



IVY GLOBAL
SCHOOL

STUDENT & PARENTS HANDBOOK

2021-2022 School Year

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WELCOME

Welcome new and returning families,

Ivy Global School (IGS or Ivy Global) provides students and families with a complete curriculum provided by highly qualified partners, Florida Virtual School and Edmentum that meet State and National Standards. Our programs are supervised and taught by US-licensed teachers with clear instructions in every course. The curriculum is available for any time zone anywhere and the teacher is available on a weekly basis. Students can work on their own, synchronous schedule in real time with other students and teachers.

- *A high-quality education aligned to rigorous State and National Standards.*
- *A high school program that provides students with an individualized pathway to graduation and career and college preparation.*
- *Our Family Support Team helps parents, students and extended family members play an effective role in our students' education.*

We are excited to work with engaged families and students who believe in the benefits of online schooling and strive for comprehensive, collaborative mastery of their own goals and educational dreams. We welcome you to the Ivy Global School family!

Honorary President

David Armstrong

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I. VISION & MISSION

1.1. Vision

Ivy Global School's vision is to become a premier institution providing an online curriculum aligned to the rigorous American educational standards.

1.2. Mission Statement

Ivy Global School is committed to create a learning community in which every type of learner will utilize their strengths to seek knowledge and strive for the exceptional through high quality instruction in our virtual platform. We are also committed to ensuring that students feel connected to their peers. Through interactive functions (i.e., threaded discussions, live chat rooms in the learning management system), students are provided consistent, regular and quality interaction, creating a rigorous and relevant learning environment.

1.3. Core Values

Our core values are to create an environment of Accountability, Honesty, Acceptance, Integrity, Respect and Service. In this environment, every individual is part of a shared community that is empowered by the process of learning and teaching. Moreover, all students, teachers, and staff actively challenge their own responsibilities, beliefs, and values in their daily practices, collaborate with others for the personal and academic development and achievements of all stakeholders.

1.4. School Culture

All IGS 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 IGS 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.

1.5. 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 given the opportunity to be involved in clubs and organizations.

- Parents, guardians, and school officials are engaged with their students' education.
- Students are given the opportunity to actively communicate with teachers and the school community.

1.6. Encouragement

We encourage our students to

- Share in our excitement of learning
- Achieve mastery of core knowledge
- Contribute to the community
- Reach their unique, innate personal potential
- Act with kindness and strength of character
- Passionately pursue academic and extracurricular interests

1.7. Achievement

All IGS 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.
- IGS conducts regular programmatic evaluations of student performance to inform school improvement.
- IGS works with the parent organization to enhance organizational collaboration in support of student achievement.

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

1.8. Continuous Improvement Program

In an effort to increase student performance, Ivy Global will gather feedback from students and parents via online surveys for continuous improvement of the online school culture environment and community. In addition, Ivy Global shall complete academic assessments (through standardized tests such as SAT, ACT, Cambridge, TOEFL, IELTS, etc.) with all students at least two times throughout the school year. Students are also encouraged to submit to Ivy Global their test results taken independently with standardized test bodies (e.g., Pearson, Cambridge) for improvement purposes. These assessments are not part of a student's grade, but are very important as part of the process of continuous improvement. We will use the results of the assessments to make instructional adjustments. It is important that all students take these assessments seriously. We will be providing

parents with the results of the assessments along the way as well as a summary of each student’s growth over the course of the entire year. All assessment results will be gathered, analyzed for us to make changes to the academic program to continuously improve our school.

II. ADMISSION

Ivy Global School (“IGS”) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies or other school administered programs.

2.1. How to Enroll

Step 1: See the Enrollment Calendar (contact IGS team for information) for a schedule of cohort start dates.

Step 2: Complete the Enrollment Application form and submit required materials. Enrollment packages can be found [here](#).

Step 3: Discuss with an Enrollment Coordinator: Within 48 hours of submitting the application, an enrollment coordinator will contact you to discuss learning program, course recommendations, and transcript analysis, as needed.

Step 4: Pay Tuition: Please arrange tuition payment with an enrollment coordinator. View current tuition and rates (contact IGS team for information).

Step 5: Approval! Once all steps above are completed, you will receive an Enrollment Confirmation Letter.

2.2. Enrollment Programs

2.2.1. Full-Time Enrollments

For full-time students, IGS is typically their school of record. Full-time students typically enroll in four (4) core courses and supplementary/elective courses for Elementary and Middle School, or six (6) credits per school year for high school. Students can take more than the required number of credits, but these additional credits must be purchased in addition to the full-time tuition fees.

Dual Enrollment at a College or University

Full-time high school students can take dual credits in their junior and senior years. This means that students are dually enrolled with IGS and a college or university. For a list of courses for dual credit, students should speak with their school Academic Coordinator for pre-approval.

IGS has established a relationship with Broward College for dual enrollment. Students choosing to enroll for dual enrollment have a streamlined enrollment and approval experience and receive an additional level of support to help ensure success in the college course(s).

2.2.2. Part-Time Enrollment

The part-time program at IGS is designed for students throughout the world who wish to supplement their full-time school enrollment with more than 1 online course. Part-time students are responsible to receive pre-approval of the IGS 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 standard school counseling services, and academic success coach support, are reserved for full-time students.

2.2.3. International Programs

Ivy Global School offers International programs for K-12 students around the world. All International students are welcome to enroll in our virtual school education programs which are aligned with the common core standard curriculum. The students who are enrolled with our international program get a major benefit to earn a certificate of completion for lower levels and an official US high school diploma without having to travel to the United States. The international programs will reduce the efforts of travelling to the United States and expenses incurred on Students visa (I-20), travel arrangements and accommodation arrangements.

As a stand-alone program, you can instantly create your own program offering American high school diplomas. It is also extremely cost effective as all you need is a location, computers, internet access, and support staff.

ESL/Bilingual Classes for International Students (for both Full-time and Part-time students):

Students who have difficulty speaking or reading English may take English as a second language (ESL) or bilingual classes at school. ESL classes teach students to listen, speak, read and write English. Bilingual classes are taught in both English and students' native language (if needed). Bilingual classes teach subjects such as Math, Science, and Social Science, Language Arts literacy as well as ESL. Additional costs for such courses might apply.

When students first enroll in school, IGS will require a proficiency test to determine English language proficiency. The test helps the school place the students in the right classes. Students take ESL or Bilingual classes until their English skills are proficient. Students in ESL or bilingual classes take an English test each year.

2.3. Re-registration

Re-registration is required for every enrolled student in order to let the school know if you will be returning for the next school year.

Re-registration process must be completed by the Parent/Legal Guardian. You will receive a notification email once your school is open for Re-registration.

2.4. Transfer

IGS accepts students transferring from other accredited institutions. However, IGS cannot accept credits earned at other accredited institutions until an official transcript(s) has been received. Upon receiving the Release of Transcript form, Ivy Global will make up to two requests for the student's official transcript(s). If a student's official transcript(s) has not arrived within four weeks, a second request will be submitted and the student will be notified. IGS Academic Coordinators will be examining the transcripts to decide on how many credits can be recognized.

For students that are transferred from a non-accredited institution, you need to submit your score card together with a description of each subject. An IGS Academic Adviser will review and get back to you regarding which course credits to be accepted.

2.5. Pacing and Attendance Requirements

Attendance in a distance education program is measured weekly, not daily. As such, students are deemed in attendance for the week if evidence is provided of work progression towards a passing grade in each course as documented through the electronic learning management system. Students who do not sufficiently progress in each course (calculated on an online learning management system), each week will be deemed absent for that week. Students attend at least 180 days for the academic year. Official attendance is recorded by the classroom teacher.

The following chart represents typical attendance & online studying within LMS hours required to achieve lesson mastery in a full, six-course load:

Grade Level	Yearly Hours	Suggested Weekly Hours	Suggested Daily Hours
K-5	900	25	5
Grades 6-8	990	27.5	5.5
Grades 9-12	1100	31	6.2*

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

III. TUITION AND BENEFITS

Ivy Global receives no government funding and is a tuition-based institution dedicated to providing quality, rigorous middle and high school education to all students.

3.1. Tuition Payments

Tuition payment is due on or before the start date of the class. Tuition payments can be made by cash, debit/credit card or bank transfer. Checks or money orders are not accepted. Please contact us for current tuition rates.

3.2. Late Fee

A \$25 late fee may be assessed when a tuition payment is not received by the first day of class. All records are withheld from students who have any outstanding financial obligations to Ivy Global including release of transcripts of verification of enrollment or course completion.

3.3. Refund Policy

Students are accepted and registered for classes with the understanding that they will remain for the entire course. Faculty contracts and the commitment of other Ivy Global resources are made on that assumption, creating obligations that are not relieved when students withdraw.

Ivy Global refund policy is designed such that students who withdraw from a course share in the costs incurred.

Refund calculations are based on the date and time a parent/guardian informs Ivy Global of their intent to drop his/her student from a Ivy Global class. All drop requests must be made in writing via email or fax.

Tuition refunds are determined according to the following schedule:

To receive a full tuition refund, the student's parent/guardian must make a drop request no later than 5:00 p.m. Eastern Standard Time on the seventh calendar day from the day his/her student registers for a class. This date is calculated on the date a student registers and not the date a student actually logs in to the course.

Students who inform Ivy Global of their intent to withdraw their student after the seventh day of class will be ineligible for a tuition refund and the student will receive a W (withdrawal) on his/her transcript. Students who withdraw after the 20th calendar day will be ineligible for a tuition refund and will receive a W/F (withdrawal/fail). This grade will negatively affect the calculation of a student's overall GPA on the transcript.

The Ivy Global administrative staff and instructors are available to assist students and their parents/guardians in exploring alternatives that may allow the student to successfully complete the course in lieu of withdrawing.

3.4. Fees Subject to Change

Tuition rates are available on the school website. Ivy Global reserves the right to modify tuition rates and fees at any time.

3.5. Full-time Students' Benefits

- Online course content and Online learning management systems
- Teacher support
- Individualized Learning Plan
- Academic Teaching Assistant/Tutoring support (grades K–12)
- SAT/ACT/TOEFL/IELTS asynchronous test prep program (if students register to attend)
- Progress Reports are provided weekly for all students.
- Transcripts are provided at the end of each semester.
- Diploma upon graduation for full time high-school students
- Customer service and technical support

3.6. Part-time Benefits

- Online course content and Online learning management systems
- Teacher support
- Individualized Learning Plan
- Academic Teaching Assistant/Tutoring support (grades K–12)
- SAT/ACT/TOEFL/IELTS asynchronous test prep program (if students register to attend)
- Progress reports are provided weekly for all students
- Transcripts are provided at the end of each semester
- Customer service and technical support

IV. ENROLLMENT CALENDAR

Typically, Ivy Global School school year comprises two academic terms: Fall term (starting in August, September, or October) and Spring term (starting in January, February, or March).

However, there is greater flexibility that features multiple start dates to fit your student's needs. There is also a variety of activities and options for the Summer Semester (May - August). Please contact an Enrollment Coordinator for more information.

V. ACADEMICS

Students and parents with IGS can access our online learning system at any time—and from anywhere in the world, wherever an Internet connection exists.

IGS has three distinct school levels, Elementary School (grades K-5), Middle School (grades 6-8), and High School (9-12). Grades 6-8, the middle grades, serve as a transition for both students and Academic Coordinators, to the high school grades. It is during the high school that credits, graduation requirements, grade point average, and college readiness become the focus.

Students use the online learning 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;
- 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.

5.1. Ivy Global School Course List Catalog

[ELEMENTARY SCHOOL COURSE LIST](#)

[MIDDLE SCHOOL COURSE LIST](#)

**Grade 8 students who transfer after the beginning of the second semester from an out-of-state school, private school, or home education program may be exempt from the civics course requirement, if the transcript reflects successful completion of three semesters or two annual social studies courses that include the civics education standards.*

[HIGH SCHOOL COURSE LIST](#)

5.2. Learning Options

Virtual Learning is a structured approach to self-disciplined education allowing students to work online from home on their own while having virtual interactions with teachers:

- Students are assigned core courses via our online LMS tools. Students are provided a curricular sequence at the beginning of each semester and are provided windows for their assignment and assessment due dates.
- Students can take part in all the sessions from anywhere as long as they have a computer and an internet connection.
- Students could request additional on-line or on-site support, if possible.
- Students complete their studying and submit assignments via the online LMS tool for grading.
- Students are expected to spend 20+ hours a week to finish the courses assigned.
- Interactive sessions will be hosted through a virtual class or video conference between students and teachers/coaches.
- Academic Coordinators routinely check on students and learning coaches for progress monitoring.

5.3. Elementary School (Grades K-5)

Each child is born with natural inquisitiveness. Courses at IGS are tailored to engage young learners and to establish foundation for life-long learning.

For each grade in Elementary School, the online curriculum includes courses in the four core subjects (language arts, math, science, and social studies) and optional courses (Art, Physical Education, Computer Science, Spanish).

5.3.1. Role of the Academic Coordinator in Elementary School

In the Elementary School, the Academic Coordinator, working in conjunction with an experienced IGS teacher, facilitates progress through the daily lessons and working to modify the pace and schedule according to the child's needs. An Academic Coordinator is assigned to the student and communicates via school email, telephone, online meetings, and guides day-to-day progress.

5.3.2. Role of the Teacher in Elementary School

In Elementary School, teachers are highly qualified professionals with specific expertise in the lower grades. Teachers oversee all facets of the instructional experience for the in-charge subjects, working side-by-side with each student to facilitate his or her progress through the daily lessons. After every session, teachers provide comments regarding the students' performance in class and throughout the week via the Learning Management System.

5.3.3. Grading Scales and Course Completion in Elementary School

5.3.3.1. Grading Scales

The K-5 program is mastery-based, meaning students will not receive a formal letter grade upon completion of lower school courses. At the end of the academic year, one of the following letters will be assigned to each course on the student's Report Card for grades K-5:

A - Advanced: An "A" indicates that the student not only has completed the course with the highest possible level of mastery, the student has demonstrated advanced understanding and knowledge beyond expectations (95%-100+%).

M - Mastered: An "M" indicates that the student has completed the course with the highest possible level of mastery. To earn an "M," students must have mastered and achieved the goals set by their IGS teacher (85%-94% completion of the curriculum).

C - Completed: A "C" indicates that the student has mastered between 60%-84% of the Elementary 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 Elementary School course. The Elementary School course can be carried over to the next school year at IGS.

If a child is not making satisfactory progress at any time within a grading period, a Student Progress Alert is provided to inform the parents or guardians.

Grades are calculated based on different categories: quizzes, discussion, activities, and end of semester test. The exact weight of each category will be decided by teachers.

5.3.3.2. Course Credit/ Promotion

Students who end the school year with a grade of INC in Math and English Language Arts are required to take the supplementary exam with a fee. Upon passing the exam (from 60%), students are allowed to move on to the next grade with the grade of C. Upon failing to pass the exam, students are required to retake the subject in the next school year. The schedule arrangement will be decided by the Academic Coordinator based on the availability of teachers and students. 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 the IGS Administration. Student progress, participation in conferences with teachers, submission of work samples, attendance and future course progression are all considered when

approving a request. IGS advises Academic Coordinators to maintain samples of student work to assist teachers with the decision to advance a student to the next course level (in addition to the required work samples that must be submitted to the teacher).

5.3.3.3. Report Cards

Each year, students receive report cards documenting their successful completion of their IGS 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 mid-cohort (90 school days) and year-end (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 Academic Coordinator have continued access to the displaying 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 tuition and any other owed monies has been paid before records can be released or sent to another school.

Report card indicators include the following:

- instructional levels for English Language Arts, and mathematics;
- academic progress in English Language Arts, mathematics, science, social studies;
- expected behaviors, if improvement is needed;
- grade level placement (final report card only).

5.4. Middle School (Grades 6-8) & High School (Grades 9-12)

At Ivy Global School, the policies below are the same for both Middle and High school students. However, we have more flexibility in assignment deadlines for students taking middle school level courses. The differences will be called out as you read through this section.

Enrollment flexibility to meet the needs of students at all levels is one of the benefits at IGS. 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.

5.4.1. Role of the Student in Upper School

Students are expected to be active, engaged and committed. At all levels, students should move at a consistent pace in each subject, though there is room for flexibility. In the lower grades, students work closely with their Academic Coordinator to ensure they complete their course content, following the recommended due dates. Students need to follow a course calendar and complete assignments by their due dates.

5.4.2. Role of the Academic Coordinator in Upper School

An important role of the Academic Coordinator 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, students are expected to begin managing his or her own time and schedule more directly.

However, even for high school students, the Academic Coordinator 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.

5.4.3. Role of the Teacher in Upper School

It is important that the Academic Coordinator remains involved to help students, but the Upper School teacher takes on a definite lead role in the instructional process in a way that is very different from Elementary School.

Teachers should encourage students 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 teaching session. After every session, teachers provide comments regarding the students' performance in class and throughout the week via the Learning Management System.

Furthermore, all teacher- graded assignments will be graded, with feedback, within three to five business days, depending on the complexity of the assignment/project.

5.4.4. Grading Scales and Course Completion

5.4.4.1. Standard Middle School and High School Grading Scale

Most middle school and high school 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

Note: AP® Courses - add 0.5 quality point; Honors Courses - add 0.25 quality point

Grades are calculated based on different categories: module tests, discussion, activities, unit post-test, and end of semester test. The exact weight of each category will be decided by teachers.

5.4.4.2. Middle School Matriculation

To advance to the next semester of a course in grades 6-12, a passing grade of D or higher in both semester 1 and 2 of the course must be earned.

Pupils enrolled in Grade 6 during the 2020-2021 school year must complete the followings for promotion to Grade 7:

- One semester with a passing grade in mathematics;
- One semester with a passing grade in English;
- One semester with a passing grade in science.

Pupils enrolled in Grade 7 during the 2020-2021 school year must complete the followings for promotion to Grade 8:

- One semester with a passing grade in mathematics;
- One semester with a passing grade in English;
- One semester with a passing grade in science;
- One semester with a passing grade in social studies.

Pupils enrolled in Grade 8 during the 2020-2021 school year must complete the followings for promotion to Grade 9:

- Three semesters with a passing grade in mathematics;

- Three semesters with a passing grade in English;
- Two semesters with a passing grade in science;
- Two semesters with a passing grade in social studies during the seventh and eighth grade years for promotion to high school.

An eighth grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria. A parent or guardian may elect not to place his/her child on academic probation but to remain in Grade 8. Grade classification for High School students will be determined by years in school, not on credits earned. Students will be classified to the next grade level at the end of each school year.

5.4.4.3. High School Matriculation

For full time students, the promotion or retention from one grade level to the next is based on the number of credits earned. The criteria for grade placement is based on the actual number of credits held on September 1 of each year and are as follows:

- Grade 9: Less than 6 credits;
- Grade 10: 6 or more credits and less than 12 credits;
- Grade 11: 12 or more credits and less than 18 credits;
- Grade 12: 18 or more credits.

Ivy Global will notify the parent/guardian of a student who has not earned enough credits to be promoted to the next grade level. Students who are not promoted to the next grade level may attempt to make-up missed credits during subsequent terms.

For further details, see Appendix 10 - Policy on Grade Level Assignment & Promotion.

5.5. Course Credit (High School)

High School credit is earned on a semester basis. For students to move to the next course level, full course credit must be earned in the previous semester and in the prerequisite course.

5.5.1. High School Graduation Requirements

To be eligible for an IGS diploma, students must meet the following:

- Students must successfully complete at minimum 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 within an academic year through IGS to earn a diploma. For transfer students, they must spend at the minimum their 12th grade (or last

semester of their senior year) 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 IGS.

Ivy Global School Graduation Credit Requirements

English	4 credits
Math	4 credits (Algebra 1 and higher)
Science	4 credits (must include 2 lab science)
Social Science	3 credits (must include 1 credit of US History)
World Language	2 credits (must be same language, must be non-English language)
PE Health	0.5-1 credit* 0.5 credit
Liberal Art Studies	1 credit - Computer Literacy (or approved alternative) - 0.5 credit - Fine/Performing Arts (or Competitive Sports)- 0.5 credit
Electives	4.5 credits
Total (minimum)	24 credits

*A maximum of one credit for Physical Education will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

External Credits: If students have additional records to be considered or complete courses outside of IGS, relevant documentation should be to IGS staff. Please contact us for more specific transfer credit information.

5.5.2. Other Diploma Options:

5.5.2.1. Advanced Diploma:

In order to be considered for an Advanced Diploma, a student must:

- Students must achieve a minimum of 3.25 GPA (weighted or unweighted) for an Advanced Diploma.
- Mathematic course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

5.5.2.2. Bi-literacy Language Diploma:

In order for students to be eligible to receive the Bilingual Diploma, they must meet certain criteria:

- Students must demonstrate a proficiency level of Intermediate Mid in a World Language (e.g., Vietnamese, French, Spanish, Chinese, etc.). A score of 4 or higher on the Advanced Placement (AP) World Language and Culture exam in junior year or senior year.
- Students must demonstrate proficiency in English by meeting State high school graduation requirements in English. A score of 3.5 or better on all four English courses.

5.6. GPA and Class Rank (High School)

5.6.1. 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.

5.6.2. Determining Class Rank

IGS does not automatically compute high school class rank. If a class rank is required by legislation or is needed for scholarship eligibility, 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 deadlines. Class rank will be calculated only using courses taken at IGS and the student must have been enrolled for at least two consecutive terms on a full-time basis.

5.7. School and College Counseling for Full-Time Students

IGS 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 Academic Coordinators, so they can take full advantage of the program. Our school counselor is available through email, skype and phone.

IGS has access to International Student Recruitment Counselors from colleges like Skidmore College and Broward colleges, etc. for further discussion of college choices. To set up meetings with these counselors, reach out to us.

VI. IVY GLOBAL SCHOOL POLICY

6.1. Absence/Inactivity/Truancy

Effective Date: August 1, 2020

Summary

Regular online attendance, including logging in regularly and maintaining required pacing in IGS 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 IGS of the situation and the timeline for returning to expected school activity levels.

Attendance in a distance education program is measured weekly, not daily. As such, students are deemed in attendance for the week if evidence is provided of work progression towards a passing grade in each course as documented through the electronic learning management system.

The Ivy Global School is obligated to keep an accurate record of daily attendance and progress. Teachers and Academic coordinators record the official attendance.

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 20 school days; or
- Fails to adequately progress in each of his/ her classes through verified work submission after five consecutive school days (Monday-Friday); or
- Fails to attend at least one Zoom session per week.

Policy

Students must be regularly engaged with their courses and submitting assignments according to course schedules to be successful online students with IGS. Inactivity is always a concern and will be monitored by the teachers/coaches/academic coordinators. Truancy is more serious and there are specific procedures followed for students who are truant, up to and including removal from IGS. 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 Coordinator will make multiple attempts to reach out to the student and Academic Coordinator:

- If the student and/or Academic Coordinator are unresponsive to these attempts, an official warning letter will be sent.
- If the student and/or Academic Coordinator do not respond to this letter, a final letter will be sent, and the student will be administratively withdrawn from all courses and the program; in the case of inactivity, students will be removed from the affected courses in which they are inactive.
- Students who are administratively withdrawn for truancy will not be eligible for a tuition refund, nor will future payment obligations for the cohort be suspended.
- Students withdrawn for truancy or other administrative reasons will receive W's on their transcript in all the courses they were enrolled in at the time of withdrawal.

Illness/Extended Inability to Participate

If a student is going to be out (unable to log in) for a period of 3 or more days, his or her Academic Coordinator must be contacted in IGS.

An Ivy Global School student may be subject to disciplinary action for one or more of the following reasons as determined on a case-by-case basis:

- Failure to submit work for each course each week;
- Failure to attend/participate in the Ivy Global School Online Orientation Sessions;
- Failure to respond to teacher/administrator phone calls, E-mails, and/or intervention meeting requests;
- Failure to participate in school-mandated testing;
- Failure to communicate change of address, phone number(s) or other contact information to the Registrar's Office;
- Failure to maintain Academic Integrity (i.e., plagiarism, taking assessments multiple times in a short period);
- Failure to follow other Ivy Global School policies.

6.2. Academic Integrity

Effective Date: August 1, 2020

Summary

Academic Integrity, including the authenticity of all student submitted work is of paramount importance in all educational settings. IGS has an obligation to inform students about academic integrity, including plagiarism, cheating, and the proper use of citations to credit sources, while holding students accountable for meeting the academic integrity standards. This policy is designed to both inform students and to identify the consequences of this very serious requirement. All IGS teachers and coaches are well informed on the requirements for Academic Integrity and can answer questions or give clarification at any time to students.

Academic Integrity Definitions

Cheating: The use of another person’s work in an attempt to gain an unfair advantage.

Examples of violation of the Academic Integrity Policy include, but are not limited to, the following:

- Copying a classmate’s work. This may be an answer to an essay question, any written assignment, or an entire exam;
- Copying from course feedback provided by the school;
- Copying answers to exams found in other sources (such as entering the question into a search engine and copying the response found online);
- Collaboration between two students which results in the submitting of similar answers on assignments;
- Using online translators for assignments in language courses;
- Posting IGS content or your responses to IGS assignments onto the internet;
- Hiring someone to complete your work;

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

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

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

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

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

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 IGS computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

- All work submitted by IGS is assumed to have been completed only by the individual student.
- Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work.
- Students who fail to abide by these standards will be reported to the appropriate administrative authorities, which may result in a conference with the Academic Coordinator, failure of the course assignment or exam, loss of credit for High School courses, revoked access to course(s), and suspension or expulsion from IGS and/or other K12 schools.

Academic Integrity Violations

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

The first incident will be handled between the teacher and the student; the teacher will provide additional instruction as to what constitutes plagiarism and/or cheating via phone and email. The Academic Coordinator will be informed. The student will be required to watch a recording, answer questions about academic integrity, and sign the honor code. Once the student has completed these requirements and returned the questions and signed the honor code to the teacher, he/she may make up the assignment or assessment. This incident will be noted in the student's online account/file by the teacher.

A second incident will result in a phone call to the Academic Coordinator from the Department Chair or teacher providing additional instruction and feedback regarding the incident. The student

will receive a zero on the assignment, with no opportunity to make up the work. This incident will be noted in the student's online account/file by the Department Head.

A third incident will result in a meeting with the student, Academic Coordinator, and Department Chair. The Department Chair will call the student and family providing additional instruction and feedback regarding the incident and will schedule a live session with the student and Academic Coordinator. The student will receive a zero on the assignment, with no opportunity to make up the work. The incident will be noted in the student profile.

In the case of a fourth incident, the Department Chair will convene a meeting with the Head of School, student and Academic Coordinator. The fourth academic integrity meeting may result in the student being removed from all IGS courses with loss of credit and denied readmission.

6.3. Course Change/Add/Drop Requests

Effective Date: August 1, 2020

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. Admissions Advisors, coaches, and teachers can offer guidance with course planning and 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 period, no course changes will be allowed.
- Course drops after the 30-calendar day window will be handled according to the Course Withdrawal Policy.
- All course changes/adds/drops require the approval of IGS 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.
- Course change requests should always start with a request to the Academic Coordinator.
- Part-time students may request a course drop through the Academic Coordinator, but they must contact an enrollment consultant to add or purchase an additional course.

- No credit is granted for dropped courses, and they will not be calculated into a student's GPA. These courses will appear on the student's transcript as a W with zero credit value.
- IGS does not permit a withdrawal from a course during the semester.

6.4. Course Completion

Effective Date: August 1, 2020

Summary

IGS courses are designed to meet rigorous content standards and are designed with the goal of requiring approximately 90 hours to complete a Core or Comprehensive level half-year course, and 180 hours to complete a core or Comprehensive full year course.

Academic Coordinator prepares course calendars to guide students as to their course pacing to finish the course on time. Appropriate pacing and adherence to assignment due dates is a requirement in the high school courses.

Middle grade students will follow the pacing guide with both online unit assessment and teacher graded assignments for their grades. Students enrolled in middle grade 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/weekly assignments as outlined in each course calendar.
- Due dates for assignments are posted in each course calendar to ensure students are informed of appropriate pacing.
- Students should reference the Late Work Policy for work submission requirements.
- Students in the Elementary 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 course according to the student's cohort start date; no assignments will be accepted after 11:59 PM (Eastern Time).
- For assignments not submitted or assignments skipped, grades will be reflected as a zero in the student's grade book.
- Students who submit their work more than 3 days late will receive an alert by teachers/academic coordinators/coaches.
- Students who submit their work 3 days late more than two times in a semester, parents will be notified and teachers may determine appropriate actions to be taken by the students.

- 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 Coordinator of their travel plans before a trip occurs.
- Special exceptions to the established course completion policy may not be considered for students who do not communicate their travel plans to school staff.
- Course accelerations and extensions are possible, with approval from the appropriate school administration. Please see the Course Accelerations and Extensions policy for more details.

6.5. Course Accelerations and Extensions

Effective Date: August 1, 2020

Summary

At times, students have a need to end their course earlier than the course end date or find themselves needing a little extra time to finish a course. IGS 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 rigor and quality. There is a fee for course extensions.

Course Accelerations

Upper School courses were developed to be taught over a 90-day period (one semester). However, some students may choose to complete these courses more quickly. We allow students to request course accelerations when the student meets the following criteria:

- Must be in the course for a minimum of eight (8) weeks;
- Must be on pace with course assignments;
- Must have a “C” average or better in all active courses;
- Upper school students who wish to request an acceleration, must contact their Academic Coordinator to discuss a plan for accelerating courses;
- Acceleration requests must be submitted no later than two weeks prior to the end of the term.

Course Extensions

Students may find that they cannot finish their course in the allotted time frame. In these cases, students may request course extensions.

Several criteria apply for approval of an extension request:

- Students with a grade of 50% or higher in the course are eligible for extensions.
- A student can be granted up to a maximum of 10 instructional days for an extension.
- All assignments and final exams the students are permitted to complete must be submitted on or before their extension end date.

- Work submitted will be limited to items with a permanent zero date of the last day to submit work and the final exam. Once the final exam has been submitted, no work or extra credit can be submitted.
- To be considered, the Academic Coordinator and/or student must submit the Extension Request Form prior to the last day to submit work for the term. Forms are available from the Academic Coordinator assigned to support the student.
- All course extensions must be complete before a student can move into the next level of a course and any extension request for more than 10 days will require additional administrative approval.
- If the student is enrolling in 2 or more courses for the next semester, their cohort start date for these courses will be moved to the next available term.
- Students who wish to request an extension should send supporting paperwork to the assigned Academic Coordinator with a written request for an extension.

6.6. Course Failure and Repeat Credit

Effective Date: August 1, 2020

Summary

Successful completion of courses with IGS signifies that students have learned and mastered the specific course objectives as established within each course. IGS's accreditation standards require that when credit is issued, or a course is successfully completed, students are prepared for the next level. 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.

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

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

- Highly encouraged: Enrollment in the identical course occurs in the next consecutive term according to the level. Exceptions may be approved by school administration.

Other considerations regarding the grade retake policy:

- All course attempts will be recorded on the transcript.
- Grade retake can be offered during summer school.
- Grade retake can be 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.

6.7. Course Withdrawals

Effective Date: August 1, 2020

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, financial implications, and final grade).

Credit will not be granted for withdrawn courses and will not be calculated into the student’s GPA. The gradebook will reflect zeroes for any unfinished work at the time of the course withdrawal.

For lower school students, this will appear as a comment on their report card and “W” in the grade table. For upper school students, it will show as a “W” on the transcript.

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

**Tuition refunds are reviewed based on payment and refund terms*

The Chart below shows the withdrawal dates for the 2020 summer terms and the 2020-2021 school year.

Fall 2020-2021

<i>TERM NAME</i>	<i>ORN/WOL courses start</i>	<i>Start Date/ Entry Date</i>	<i>Classroom Start Date (cohorts ONLY)</i>	<i>Semester Course End Date</i>	<i>Full Year Term End Date</i>
August Cohort	7/31/2020	8/7/2020	8/7/2020	1/7/2021	5/29/2021
	8/14/2020	8/21/2020			
September Cohort	8/28/2020	9/4/2020	9/4/2020	2/4/2021	6/25/2021
	9/11/2020	9/18/2020			
October Cohort	9/25/2020	10/2/2020	10/2/2020	3/4/2021	7/24/2021
	10/9/2020	10/16/2020			

Spring 2021

<i>TERM NAME</i>	<i>ORN/WOL courses start</i>	<i>Start Date/ Entry Date</i>	<i>Classroom Start Date (cohorts ONLY)</i>	<i>Semester Course End Date</i>	<i>Full Year Term End Date</i>
August Cohort	1/1/2021	1/8/2021	1/8/2021	5/28/2021	10/12/2021
	1/15/2021	1/22/2021			
September Cohort	1/29/2021	2/5/2021	2/5/2021	6/24/2021	11/6/2021
	2/12/2021	2/19/2021			
October Cohort	2/26/2021	3/4/2021	3/4/2021	7/23/2021	12/3/2021
	3/11/2021	3/18/2021			

6.8. Grade Appeals

Effective Date: August 1, 2020

Summary

IGS employs only 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 Principal. Decisions by the Principal regarding assessment or assignment level grading is final.
- Course grade appeals require a more formal process. Course grade appeals requested simply because the student or parent is dissatisfied with the grade earned will not be approved.
- Course 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.
- 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, mistaken grade entries, and the like.
 - The student has documentation that he or she previously received a higher grade on a similar assignment at the same level of competency.

Grade appeals meeting these requirements can be submitted using this [form](#) to an IGS staff.

6.9. Policy: Grade Level Assignment and Promotion

Effective Date: August 1, 2020

Summary

Students frequently transfer into the IGS from other schools or from a traditional 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 following policy describes 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.
- Upper 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. The criteria for grade placement is based on the actual number of credits held on September 1 of each year and are as follows:
 - Grade 9: Less than 6 credits
 - Grade 10: 6 or more credits and less than 12 credits
 - Grade 11: 12 or more credits and less than 18 credits
 - Grade 12: 18 or more 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-5 can request mid-year course promotion by contacting their homeroom teacher in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by the IGS administration. Student progress, participation in conferences with their teachers, submission of work samples, and attendance are considered when reviewing the request. IGS advises Academic Coordinators to maintain samples of student work to assist teachers with the decision to advance a student to the next course level (in addition to the required work samples that must be submitted to the teacher).

6.10. Holding Academic Records

Effective Date: August 1, 2020

Summary

IGS reserves the right to withhold the release of academic records according to specific requirements as stated in the policy below.

Policy

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

Breach of Financial Agreement, which results in unpaid tuition balances. Academic Coordinators are informed by the Billing Department of financial obligations while enrolled through the IGS. Insufficient compliance where submitted items are incomplete or not official.

6.11. Transfer Credit

Effective Date: August 1, 2020

Summary

Many new IGS students come from other public and private schools or from a homeschool environment. IGS reviews and recognizes transfer credit for high school students and recognition of completion of coursework in the lower grades according to this policy.

Appropriate documentation of homeschool courses completed requires submission of a Homeschool Portfolio to be appropriately placed in lower grades, or to receive credit for high school level work. Students who transfer in mid-year have specific requirements to submit documentation that will assist in the placement of students into the correct courses and the correct place within those courses.

The Transfer Credit policy also addresses credit for outside courses taken while a student is enrolled in IGS, including Dual Enrollment in college courses and supplemental courses taken which may not be offered by IGS.

Policy

- IGS 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 IGS's diploma requirements found in this policy handbook. Requirement is that 25% of the graduation requirement credits be taken as IGS courses.
- An unofficial credit analysis is completed during enrollment to assist in course placement.

- Full time students must submit the Transfer Credit request to the Registrar's office.
- Official transcripts are analyzed by the Registrar's Office, and students will receive notification of transfer credit decisions and posting of credits.
- Official transcripts from other institutions that have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Mid-Year Enrolling Students

- For students in grades K-8 enrolling in the mid-year term, prior school records must be submitted to the Admissions department prior to placement in the first or second semester of the curriculum.
- High school students enrolling mid-year (not at the start of a term) can be placed into courses which are in progress, if there are still 8 weeks left in the term, per accreditation requirements. If there are less than 8 weeks remaining, the student will need to be placed into the next cohort.
- 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 IGS 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.
- IGS 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.
- Families can discuss requirements for an acceptable homeschool portfolio with the Admissions Advisor, Registrar, Academic Success Coach, or Student Experience Coordinator.

Dual Enrollment Credit

The following stipulations should serve as a guideline for accepting credit under dual enrollment for IGS:

- IGS has relationships with some colleges and universities for dual enrollment. Students can request dual enrollment from any college or university but working through a partner school can streamline the process and give students access to additional support.
- Students should notify IGS prior to enrollment in the concurrent program.

- A pre-approval form is required for any program like Broward College.
- Students seeking dual enrollment will need to provide a course description that includes the credit value that will be earned for approval.
- Number of credits awarded for each college course taken will be determined on a case-by-case basis. Typically, three or four (3) college credits equate to one (1) IGS Credit.
- Only credits that count toward the IGS diploma will be awarded on the official transcript.
- Students should be aware that dual enrollment will not always count as college credit at other post-secondary institutions. Students should check college policies on transfer credits.

Transferring Credits Taken with IGS

- Course credits earned at IGS 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 IGS who wish to transfer credit to another school of record are encouraged to gain pre-approval for these courses. Students can fill out a [Credit Acceptance Form](#) to take back to the school of record to verify credit acceptance prior to enrolling.

Receiving Official Transcripts from Other Institutions

Ivy Global cannot accept credits earned at other institutions until an official transcript(s) has been received. Upon receiving the [Release of Transcript form](#), Ivy Global will make up to two requests for the student's official transcript(s). If a student's official transcript(s) has not arrived within four weeks, a second request will be submitted and the student will be notified.

Thereafter, it becomes the parent's/student's responsibility to ensure that Ivy Global receives the requested transcript(s). Ivy Global will only accept credits in transfer from other regionally accredited high schools or institutions.

Transcripts from other institutions that have been presented for admission or evaluation become a part of the student's academic file and are not returned or copied for distribution.

Official transcripts should be sent to IGS.

Transfer Students: Credit from Non-accredited Program

IGS accepts transfer credits and grades from non-accredited schools when official transcripts are validated by one or more of the following procedures:

- A review of the student's academic record;
- An analysis of a sending school's curriculum;
- A review of a portfolio of student work; or

- An assessment of scholastic performance.

Students enrolling from home education or nonaccredited programs who do not possess an official transcript will have credits validated through performance during the student's first enrolled grading period. A student transferring into a school will be placed at the appropriate sequential course level. To receive credit for the previous course(s), the student must earn a minimum GPA of 2.0 in the course by the end of his/her first grading period. If the student does not meet the scholastic performance standards of a 2.0 GPA, the alternative validation procedures are utilized to validate credit. The alternative validation procedures include the following:

- Portfolio evaluation;
- Written recommendation by a US certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- Demonstrated proficiencies on the final course exam;
- Written review of the criteria utilized for a given subject by a former school.

The decision to accept credits is determined after school personnel have had the opportunity to observe the student's work.

- Credits and grades are placed on an official transcript at the end of the first semester of full-time enrollment;
- No honors points will be granted, and the grade awarded will be a "P" for pass;
- Students transferring from a home education program may not accrue credits in one school year, which exceed the number of credits that may be accrued through a traditional schedule; Grade placement is made according to the high school grade level placement/promotion matrix for grades 9 through 12 based on the number of credits validated, and the year a student entered grade 9;
- If a student transfers to IGS from out of the country, a private school, or a home education program and the student's transcript shows credit in Algebra 1, the student must take and pass the FINAL assessment tests across core subjects and score 60% and above in Math and ELA;

Foreign Students without Records

A foreign student with no obtainable record of credits seeking enrollment in IGS will be placed according to the foreign student without records age/grade placement guidelines.

Foreign students seeking enrollment should meet with the school principal or designee who will conduct an entrance interview to explain the high school curriculum, graduation requirements, and appropriate program planning.

The student who enters after grade 9, must earn at least twelve approved core credits, meet all appropriate state testing requirements and achieve a 2.0 cumulative, unweighted state GPA to receive a standard diploma from IGS. The school counselor will provide the specific course requirements.

6.12. Late Work Policy

Effective Date: August 1, 2020

Summary

Pacing and adherence to assignment due dates is critical for upper school student success. The late work policy below is applicable to all 6-12 courses.

Policy

- Students are encouraged to complete assignments according to due dates on their course calendar.
- Teachers enter temporary zeros for overdue assignments as a reminder of late assignments and a mechanism to help students stay on pace. This occurs every two weeks on Thursdays.
- When you click on an assignment in your course, both a due date and the end date are shown. The end date is the permanent zero date, when the assignment will no longer be accepted. The times correspond to 11:59 Eastern Time but will be displayed according to your local time zone.
- Work submitted prior to the permanent zero date will be accepted and the zero will be replaced by the grade earned.
- Computer-Scored assignment and assessments will not be accepted after “the last day to submit work” for the term.
- Teacher-Graded assignments due during the first half of the course must all be submitted by the course's midpoint. Teacher-Graded assignments due in the second half of the course will not be accepted after “the last day to submit work” for the term.
- The deadlines to submit work are also displayed on a Permanent Zero Calendar posted in the Course Materials folder of each course.

6.13. Program Withdrawal

Effective Date: August 1, 2020

Summary

A program withdrawal from IGS 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 they are enrolled in to get the maximum benefit in terms of 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 the course add/drop and withdraw policy and payment and refund terms on the website and found within the payment and refund terms that the parent/Academic Coordinator signed upon enrollment.
- Parents of students who are withdrawing from IGS must contact their student's Academic Coordinator to notify their desire to withdraw in writing (e-mail or fax).
- Admissions reviews the start date, signed payment and refund terms document, and determines if the student is eligible for refund, stopping payments or continuing to charge payments.
- Applicable refund or payment status change is processed.
- Registrar is notified of terms and sends the withdrawal letter.

Upon withdrawal, Parents/Academic Coordinators will be asked to complete an exit interview prior to the withdrawal request being processed. Exit interview information is critical to improving the student experience at the IGS. Families can request an exit interview with the Department Chair or Head of School if desired.

6.14. Student Code of Conduct

Effective Date: August 1, 2020

Summary

IGS strives to maintain a positive learning environment where students, families, teachers, and staff are treated with respect and where they 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. Students and families are expected to contribute likewise to create the most effective educational environment possible.

Policy

The IGS Honor Code is found within the IGS Orientation package to be completed by each student and informs students of behavioral expectations. In addition, students enrolled in IGS should be aware of the following guidelines and expectations. Communication and interaction with faculty and staff are to be governed by this code of conduct. This code of conduct is applicable to the online school environment as well as for any on-site/in-person school events. Any activity that is not listed here that violates local or country laws is considered a violation of the Student Code of Conduct and Terms of Use.

Failure to follow these guidelines could result in the following

- A grade of zero points for the specific activity, assignment, or exam which violates the Code of Conduct.
- Failure of the course or courses in question.
- Removal of student access to IGS instructional computing resources, which could result in the student's inability to complete learning activities.
- Suspension or expulsion from IGS and loss of paid tuition.
- Involvement with law enforcement agencies and possible legal action.

Reporting of Incidents

- IGS encourages the individual to escalate harassment or bullying incidents to their teacher, Academic Coordinator.
- However, the student is encouraged to go directly to the Head of School if discussing harassment with other staff members is believed unsuitable.
- The school will take immediate action to investigate complaints of harassment and will take steps to stop it and prevent it from occurring in the future.
- Witnesses to harassment or bullying are responsible to report the behavior immediately to a faculty member or administrator.
- The school will follow up with all administrative files.

Definitions and Explanations of Behavior That is Covered by this Policy

Inappropriate Behavior

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

- Insults or attacks of any kind against another person.
- Use of obscene, degrading or profane language.
- Harassment; continually posting unwelcomed messages to another person or use of threats.

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

Harassment

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

Bullying

- Bullying is defined as a person who willfully and repeatedly exercises power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Acts of bullying can be physical, verbal, and/or psychological and are in violation of the school's Standards of Conduct.
- Verbal: taunting, making fun of, malicious teasing, insulting, name-calling, making threats.

- Psychological: spreading rumors, manipulating social relationships, coercion or engaging in social exclusion/shunning, extortion, or intimidation.
- Physical: hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, un-welcomed physical contact.

Cyber-Bullying

“Cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. “Electronic communication” means the communication of any written, verbal, or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular *phone*, a computer or any similar means of communication.

A student who is a minor who knowingly and willfully transmits or distributes an image of bullying, electronically or using another means, with the intent to encourage, further, or promote bullying:

- For a first violation is considering a child in need of supervision.
- For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

Bullying and Cyberbullying are Prohibited:

- No member of the school faculty staff members or any student shall engage in bullying or cyberbullying at any school facilities, buildings, on school grounds, or at school-sponsored activities.
- Students should report any incident(s) of bullying and cyberbullying to a teacher, counselor, or school administrator and are required to fill out a witness statement in person.
- Any IGS employee who witnesses or receives information about an incident of bullying and cyberbullying at any school facility, on school grounds, in school buildings, or at school-sponsored activities shall verbally report it to the principal or the principal’s designee on the day on which that person witnesses or receives information about the incident.
- No cause of action may be brought against a student, an employee, or volunteer of a school who reports a bullying and cyberbullying incident unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.
- If the principal determines that the report was false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal may recommend the imposition of disciplinary action or other measures against the person in accordance with school policies that govern disciplinary action.

- An investigation of the incident of bullying or cyberbullying must be completed within ten (10) school days after the date on which the investigation is initiated, and if a violation is found to have occurred, include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the school’s disciplinary policy.

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 “off-campus” – meaning outside of school activities.
- IGS reserves the right to address conference students and their families whose off-campus interactions have impacted the on-campus community.

6.15. Health & Wellness

Effective date: August 1, 2020

Illness/Extended Inability to Participate:

If a student is going to be out (unable to log in) for a period of 10 or more days, his or her teacher or Academic Coordinator must be contacted in advance to report the expected absence. It is the responsibility of the student and Academic Coordinator 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.

Immunization Exemptions

Any parent or guardian enrolling their child at IGS, and desiring exemptions from immunizations for medical reasons, must submit at the time of enrollment, a written explanation or prescription from a physician or authorized health care provider. The explanation or prescription will be presented to the school nurse or clinical aide.

Communicable Diseases

All communicable disease should be reported to the school. Measles, rubella, chicken pox, and mumps, by law must be reported. The school will provide information and resources to families regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases at school and at school or sanctioned events. Students may be excluded from school and/or events if they are suspected of or diagnosed with a communicable disease that poses a health risk to others and that renders them unable to adequately pursue their studies. These diseases may include, but are not limited to:

- Measles
- Rubella
- Chicken Pox
- Mumps
- Head lice
- Pink eye
- Strep throat
- Impetigo
- Ringworm or scabies
- MRSA or staph infections

As appropriate, the school’s administration, teacher or staff members, will send a notice to parents.

The following are guidelines by which a student could be sent home. The guidelines can also be used by parents/guardians to make the decision to keep a child at home due to illness and to prevent the spread of infections or viruses.

- Temperature of 100 degrees or above
- Vomiting or diarrhea
- Nasal discharge of yellow/green color
- Cough in combination with any of the above symptoms
- Any other contagious condition (e.g., “pinkeye”)
- An unidentified rash
- Head lice (see school policy below)

If a child is ill with one of the above symptoms during the school day, parents are required to pick up their child as soon as the school contacts the parent.

6.16. Support Students With Special Needs/ Disabilities

Effective: August 1, 2020

Students with Exceptional Needs

While a student’s local school district, special education local plan area (SELPA), county office of education, state school or other public agency is responsible for ensuring that appropriate special education services are provided, Ivy Global is committed to making education accessible and meaningful for all students. Ivy Global is aware of the growing number of students who have special needs and believes that online learning may provide an opportunity for these students to achieve their academic goals.

During the enrollment process, if Ivy Global is informed that an Individualized Education Program (IEP) has been created for a student or Ivy Global identifies that a student has special needs, Ivy Global will collaborate with the student's parent/guardian to discuss possible accommodations that would be necessary for the student to be academically successful.

Ivy Global staff will work closely with the student's teacher(s) and the appropriate public agency to help meet a student's unique needs. Referrals will be made to appropriate school, community, state, or federal agencies for services that cannot be directly accommodated by Ivy Global staff and teachers. If the above named agencies fail to ensure adequate student services, Ivy Global will assist parents/guardians in contacting their local county office of education.

Students with Disabilities

Ivy Global complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Accordingly, qualified persons with disabilities may not, on the basis of that disability, be denied admission or subjected to discrimination in admission decisions. Further, no qualified student with a disability, on the basis of that disability, may be excluded from any academic, research, counseling, financial assistance, or other secondary education program or activity that Ivy Global provides to all students.

6.17. Ivy Global Audio and Surveillance Policy

1. Use of Video and Audio Monitoring

Ivy Global recognizes that maintaining the safety and security of students, and staff is best implemented with a multifaceted approach. To the extent modern technology provides tools to maintain safety and security, the use of technology such as online classroom recording and video surveillance cameras is supported by Ivy Global School. Online Webcam/Cameras may be equipped with recording capabilities for surveillance and quality assurance purposes. Video surveillance shall be in accordance with applicable laws pertaining to such use. Ivy Global also shall comply with applicable law related to maintaining video recordings. The superintendent or designee is directed to develop regulations governing the use of video surveillance in accordance with applicable law and School policy.

2. Exclusions

Video and Audio monitoring is not permitted when and where there is a reasonable expectation of privacy. Recording of teacher instruction for purposes of completing a licensed personnel performance evaluation is not intended to be covered by this policy and shall not be permitted except as provided by state law.

Recording of students for purposes of their educational programming is also not intended to be covered by this policy. (Adoption date) LEGAL REFS.: 20 U.S.C. §1232g (Family Educational Rights and Privacy Act of 1974) 34 C.F.R. §99.1 et seq. (FERPA regulations) C.R.S. 24-72-113 (limit on retention of passive surveillance records) CROSS REFS.: GBEB, Staff Conduct (And Responsibilities) JIC, Student Conduct, and subcodes JK, Student Discipline, and subcodes JRA/JRC, Student Records/Release of Information on Students Use of Video and Audio Monitoring Placement and notification.

3. Rules and Guidelines

- i. Teachers are required to turn on recording and video functions within the online teaching platforms used (e.g., Zoom, Webex, etc.).
- ii. Ivy Global shall notify students, staff and the parents that Video/Audio recording systems are present. Such notification will be included in staff and student handbooks. Teachers and staff will notify students/parents of the recordings before each session.
- iii. Video/Audio cameras will not be used or turned on where and when students and/or staff have a reasonable expectation of privacy.
- iv. All online interactions between students/parents and Ivy Global teachers are required to be recorded for safety and quality assurance monitoring purposes.
- v. Staff and students are prohibited from unauthorized use, tampering with or otherwise interfering with video recordings. Violations will be subject to appropriate disciplinary action. Disciplinary action shall be consistent with applicable School policies and regulations and may include, but not be limited to, written reprimand, suspension, demotion or dismissal for staff and suspension and/or expulsion for students, depending upon the nature and severity of the situation.

4. Storage/Security

Video recordings may be used as evidence that a student, staff member or other person has engaged in behavior that violates state law, Board policies and/or school rules:

- i. Ivy Global shall provide reasonable safeguards including, but not limited to password protection, well-managed firewalls and controlled physical access MDF/IDF rooms to protect the video/audio recordings from hackers, unauthorized users and unauthorized use.
- ii. Video/audio recordings will be stored for a minimum of 12 school days after the initial recording.

- iii. Video/Audio recordings held for review will be maintained in their original form pending resolution of the incident. Recording media will then be released for erasure, copied for authorized law enforcement agencies or retained in accordance with applicable law and School policy.
- iv. To ensure confidentiality, all video storage devices that are not in use will be stored securely within the School's secured folder. Access to the storage folder will be limited to authorized security personnel.
- v. Video/audio recordings as student education records and/or personnel records shall be maintained in accordance with applicable law and Board policy.

5. Viewing requests

Requests for review of video recordings that are considered a student education record or personnel record will be as follows:

- i. All viewing requests must be submitted in writing. Requests for viewing will be limited to those parents/guardians, students, staff and/or district officials with a direct interest in the recording as authorized by the Director of Security and Emergency Planning. Only the portion of the recording concerning the specific incident at issue will be made available for viewing.
- ii. Requests for viewing may be made to the Director of Security and Emergency Planning within 6 school days of the date of recording.
- iii. Approval or denial for viewing will be made within 1 school day of receipt of the request and so communicated to the requesting individual.
- iv. Recordings will be made available for viewing within 1 school day of the approval of the request.
- v. Actual viewing by 3rd parties such as parents and students will be permitted only with a personnel of Ivy Global unless otherwise required by law.
- vi. All viewing will include the designated district administrator or designee.
- vii. To the extent required by law, a written log will be maintained of those viewing video recordings including the date and location of viewing, reasons for viewing, date the recording was made and the viewer's signature.
- viii. Recordings will remain the property of the school and may be reproduced only in accordance with applicable law and School policy.

6.18. Accepted Use Policy

Ivy Global believes that the benefits afforded to educators and students from access to the Internet far exceed any disadvantages. Nevertheless, the Internet and online resources can be abused. Parents/guardians of minors are ultimately responsible for setting and conveying the standards that their student(s) should follow; with parental help, students will adhere to the Ivy Global Accepted Use policy.

Student use of the Ivy Global Academic Network must be consistent with Ivy Global's primary goals. Students will not use the Ivy Global Academic Network for illegal purposes of any kind. Students will not use the Ivy Global Academic Network to transmit threatening, obscene, or harassing materials. Ivy Global will not be held responsible for student participation and behavior in such activities.

Students and their parents/guardians will recognize that Ivy Global cannot be held responsible for the materials that may be received as a result of using the Ivy Global Academic Network to access external resources. These resources include but are not limited to the World Wide Web and email accounts. Students agree to notify their instructor or Ivy Global immediately if they receive any such materials. Students should recognize that email access or accounts should not be considered secure.

Students will not use the Ivy Global Academic Network to interfere with or disrupt network users, services or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses, and using the network to make unauthorized entry to any other machine accessible via the network. Files accessible via the Ivy Global Academic Network are assumed to be the property of the specified organizations and individuals unless otherwise specified. Students will respect the rights of copyright holders and not use any such materials without their express permission. Students agree not to use Ivy Global Academic Network resources to conduct or engage in personal business for profit on behalf of themselves or others.

Students and their parents/guardians must understand that student access to the Ivy Global Academic Network is developed to support Ivy Global educational responsibilities and mission. In addition, Ivy Global makes no warranties with respect to the Ivy Global Academic Network service, and it specifically assumes no responsibilities for:

- The content of any advice or information received by a student or employee from a source outside Ivy Global, or any costs or charges incurred as a result of accepting such advice.
- Any costs, liability or damages caused by the way the student or employee chooses to use his/her Ivy Global Academic Network access.
- Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of Ivy Global.

- While Ivy Global Academic Network supports the privacy of electronic mail, students and employees must assume it cannot be guaranteed.

6.19. Course Waiver and Non-Traditional Courses

Course Waiver

Students who play competitive sports may be eligible for Physical Education Course waiver. Steps are as follows:

- Parents or guardians of students will need to submit a waiver form and declare the wish for students to waive the PE course and earn an equivalent credit through their current exercise schedules.
- Parents will submit the scheduled practices/training/exercises that students currently have to teachers and principal for review.
- Upon reviewing of the submitted documents, principal and teachers will decide if the waiver can be accepted and the number of credits earned.

Industry Certification Course Substitutions

Students who take and pass a school-approved course and industry certification may substitute a course credit required for graduation. A course substitution does not factor into a student's grade point average (GPA). The following are course substitution options.

- Students who take a state-approved career-themed course and pass an industry certification may substitute for up to two mathematics and one equally rigorous science credit, with the exception of Algebra, Geometry, and Biology. One substitution per industry certification is allowed with a maximum of three substitution credits.
- Students who earn a state-approved computer science credit and pass the related industry certification may substitute up to one mathematics credit and up to one equally rigorous science credit, with the exception of Algebra, Geometry, and Biology.
- Schools may offer a .5 elective financial literacy course or the Economics with Financial Literacy course as part of the course of study.
- Credits given for other industry certification courses will be reviewed by teachers, academic advisory members, and the principal case by case.

Refer to the IGS Course Catalog for additional information on course substitutions or waivers available to students enrolled in career and technical courses.

VII. SCHOOL GENERAL INFORMATION

7.1. Enrollment

In response to the needs of families, IGS has developed flexible enrollment cohort options throughout the fall, spring, and summer, which maximize enrollment flexibility. Each enrollment cohort includes multiple start date options with a common end date. Students can begin on any of the designated start dates within a cohort and have a path to course completion that allows completion by the scheduled end date.

- Elementary School (grades K-5) courses follow a 180-day cohort schedule, which represents an entire school year. Elementary School students continue working in their courses throughout the year.
- Students in grades 6-12 enroll in courses that represent half a school year (one semester). 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 Admissions Advisor as early in the year as possible so that appropriate adjustments can be made.

The following school holidays are observed during SY20-21*

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 in Vietnam may also observe additional holidays that are recognized in Vietnam.

Holiday	Date
<i>Martin Luther King Day</i>	<i>January 20th</i>
<i>Presidents Day</i>	<i>February 17th</i>
<i>Memorial Day</i>	<i>May 25th</i>

<i>Independence Day</i>	<i>July 3rd</i>
<i>Labor Day</i>	<i>September 2nd</i>
<i>Thanksgiving Break</i>	<i>November 27th - 29th</i>
<i>Winter Break</i>	<i>December 23rd - January 1st</i>

7.2. Technology Requirements

IGS technology and courses make use of a wide variety of features and technologies, such as Java, Flash, HTML5, CSS2/3, and depending on the course, other specialized components that help you achieve a more immersive learning experience. Students can access our Learning Management Systems (e.g., Courseware, Buzz, Canvas) via PC computer, laptop, tablets, mobile phones. However, lightweight devices such as Google Chromebooks or tablets that have very limited technology support for Java or Flash, will not be compatible with the majority of our courses. Please ensure you have a Windows or Mac based computer available to complete coursework in the event that your selected mobile device does not meet the needs of the course.

Some courses may have different or additional requirements to the one listed on this page. For specific System Requirements for your course, go to the Material List page in the Course Information tab within the course.

Supported Operating Systems

- Windows 7
- Windows 8.1
- Windows 10
- Mac OS X 10.7 (Lion)
- Mac OS X 10.8 (Mountain Lion)
- Mac OS X 10.9 (Mavericks)
- Mac OS X 10.10 (Yosemite)
- Mac OS X 10.11 (El Capitan)
- macOS Sierra (10.12)
- macOS High Sierra (10.13)
- macOS Mojave (10.14)

Supported Browsers

You may use recent versions of the following browsers on a technology capable device that supports Java, Flash, and improvements to HTML including HTML5.

- Microsoft Internet Explorer 11 (support ending January 31, 2020)
- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

Supported Browser Plugins and Settings

The following plugins and settings may be required to use our courses.

- JavaScript enabled
- Cookies enabled
- Flash enabled
- Java installed

7.3. Computer/Internet Back-up Plan

Parents must have a technology back-up plan. Computers and the internet do crash or become non-functional. In the event this does occur, communication with your child's teacher becomes critical. It is the responsibility of the parent to ensure an alternative arrangement for submitting and accessing the Online Middle School and High School Courses is made. Parents must have a technology back-up plan. Students will not be excused from attendance for any technology problems. If a student is unable to complete work or attend synchronous class sessions for any reason, contact the student's teacher immediately.

7.4. School Online Community & Student Life

Socialization for Online School Student Success

At Ivy Global School, dynamic learning opportunities and connections with teachers cater to the interest of the students within our academic community. We offer social and academic clubs, virtual field trips, and a private social network.

a. Online Clubs

Ivy Global offers a variety of online clubs for students to explore and discover their passions. Our clubs offer a relaxed, enjoyable experience led by a faculty or staff member who shares the students' passion for the topic. Shared interests coupled with respectful, engaging social opportunities deepen relationships and provide our students with the opportunity to collaborate and socialize. At monthly meetings and smaller group gatherings, students use virtual classrooms that promote media and technology literacy allowing for collaboration via presentation, vocal and visual communication using microphones and webcams, as well as video and other media.

b. K-12 Virtual Field Trips

Virtual field trips for K-12 grades are offered at least once a month year round or spontaneous and pop up trips. Students join IGS faculty using video footage; YouTube live link; and multimedia components on the Zoom/Webex platform. In addition, students can ask questions via chat and engage in a lively question session.

c. Private Social Network (Grades 7th - 12th)

Beginning in 7th grade, IGS offers its students and families the opportunity to collaborate and make friends within a secure social network environment. Within this private social network, students may:

- Participate in online clubs and find new friends
- Pair up with study buddies
- Post Blog updates regarding their portfolio coursework and share their creative expressions
- Post Video-blog (Vlogs) regarding their achievements, test tips, research, or thoughts about a current event.

This private social network is a wonderful way for students to form lasting friendships based on mutual interests and respect that spans state and national boundaries. Students share their thoughts, feelings and creativity through blogs, forums, and discussion threads. The social network is a valuable tool that creates empathy, compassion, and understanding, as well as promotes academic collaboration.

VIII. PARENT RESOURCES

8.1. Parent Communication Policy

Parent-Teacher communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic

questions. Respectful, productive communication is expected from parent to teacher, and teacher to parent.

- The teacher is also an important link of communication from the administrative office. Parent/Academic Coordinator phone conversations with teachers or the office that include profanity and/or uncontrolled anger or shouting will not be permitted.
- If parent behavior is disrespectful in this manner, the conversation will revert to written communication only.
- Parents/Academic Coordinators are expected to maintain responsiveness to email, newsletters, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged.

8.2. Glossary of Key Terms and Acronyms

Buzz - Learning platform for grade K-5 courses

Courseware – Learning platform for grade 6-12 courses

Zoom Meeting - "Live" or “Virtual” class sessions held and recorded online

Academic Coordinator (AC) - A parent, guardian, or a tutor who is identified to fill the role of providing in person support to students

Cohort - Enrollment period that lasts 180 days for students in grades K-5, and is semester-based for students enrolled in grades 6-12

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 they must have to learn and progress in their education. Engagement is demonstrated through a student’s pace and academic progress

Student Support Team – Assigned teaching assistant (Academic Success Coach) that provides academic support needs of students

IGS – Is one shortened version of the school name, Ivy Global School

8.3. Forms and Documents

[Application Package](#)

[Release Student Record Request](#)

[Grade Appeal Form](#)

[Handbook Acknowledgement Form](#)

[Credit Acceptance Form](#)

IX. APPENDIX

9.1. Appendix I: Application forms

ENROLLMENT PACKAGE

2020-2021 Academic Year

Welcome To Ivy Global!

Instructions

1. Complete the attached Enrollment Application as long as other forms (can be printed from www.ivyglobalschool.org) and return to us along with the required documents.
2. For multiple students, fill out an additional Enrollment Application.
3. Once complete, sign and submit with the required documents outlined below.

Upon receipt of your Enrollment Application, Ivy Global will send you information about selecting your courses for the 2020-2021 school year.

Forms: ENROLLMENT APPLICATION DEMOGRAPHIC INFORMATION SURVEY RECORDS RELEASE ANNUAL RELEASE FORM	Required Documents Gather and send additional documents to complete your enrollment file: <ol style="list-style-type: none">1. Copy of Birth Certificate2. Copy of Transcripts - must be in English
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ENROLLMENT APPLICATION

2020-2021 Academic Year

Instructions: Please fill out the form below completely. Gray areas are for school use only.

Student Information					
Students legal name: (last, first, middle initial)				Gender:	Grade:
Home Address:			Zip Code:	Country:	
Mailing Address/ P.O. Box: (If Different Than Resident)			Zip code:	Restrict Directory Info: <input type="checkbox"/> yes <input type="checkbox"/> no	
Personal Email:		Home Phone (area code)		Cell Phone Number:	
Birthplace: (City, State, Country)		Birth Date:			
Ethnicity:		Language:	Disability (if any):		
Parent/ Guardian Information:					
Must be completed by parent/ guardian					
Relationship:		Last name		First Name	M.I:
DOB:					
Resides with: <input type="checkbox"/> Yes <input type="checkbox"/> No		Home Phone: (area code)		Cell Phone Number:	
Personal Email:		Current Employer :			
Occupation:		Employer Phone Number:		Work extension:	Work Hours: To
Relationship:		Last name :		First Name :	M.I:
DOB:					
Resides with: <input type="checkbox"/> Yes <input type="checkbox"/> No		Home Phone (area code)		Cell Phone Number:	

Personal Email:	Current Employer :		
Occupation:	Employer Phone Number:	Work extension:	Work Hours: To
Non-Custodial Parent/ Guardian Information:			
Relationship:	Last name:	First Name	M.I:
Home Address:			Zip Code:
School Information:			
Last School Attended: When:	Address Of Last School Attended		Records Release
Sibling Information			
Sibling At This School:	Grade:	Sibling At This School:	Grade:
Sibling At This School:	Grade:	Sibling At This School:	Grade:
Local Emergency Contact			
A person who may be contacted if the parent/ guardian is unavailable and who is authorized to pick up the student in an emergency			
Emergency Contact Person:	Telephone (area code)	Relationship:	
Emergency Contact Person:	Telephone : (area code)	Relationship:	

Home Language Survey	
Parent/Guardian Must Complete	
First Language Learned By Student: <input type="checkbox"/> English Vietnamese <input type="checkbox"/> Other	Language Spoken By Student With Friends : <input type="checkbox"/> English Vietnamese <input type="checkbox"/> Other
Language Used In Home: <input type="checkbox"/> English Vietnamese <input type="checkbox"/> Other	
Military Department:	
Is either parent on active duty in the military service? (student need not be residing with this parent) <input type="checkbox"/> Yes <input type="checkbox"/> No	
School Information:	
Has the student ever received special education services? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the student have a current accommodation plan (section 504) in school? <input type="checkbox"/> Yes No	
NEW STUDENTS: Birth certificate: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Legal Parent/Guardian Signature:	Date:

DEMOGRAPHIC INFORMATION SURVEY

2020-2021 Academic Year

As required by federal law, Ivy Global must report student-related data by ethnic group. Please complete and return this form to Ivy Global school. If you have more than one student attending Ivy Global, please complete a separate form for each student, and send it to the school.

Questions about the collection or reporting of data by ethnicity and race may be directed to the principal's office.

Please answer both parts of the survey below:

Students Last Name	First Name	MI	Student Number
<p>Is your child Hispanic/Latino (choose one only)? <input type="checkbox"/> Yes, Hispanic or Latino <input type="checkbox"/> No, not Hispanic or Latino</p> <p>The Question above is about ethnicity, not race. However, if "yes" is chosen above, data for this student will be reported in the Hispanic/Latino category.</p> <p>In addition to answering part 1 (above), <u>please answer part 2 (below)</u> by making one or more boxes to indicate what you consider your student's race to be</p> <p style="text-align: center;">What is your child's race? (You may choose one or more.)</p> <p><input type="checkbox"/> American Indian Or Alaska native</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Pacific Islander</p> <p><input type="checkbox"/> White</p> <p>If "no" is chosen in response to part 1, and if more than one category is chosen in response to part 2, the data for this student will be reported in the multiracial/multiethnic category.</p>			

I choose not to provide the race and ethnicity information. I acknowledge that school personnel will, in accordance with federal guidelines, make the race and the ethnicity selections for my student.

Name of person completing the survey: _____

Please print (first, last)

Signature: _____

Date: _____

RECORDS RELEASE

2020-2021 Academic Year

Previous School:	
Street Address:	City, State, Zip:

The student listed below has enrolled in our school. Please send the cumulative academic records, including transcripts, special education, report cards, test data, guidance record, immunization and health records.

Last Name:	First Name:	M.I:	Grade:	Date Of Birth:
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If the student left during the school year, please include marks, credits and grade level at time of leaving.

In the event that my student transfers to a different school, I authorize release of all his/her educational records electronically through facsimile transmission (FAX) or email. I understand and agree that should the records be inadvertently transmitted to an unauthorized recipient, through no fault of the sender, I hereby waive any claim against the sender and agree to hold the sender harmless from any and all responsibility for damages, if any, arising from the faulty transmission.

I do not authorize release of records through facsimile transmission (FAX) or email.

I understand and agree that this authorization, if granted, may be rescinded at any time by submitting a revised authorization form to the student's current school of attendance. The school will maintain the privacy of student education records pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA).

Your signature below authorizes the Electronic Transfer of Records for your student's cumulative academic records.

Printed name of student (first, last)

Signature of student

Date

Printed name of parent/guardian (first, last)

Signature of Parent/Guardian

Date

ANNUAL RELEASE FORM
2020-2021 Academic Year

Students Name (first, last): _____

School Year: _____

School : _____ Grade : _____ Student ID : _____

Please read the attached instruction sheet carefully before signing this document. The Parent/Guardian must complete all two sections below. (1) Restrict Release of Directory Information; and (2) Media Release

1. Restrict Release of Directory Information (to be completed by the parent/guardian) FEPPRA allows Ivy Global to release Directory Information (which is defined in the “instruction sheet”) without the consent of the parent/guardian/ however, a parent/guardian has the right to opt-out of that disclosure. I hereby request that Directory Information for my child NOT to be released to the following agencies or organizations:

- _____ Withhold Directory Information from military only.
- _____ Withhold information from all agencies.
- _____ Withhold Directory information from all agencies, with the exception of allowing the release of Directory Information solely for the purpose of inclusion in printed Ivy Global school publications such as the annual yearbook, honor roll or other recognition lists, graduation programs, newsletters, and activity programs/sheets.

2. Media Release (to be completed by the parent/guardian)

I **give** / **do not give** permission for Ivy Global to release my child’s name, photograph, and/or audio/video/film reproduction for use in **INTERNAL** media publications, newspaper articles, television coverage, websites (including www.ivyglobalschool.org), newsletters (including school newsletters), video presentations, and/or school presentations. I understand that the material may be reduced to either print or electronic format, and may be utilized in external media sources.

I **give** / **do not give** permission for Ivy Global to release my child’s name, photograph, and/or audio/video/film reproduction for use in **EXTERNAL** media publications, newspaper articles, television coverage, websites (including www.ivyglobalschool.org), newsletters (including school newsletters), video presentations, and/or school presentations. I understand that the material may be reduced to either print or electronic format, and may be utilized in external media sources.

The signature of the parent/guardian below applies to **all two releases** set forth above.

Printed name of Parent/Guardian

Signature of Parent/Guardian Date

Computer Network Access (to be completed by the student)

I understand I will abide by the Acceptable Use Policy of Ivy Global. I understand that violating the Acceptable Use Policy may result in the loss of network privileges and/or other school disciplinary measures.

Student Signature Date

IGS Counseling Framework

Effective Date: February 1, 2021

Summary:

IGS strives to provide a program that will assist students in acquiring the skills, knowledge, and attitudes needed to become successful students that are effective in their studies and productive lifelong learners. Our program is designed to support every student with personal, social, and educational needs.

Policy:

Because we at IGS believe that student learning is a collaborative process with the student, family, and staff, we have established a program in which families, students, and staff can contribute to student learning.

Overview:

The mission of Ivy Global School is to provide a developmental, systematic, and comprehensive program that will assist students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. The program addresses the personal/social, educational, and career needs of all students, as well as an awareness of the need for active community involvement.

The school counseling program will:

- Ensure students are college and career ready.
- Collaborate with stakeholders to implement needed interventions to promote student achievement.
- Include all stakeholders in a programmatic approach to services that support student achievement.
- Incorporate data to ensure equitable and consistent support for all students.
- Promote a culture where being a lifelong learner is celebrated.
- Develop the skills and attitudes for working towards academic achievement.
- Facilitate opportunities for students to map their learning and career plan and achieve those goals.
- Provide access to opportunities for students to apply their knowledge and skills as contributors to our global community.
- Promote inclusive practices where cultural and ethnic diversity is celebrated.
- Use student data from the school improvement plan or report card and results from needs assessments to establish goals and activities that impact student achievement

The school counseling program includes services such as counseling, consultation, and referral that are available to all students and their parents or guardians. The purpose of these services is to ensure all students are able to progress in their educational journey, even when they face challenges. Based on needs that arise, individual or small group sessions may be facilitated. Stakeholders such as families, teachers, and support staff may be invited to join the sessions to find solutions.

Teachers can play an important role in establishing the school counseling program. Teachers support by promoting a positive learning environment, collaborating with the counseling team on student data, identifying areas of needs where students may need more support, and incorporating resources and curriculum provided by the counseling program into instructional time.

Process:

At any given time, families, students, and staff can submit concern referrals for needs that arise. Upon completing the submission, the IGS team will respond to the need using the appropriate resources and honoring the IGS policies. The information shared will not be shared with any person that is not directly connected to the support plan identified as student privacy is of utmost importance. The link to our Concern Form can be found [Here](#).

Our IGS team progress monitors our students’ academic progress on a biweekly basis. When students need more support, our team follows this [Student Academic Engagement Intervention Flow Chart](#). Our students receive individualized support and guidance to ensure progress towards academic success.

To promote college and career readiness, IGS students will engage in a variety of lessons and activities which includes lessons for career exploration, resume building, college applications, and standardized testing preparation. These resources can be found on our school website and embedded within our curriculum.

Grievance Procedure:

In the event of a disagreement the following policy will be followed.

Level I: Contact the Academic Coordinator to set up a conference. The principal may be included in the conference if necessary.

Level II: Parents have the right to appeal to the vice principal to resolve any issue. Most all issues can be resolved at this level.

Level III: Parents may appeal in writing to the principal if they have no resolution with Level II. This appeal must be presented in writing and the principal has ten days to respond to the parent.

Level IV: Final Resolution is determined by the president. In the event that an issue is unresolved in Level I-III, Level IV: is the final level of appeal. Within ten days of the determination by the principal, a parent must present in writing for an appearance before the president. The next scheduled meeting will include a forum for the parents presentation. The president may elect to hear the complaint in open or closed session. The parent may also petition to be heard in closed session. All decisions at the president level are final.

STUDENT ACADEMIC ENGAGEMENT INTERVENTION FLOW CHART

Tier 1 Intervention

Verbal Check-in

Teacher informs student of what classes have failing grades and encourages student to see teacher about missing work

Tier 2 Intervention

Academic Coordinator Check-in

If student's grade(s) do not improve, Academic Coordinator will check-in with student and communicate to family and teacher(s) where student has failing grade(s) the plan on how to complete missing work. Academic Coordinator will report back about check-in

Tier 3 Intervention

Academic Coordinator Develops Plan

If student's grade(s) do not improve, the student's Academic Coordinator will document on school provided form what interventions have been provided and what the plan will be for improving student grade(s)

Tier 4 Intervention

Conference

If student's grade(s) do not improve, a school team will meet with student and family to determine a plan to improve failing grades.

9.2. Appendix II: Handbook Acknowledgement Form

PARENT AGREEMENT AND STUDENT CONTRACT ACKNOWLEDGEMENT OF EXPECTATIONS

I understand that by submission of this form I am requesting to enroll my student in Ivy Global School attendance and testing requirements that I am expected to meet and failure to meet these requirements may result in a voluntary withdrawal.

Failure to comply with Ivy Global School Testing Expectations and Policies may result in ineligibility to re-register for enrollment in the following school years. Students who do not participate in testing will also receive a letter grade reduction in the core subject area. It is my responsibility to provide transportation for all required testing.

I understand there are requirements regarding progress and attendance with IGS. I agree to adhere to these requirements that are set in accordance with IGS's Student Handbook policy.

I understand that my child must maintain daily progress & attendance in all courses to be considered full-time. I understand that it is my responsibility to secure an internet service provider and computer access for the entire school year.

I understand that my child will be required to attend either teacher-led or virtual learning sessions. I understand that it is my responsibility to ensure that my child is on time for these sessions and attends regularly.

I understand that if my student is assigned to the blended pathway, attendance is a requirement and missing sessions can lead to part-time status. Failure to attend may result in voluntary withdrawal.

I understand, as a Academic Coordinator/Legal Guardian, that I must meet with staff as required, read and respond to emails and phone calls from IGS teachers and staff in a timely manner, and that I will inform staff in a timely manner if my phone number, address, or emergency contacts change.

I understand that Ivy Global School will record online classroom sessions for security and training purposes.

By submission of this signed document, I have read, understood, and acknowledged the expectations for enrollment in Ivy Global School for my student, named above. Failure to comply with these expectations and requirements will result in my student's voluntary withdrawal from Ivy Global School.

[PARENT SIGNATURE REQUIRED] / DATE OF SIGNATURE

IN CLOSING

Thank you for taking the time to read the Ivy Global Student/Parent Handbook. At Ivy Global, we have a strong commitment to helping students develop the skills and self-confidence necessary to succeed in the online learning environment.

If you have any questions about the contents of this handbook, please contact Ivy Global School.