: Successful completion of courses with ISBerne Online signifies that students have learned and mastered the specific course objectives as established within each course. ISBerne's accreditation standards require that when credit is issued, or a course is successfully completed, that students are prepared for the next level. In order for students to advance to the next level or to receive credit, the following policy will be enforced.

Policy:

- 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 with an ISBerne Online diploma.
- Grade retake for D or F grades is permitted under these circumstances:
- A student must have earned a D or an F; no grade retake for anything higher than a D grade is permitted without approval from the Head of School.
- The course is offered, and the student enrolls in the identical course (course name and course number). Exceptions such as replacing a failed honors or comprehensive course with the same course at a lower level can be requested from school administration.
- Enrollment in the identical course must occur 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.

POLICY: COURSE WITHDRAWALS

Summary: Students should carefully consider the need to withdraw from a course after the 30 calendar-day add/drop period, because there are implications for the official report card for grades K-8 and the High School transcript (grades 9-12).

Policy:

- 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 and final grade.)
- Credit will not be granted for withdrawn courses and will not be calculated into the student's GPA for HS students. The gradebook will reflect zeroes for any unfinished work at the time of the course withdrawal.
- For Lower and Middle School students, 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 Drop (within the first 30 calendar days of the cohort)	N/A – No Grade Implication
Course Withdrawal (after the Course Add/Drop Period)	W-on report card/transcript

POLICY: GRADE APPEALS

Summary: ISBerne Online employs only fully certified and highly trained teachers to instruct courses. Teachers follow standard grading expectations and quality standards that have been established and approved as part of our teacher training and evaluation process. From time to time, a student or parent may disagree with an assignment grade or a course grade. The Grade Appeals policy gives direction on how to make these official appeals.

For assignment grades, the best approach is to informally contact the teacher first to discuss the situation before moving to a formal appeal.

Policy:

- Assignment or assessment grade discrepancies or disagreements should first be discussed with the course teacher for resolution.
- If there is still disagreement after this informal step, the issue can be escalated to the Department Chair.
- Decision by the Department Chair regarding assessment or assignment level grading is final.
- Course grade appeals require a more formal process. Course grade appeals simply because the student or parent is dissatisfied with the grade earned will not be approved. Appeals will only be considered based on the following situations:
 - 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 letter grade entries (i.e. the final percentage grade in the course does not match the letter grade on the transcript).
 - 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.
- Course grade appeals must be submitted in writing to the Registrar's Office within 30 days of a cohort end date.
- Reviews will be conducted internally among academic staff/administration and the Registrar's Office.
- At least 10 business days are required for staff to review a grade appeal request and issue an official decision.
- Appeal requests, other than those related to a grade being issued in error, are permitted once per student per term. All decisions are final.

Grade appeal forms are available via the assigned Academic Advisor or the Registrar's office. Requests for forms, and grade appeals meeting these requirements can be submitted to registrar@isberneonline.com

POLICY: GRADE LEVEL ASSIGNMENT AND PROMOTION

Summary: Students frequently transfer into ISBerne Online from other schools or from a homeschool environment. For high school students, the Credit Transfer Policy describes how credits are transferred in and counted. For students in lower and middle grades, the Grade Level Assignment and Promotion policy outlines the placement of students into the appropriate grade level, and the requirements for moving to the next grade level.

Policy:

- 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's Office also reserves the right to move grade levels based on the below allocation of credits, for High School students.
- High School grade level assignment is evaluated at the end of every cohort for full-time students. At the upper 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

- Lower and Middle School-level promotion is evaluated at the end of the academic year (based on cohort start/end date).
- Full-time students in grades K-8 can request course promotion by contacting their homeroom teacher or the Middle School Academic Advisor in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by ISBerne Online administration. Student progress, work samples, and attendance are considered when reviewing the request.

POLICY: HOLDING ACADEMIC RECORDS

Summary: ISBerne Online reserves the right to withhold the release of academic records in accordance with specific requirements as stated in the policy below.

Policy:

- Student records, including but not limited to report cards, transcripts, diplomas, and enrollment verification letters may be withheld for the following reasons:
 - Breach of Financial Agreement, which results in unpaid tuition balances. Learning Coaches are informed of financial obligations at the time of enrollment. Breach of Financial Agreement includes checks and payments which do not clear the payer's financial institution, as well as unpaid invoices for registration, tuition, materials, and shipping.
 - The Enrollment Team and Registrar will make every effort to follow up with the Learning Coach on required compliance documentation. This documentation may include, but is not limited to, passport and identification documents and prior school records. Student records may be withheld on the basis of compliance, if submitted records are found to be insufficient, unofficial or misrepresented.
 - Withheld records will be released once any financial obligations have cleared and/or compliance documents have been provided.

POLICY: LATE WORK

Summary: 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 (GMT +4/Abu Dhabi 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 High 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.

POLICY: OBJECTIONABLE MATERIALS

Summary: ISBerne Online recognizes that parents and students come from different backgrounds, may hold different religious beliefs and personal values, and at times may wish to restrict access to certain information from their child. As a private school, we have certain abilities and limitations that mainly reflect the need to demonstrate the achievement of course objectives. This policy gives parents the ability to request an alternative lesson or plan if an objection is communicated.

Policy: There may be times that a parent or the student's designated Learning Coach (if different than the parent, and not directly employed by ISBerne Online) 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.

The Concerns and Complaints Resolution Policy, Stage 3: Panel Hearing may be invoked if the Head of School does not or cannot provide an appropriate alternative. This stage provides for a hearing of the Advisory Board of ISBerne Online.

POLICY: PROCTORED FINAL EXAMS - HIGH SCHOOL

Summary: A passing grade in high school courses signifies that a student has learned and mastered the specific course objectives. There may be situations in which a student will be required to demonstrate that he or she has learned the course content adequately and thoroughly, without relying on outside help on assignment submissions or examinations. This demonstration may take place via a synchronous (live) teacher review session in BigBlueButton and may be escalated to requiring proctored final examinations and/or requiring the final examination to be passed, in order for the student to pass the course or courses in question.

Policy:

- Online students who are in good standing with the school regarding Academic Integrity, and who have completed the course within a reasonable timeframe as per the acceleration policy, are permitted to take final exams at home or in their normal place of learning, unless otherwise specified. The school's required lockdown browser and anti-plagiarism tools are to be used as per school policy.
- If a teacher or administrator has reason to believe that a student has completed the course with outside help, and/or the course has been completed in an unduly short period of time, the teacher will raise the situation to the Department Lead and Academic Integrity Officer for review. The student subsequently may be required to meet with the teacher in Big Blue Button, with microphone and video enabled, to participate in a one-on-one assessment of the student's course knowledge.
- If the student performs to a satisfactory standard, he or she will be allowed to take the final semester exam as usual, within the final eight weeks of the course, as per the course acceleration policy.
- If the student is not able to demonstrate a level of knowledge commensurate with his or her grades on assignments and quizzes, the teacher and Department Lead will escalate the situation to the Head of School for review and further deliberation.
- The student may be required to sit his or her final exams in a proctored environment as determined by the Head of School. At the discretion of the Head of School, the student may be required to score a minimum of 50% on the final exam, along with a final course grade of 60% or higher, to be awarded credit for the course.

POLICY: PROGRAM WITHDRAWAL

Summary: 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.

Policy:

- 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 Homeroom Teacher or Academic Advisor and notify him/her of their desire to withdraw, in writing, via email.
- Complete and submit the withdrawal request using this link [**Withdrawal survey**](#)
- The Homeroom Teacher or Academic Advisor notifies the Registrar's office of the withdrawal request.
- The Registrar's office reviews student start date 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, and sends the withdrawal letter to the family.

Upon withdrawal, Parents/Learning Coaches will be asked to complete an exit interview with their assigned Homeroom Teacher) or Academic Advisor 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.

POLICY: RESPONSIBLE USE OF TECHNOLOGY

Summary: Technology is at the center of learning at ISBerne Online. Using technology responsibly keeps the learning environment and the learning process meaningful and safe for all. The following policy describes school expectations and violations regarding the responsible use of technology:

Policy:

- All students are expected to be responsible representatives of the school, 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.
- 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.
- The Responsible Use of Technology Policies are in effect while 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.
 - They 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 the school platform, disclose anyone's password or allow them to use another user's account.
- All students will receive a school email account. Students will use school email for academic correspondence, and only for legitimate and responsible communication between students and faculty. Harassing, discriminatory, or otherwise objectionable remarks and any other antisocial activities are prohibited on email. (For further information, see the Student Code of Conduct).
- 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 on school or instructional platforms 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.

POLICY: STUDENT CODE OF CONDUCT

Summary: 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 the most effective educational environment possible.

Policy:

The Honor Code is found within the Handbook. Students enrolled in 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. **Our partner schools have additional rules for student conduct.** 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 Advisor or School Counselor.
- The student is encouraged to go directly to the Department Chair or Head of School as applicable, 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.
- The school will follow up with all administrative files.

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 email, 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.

- 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 situation when a person 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, unwelcome 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 conference with students and their families whose off-campus interactions have impacted the on-campus community.

POLICY: TRANSFER CREDIT

Summary: Many new ISBerne Online students come from other schools, international curricula, or homeschool. ISBerne Online reviews and recognizes transfer credit for high school students and completion of coursework in the lower grades in accordance with this policy.

Appropriate documentation of homeschool courses completed requires submission of a Homeschool Portfolio for appropriate placement in lower grades, or to receive credit for high school level work.

Students who transfer in mid-year will have specific requirements to submit documentation, to assist in the placement of students into the correct courses.

The Transfer Credit policy also addresses credit for outside courses taken while a student is enrolled in ISBerne Online, including supplemental courses taken outside ISBerne Online.

Policy: ISBerne Online allows the transfer of up to 18 High School course credits for full-time students, based on credits earned in previous schools, and documented on official transcripts. Students transferring from any school are subject to ISBerne Online graduation requirements. A minimum of 6 High School credits must be earned at ISBerne Online, in order to meet requirements for our diploma.

An informal credit analysis may be completed during enrollment to assist in course placement. High school transcripts from schools which do not follow a US, UK, Australian or IB curriculum are usually evaluated by an independent transcript evaluation company. ISBerne Online uses external credit evaluators to assist us in correctly converting international credits to the US-based system. An additional fee applies.

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.

Mid-Year Enrolling Students (K-8)

For students in grades K-8 enrolling mid-year, prior school records must be submitted to the Enrollment Department prior to placement in the first or second semester of the curriculum. Records will be reviewed to ensure that a mid-year enrollment is appropriate.

Enrollment will need to be delayed to the next cohort start date if the required school records are not submitted prior to the desired cohort start date. This helps to ensure that students will be placed correctly and will be successful in the curriculum.

Homeschool Portfolio Credit

Students enrolled in ISBerne Online may be offered credit for previous homeschool 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, along with the Homeschool Portfolio Evaluation Form. ISBerne Online will carefully evaluate and assess the student's previous homeschool or independent study work to determine how that work may be accepted as upper school credit.

Transfer Credits Taken While Enrolled

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

Transferring Credits Taken with ISBerne Online

Course credits earned at ISBerne Online are transferable at the discretion of the receiving school. Typically, schools accredited by one of the six major accrediting bodies will accept credits from other schools accredited by those same organizations. 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 and complete a Credit Acceptance Form prior to enrolling.

