Ivy Preparatory Academy

Scholar & Family Remote Guidebook 2020–2021

Charcia Nichols, Ed.D
Head of School
# Table of Contents

- Head of School’s Letter p. 3
- Annual Parent Right to Know Letter p. 5
- Ivy Preparatory Academy's Administrative Team p. 6
- Fall Virtual Instruction vs. Spring Virtual Instruction p. 7
- IPA Virtual School Start p. 8
- Role of Parent/Caregiver p. 9
- Academic Focus: Curriculum & Instruction p. 11
- Assessments p. 20
- Code of Conduct (Virtual) p. 23
- IPA Network Staff Contact List p. 36
- Scholars with Disabilities Sec. 504 p. 37
- Non-Discrimination Policy p. 37
- Family Education Rights and Privacy Act p. 38
- Protections of Pupil Rights (PPRA) p. 41
July 16, 2020

Dear Ivy Family,

As we plan for a beginning like no other we have seen in the past, our focus will still be to ensure that:

- every scholar, every day is finding a way to feel connected,
- every scholar, every day is being challenged by new learnings and experiences,
- and every scholar, every day knows they have a champion they can turn to

Spring of 2020 has challenged staff and scholars to find a new normal for learning, connected us in new ways and required our scholars to sisters from afar. What I have most learned through this process is how much I appreciate the expertise our teachers bring to Ivy Prep Academy (IPA), the ways in which our scholars continue to work hard to grow and overall, appreciation for the little things in life - giving a high five, a hug or being able to laugh out loud with many people around. What I MOST appreciate about IPA is how even under circumstances we have never experienced we are still a learning and caring community.

Normal is such a simple word and it is our goal at IPA to not only find our new normal, but to use this time as a learning experience that will forever impact the learning environment of IPA. Every week there are new types of learning experiences teachers are piloting and much of what is learned will continue to be used in the future. Our fall may not be “normal,” but our learning will not only continue, but it will thrive. We can’t wait to move on to the next phase of learning under Covid-19 and we know, all returning and new scholars to IPA will be welcomed with open arms (from 6 feet away and a laptop) to our community - we will continue to grow!

How do you get information? At the end of the first day of each week IPA will send you the IPA Family Newsletter. It is organized in a fashion that the most critical information is at the top and as you scroll down the newsletter the information becomes more oriented toward the future. This is your “one stop shop” to stay informed about the happenings of our school. The IPA website is a place to go to pull static information, facts about IPA that could be important for a family at any point of the year, for example, COVID-19 Updates, the bell schedule, the school calendar, how to log in to Parent Portal, etc. Another way to receive personalized information and be
engaged in conversations related to the IPA Family is to attend a monthly Coffee and Conversation where special guests will present important information about IPA. IPA is a dynamic school; if you want to be involved and don’t know how, ask. We can connect you to a cause, action or person that will help you, the families of IPA be connected to our school and have a VOICE in what matters.

All schools move at the speed of parents. Active engagement by families in the life of the school completely changes the oxygen in the school atmosphere. Your presence, your awareness, and your sacrifice shows our young ladies how much you care about them and how committed you are to them getting an excellent education. In the coming days we will have the opportunity to visit together virtually. I hope you will allow me some time to hear your vision and your viewpoints on things we do well, challenges we need to overcome, and ways in which you might be helpful in assisting us in getting all of our scholars to greatness. Remember, have a VOICE in what matters for our girls.

The Right Choice for Girls

Charcia M. Nichols, Ed. D.
Head of School
July 20, 2020

Dear Parent(s)/Guardian(s):

In compliance with the requirements of the Every Scholars Succeeds Act, Ivy Preparatory Academy would like to inform you that you may request information about the professional qualifications of your scholar’s teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the scholar’s teacher—
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher.

- Whether the scholar is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your scholar’s teachers’ qualifications, please contact me, Mrs. Pelita Merideth or Ms. Mesha Greene, Academy Leaders by phone at (404) 622-2727.
## IVY PREPARATORY ACADEMY’S ADMINISTRATIVE TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Charcia Nichols</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Mesha Greene</td>
<td>Academy Leader (6-8)</td>
<td><a href="mailto:mgreene@ivyprepacademy.org">mgreene@ivyprepacademy.org</a></td>
</tr>
<tr>
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<td>Director of Scholar Services</td>
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</tr>
<tr>
<td>Kelli White</td>
<td>School Counselor/SEL Coordinator</td>
<td><a href="mailto:kwhite@ivyprepacademy.org">kwhite@ivyprepacademy.org</a></td>
</tr>
<tr>
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<td>Instructional Coach/Gifted Teacher</td>
<td><a href="mailto:tmclaughlin@ivyprepacademy.org">tmclaughlin@ivyprepacademy.org</a></td>
</tr>
</tbody>
</table>
### Fall Virtual Instruction vs. Spring Virtual Instruction

<table>
<thead>
<tr>
<th></th>
<th>Spring 2020 Instruction</th>
<th>Fall 2020 Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>● Emergency plans executed upon the announcement of school closure</td>
<td>● Stakeholder input from surveys</td>
</tr>
<tr>
<td></td>
<td>● Consistently monitored the data and latest updates.</td>
<td>● Leadership team designed professional learning calendar 2020-2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Instructional schedule</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>● Various modes (teacher)</td>
<td>● Asynchronous and Synchronous</td>
</tr>
<tr>
<td></td>
<td>● Different platforms used</td>
<td>● Streamlined platform (Google Classroom)</td>
</tr>
<tr>
<td></td>
<td>● Asynchronous</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>● Teacher Discretion</td>
<td>● Progress Monitoring</td>
</tr>
<tr>
<td></td>
<td>● Formal and Informal</td>
<td>● Quarterly benchmarks</td>
</tr>
<tr>
<td></td>
<td>● Active participants</td>
<td>● Assessing for scholar mastery</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>● Submitting Assignments</td>
<td>● Based on mastery of content standards</td>
</tr>
<tr>
<td></td>
<td>● Active Class Participation</td>
<td>● Standards based (K-2)</td>
</tr>
<tr>
<td></td>
<td>● Pass or Fail</td>
<td>● Administer formative assessments to evaluate mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>● Tracked daily and recorded the following day</td>
<td>● Attendance policy</td>
</tr>
<tr>
<td></td>
<td>● Based on participation</td>
<td>● Absences will be tracked and reported according to the district and state guidelines</td>
</tr>
<tr>
<td></td>
<td>● Submitting assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Professional Learning</strong></td>
<td>● Bi-weekly</td>
<td>● Pre-Planning (Two Weeks)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Weekly (Wed)</td>
</tr>
</tbody>
</table>
INFORMATION ABOUT IPA’S VIRTUAL SCHOOL START

PROGRAM INFORMATION

Ivy Preparatory Academy (IPA) will begin the 2020-2021 with remote learning to meet the needs of all scholars through a rigorous academic program online experience, with access to school services such as clubs, activities, counseling services, and college advising. Scholars at IPA will attend school online for the first semester using a combination of synchronous and asynchronous learning models on the Google Classroom, which will house teacher and scholar assignments and provide access to live and recorded class sessions. The Google Classroom platform offers a single place where scholars can access any information related to their assigned courses and teachers.*

*Note: Infinite Campus is the scholar’s Official Grade Book and is updated with all grades weekly.

Asynchronous and Synchronous Instruction

Asynchronous instruction is defined as any learning opportunity where the teacher and scholar interact in different places and during different times.

Synchronous instruction is defined as teachers and scholars collaborating and learning in “real time”.

All IPA classes are conducted using a combination of asynchronous and synchronous (“real-time”) components.

The combination of asynchronous and synchronous assignments may vary based on the course.

Courses contain asynchronous reading assignments, activities, assessments and videos, as well as synchronous ‘live’ class sessions conducted by the teacher at predefined times. All live core content class sessions are recorded, so scholars may access sessions for review, as needed. We have both required and ‘live’ class sessions depending on a scholar’s academic proficiency level. Small group and 1:1 class sessions are not recorded, since those are individualized to a particular scholar’s academic needs.

Central to these synchronous sessions is the online classroom technology our teachers use, which provides a whiteboard for live online instruction, the ability to conduct multi-scholar discussions and collaborative activities, and space for instructional slides, as well as file and video sharing. This technology enables teachers and scholars to engage in live virtual discussion as if they were in a physical classroom. Attendance is required for ‘live’ class sessions
and their timeliness of completing assignments/assessments, and/or their adherence to school procedures and policies. In cases where a scheduling conflict prevents a scholar from attending a required ‘live’ class session, scholars must notify their teacher and/or Academy Leader 24 hours in advance, provide an acceptable excuse if applicable, and they must watch the recording. It is highly encouraged that scholars either attend live class sessions or watch the recordings of the live class sessions.* Scholars are required to attend ‘live’ class sessions and will be counted absent if not in attendance.  

**Note: Watching recordings does not remove the missed session(s) (i.e. absences) that scholars may accrue during the school year if the absences are not excused.**

Our faculty members also use ‘live’ class session tools for small group remediation sessions, one-on-one tutoring sessions, and parent-teacher meetings. These particular ‘live’ class sessions may or may not be recorded at the discretion of the host.

**ROLE OF PARENT/CAREGIVER**

Ivy Preparatory Academy scholars access their learning resources online. While school faculty and staff support scholar learning, there is still a need for support and guidance from an adult who is physically present with the scholar to supervise and monitor progress throughout the school day and year. IPA refers to this “at home” role for the parent or caregiver. Most frequently this person is a parent or caregiver, but it can also be a tutor or other designated adult responsible for the scholar’s day-to-day learning supervision. Parents are asked to identify the designee in Infinite Campus, who faculty/staff will communicate with throughout the school year. The primary duties are as follows:

- Read IPA emails at least once daily,
- Answer all communications within 24 hours,
- Complete all paperwork requests,
- Complete all surveys,
- Keep the scholar’s information up to date,
- Monitor their scholar’s assignment completion and grades daily,
- Ensure their scholar attends all required live classes,
- Monitor the scholar when taking assessments and tests to ensure that no ‘additional help’ is provided that might mask whether a scholar truly understands the concepts or not, and
• Communicate with the scholar’s teacher(s), counselor, and administration whenever they feel that a scholar is struggling or needs additional support.

Scholars are required to attend ‘live’ class sessions and will be counted absent if not in attendance.

**LIVE INTERACTION (Scholar to Teacher/Administration & Parent/Guardian/Caregiver to Teacher/Administration)**

Live interaction and conversation through chat, video, mic, or phone is required based on the scholar’s schedule. Depending on the proficiency level of the scholar, there can be more or less live interaction. Scholars who login to class and are consistently not responsive to teachers during class may be referred to the school’s counselor and/or academy leader to determine what barriers might exist to preclude participation and how any issues may be addressed. Parent/Legal guardian or Designee are required to communicate with staff regarding their scholar on a regular basis as well.

Our teachers teach online live classes just like in a traditional school model. Scholars attending live classes are expected to interact with the teacher and other scholars. All classes are recorded, so scholars can refer to them if needed. Additionally, there are online live small groups, instructional support classes, and office hours. There is a combination of online and off-line work and projects to complete and turn in with due dates.

Scholars that are struggling to master standards/skills or have demonstrated a proficiency level below their assigned grade level are required to attend additional live classes on a set schedule in a small group setting. In the event of an absence, these scholars would submit excuses for their absences just like in a traditional school.

Field trips, face to face social events, online clubs, and assemblies are optional, but highly encouraged. If a scholar is having difficulties mastering grade level content or being compliant to school policies, there will be additional interaction required. Parents and/or caregivers should be prepared to attend all conferences and meetings regarding discussions/concerns/issues/academic decisions about their scholar as may be required. These conferences and/or meetings may be held by telephone, and/or by video conference.

Other assessments are mandatory and will be monitored virtually on camera and mic. For mandatory exams, opt-outs are not permitted. These exams include but are not limited to Interim Assessments, GAA, ACCESS, WIDA,
NWEA MAP Assessments, i-Ready Diagnostics, WriteScore exams, Final Exams, etc.

IPA requires all scholars to have their cameras and mic muted and their device monitored for the entirety of every assessment/test/exam. Scholars’ faces must be unobstructed and visible on camera during the entirety of the testing/assessment/exam period. If the scholar is not monitored on camera, then face to face/in-person participation will be required to take these tests/assessments/exams as well. Assessments/tests/exams may be invalidated by the teacher or administration if the scholar is not on camera and mic the entire time the scholar is taking the assessments/tests/exams. In most cases the scholar may be allowed to take a make-up assessment/test/exam. If a scholar is not present, or a valid monitored assessment/test/exam is not submitted within the prescribed time period, then the scholar will receive a zero for the assessment/test/exam.

ACADEMIC FOCUS: CURRICULUM AND INSTRUCTION

Ivy Preparatory Academy (IPA) is committed to providing a rigorous Georgia Standards of Excellence (GSE) based curriculum and a solid system of support for all scholars. Ivy Preparatory Academy scholars are provided with coursework in: Mathematics, English Language Arts, Science, and Social Studies. K-8th grade e-connections include required PE/Health (K-8th), required Art (K-8th), required Engineering (6th-8th), Spanish (K-8th), Theatre (K-8th), and Dance (K-5th). Scholars will receive one connections class per nine-week. Ivy Preparatory Academy also provides supplemental tools and resources for standards-based review/practice to include, but are not limited to: NewsELA, BrainPOP, i-Ready, MobyMax, and USA Test Prep. The provided supplemental tools and resources offered vary by a scholar’s grade level, individual learning plan, and required interventions.

All scholars will take one connections class per nine-week cycle as indicated in the preceding paragraph. Connections are required and scholars will receive a grade per active enrollment in the class. 100% of Connections classes must be completed.

Ivy Preparatory Academy requires scholars to complete assigned lessons within each content area course, since courses in the subsequent grade levels assume completion of lessons in the prior grade. Parents, caregivers and scholars should work very closely with their teachers to decipher the best course of action when determining the time management of lesson and assessment completion.
Parent and Scholar Agreement for Virtual Instruction

It is essential that parents of Ivy Preparatory Academy scholars understand that by being virtual, they agree to ensure that their scholars participate in the academic programs as designed, including completing all coursework, participating in required interactions with assigned teachers/staff, checking their email daily, and participating in school and mandated assessments.

Ivy Preparatory Academy requires that parents/scholars submit work assignments to assist teachers with the decision to advance a scholar to the next course/grade level. Ivy Preparatory Academy requires scholar work to be original, with appropriate citations for references to published works. Parents/scholars are provided work assignment guidelines from their assigned teacher(s). Work assignments are submitted electronically. At Ivy Preparatory Academy, we understand that our school is academically rigorous. Meeting the challenge of completing one year of coursework in this model can be demanding. Our certified, highly qualified teachers and support staff are here to assist parents/caregivers to meet the associated challenges.

A scholar identified as “academically at-risk” would hold a differentiated priority of contact, as determined by the teacher and the parent, and increased interventions may be warranted. It is vital to note that academically at-risk scholars require a greater commitment to remediation and support. Scholars who are identified as academically at-risk may receive additional support using the Multi-Tiered System of Supports (MTSS). Scholars and caregivers are required to comply with all recommendations to address the current academic needs of the scholar.

Objectionable Content

There may be times when a parent finds certain lessons, books, or materials objectionable for various reasons. If a parent finds objectionable material, he or she should contact his or her content teacher via email. Teachers will work with the parents to find alternative lessons to meet the lesson objectives. An assessment for the alternate lesson must be completed to ensure that the concepts/skills of the lesson have been mastered. Teachers are required to teach from the State of Georgia curriculum.
**Instructional Time**

Every scholar has live class requirements, conferences, assignments, and/or assessments between the hours of 8am and 3pm, Monday, Tuesday, Thursday and Friday excluding school holidays.

Per SBOE Rule 160-5-1-.02, Ivy Preparatory Academy scholars must participate in school learning activities for a minimum of 180 days per school year.

**Ivy Preparatory Academy scholars will actively participate in live class sessions:**

**Kindergarten through Fifth Grade: 25 hours per week**

**Sixth through Eighth Grade: 28 hours per week**

Per SBOE Rule 160-5-1-.02, the minimum number of hours required per school day are as follows:

Kindergarten 4.5 hours per day

1st through 3rd grade 4.5 hours per day

4th through 5th grade 5.0 hours per day

6th through 12th grade 5.5 hours per day

For Kindergarten through Eighth Grade, the class sessions consist of Math, Social Studies, English/Language Arts, Science, Spanish, Art, PE/Health, Computer Science, Theater, and Dance, as well as, support activities such as tutoring, mandated assessments, and scholar support services. Time may also include administering assessments, counseling, social emotional learning, health screenings, and extended learning time activities; however, additional attendance guidelines for these activities will be outlined in the IPA District Handbook.

NOTE: Attendance must be logged by the teacher daily in accordance with IPA procedures and guidelines.

**Live Interactive Class Sessions (Synchronous)**

We believe synchronous learning is important because it provides scholars the full benefits of our highly qualified instructors. The synchronous interaction provides immediate instructor and scholar feedback, reduces the feeling of isolation, fosters a sense of community with the learners and offers a forum for scholar collaboration. By incorporating live and interactive learning
opportunities in the online environment, teachers are leveraging synchronous learning to enhance learning and promote engagement.

Our synchronous sessions are personalized for the individual learner’s needs. We feel it is important to allow the teacher flexibility to determine what should be covered, what scholars should be targeted, and when the sessions should be held to reach these scholars. Detailed information on our Engagement Guidelines and Live Interactive Class Attendance requirements can be found below.

**Live Interactive Class Sessions Engagement Guidelines**

Ivy Preparatory Academy (IPA) provides scholars with a balance of flexibility and appropriate levels of academic support. IPA scholars will be held accountable for attending live class sessions. Recordings are provided to all scholars for review; however, live class attendance is ‘REQUIRED’. Scholars are required to attend ‘live’ class sessions and will be counted absent if not in attendance.

If a scholar has an emergency that conflicts with a required class session, it is imperative that she contacts her teacher(s) within two business (2) days.

**Live Interactive Class Sessions Conduct for Parents and scholars**

When in a teacher’s live session, it is required to sign in using your first name and last initial. In certain cases, other naming conventions may be required, and those directions should be strictly followed.

**Guidelines for Parents/Caregivers and Scholars:**

- Arrive promptly at the scheduled time for your live interactive class sessions.
- Chat, video, whiteboard and microphone privileges are assigned at the discretion of the teacher.
- Direct messaging conversations should be limited to the content of the lesson.
- Respectful and courteous behavior towards and communication with others is always expected.
- Non-participation or stepping away without the teacher’s approval is an absence from the session.
- If there are multiple scholars in your home, each scholar needs to log into a session individually.
- Scholars and parents are expected to follow the etiquette previously described.
• Scholars are not allowed to type their full name, address, email address, or phone numbers in the chat box or share that information during live class sessions.

• Scholars will not be allowed to cause learning disruptions during live class sessions including: use of inappropriate language (typed or oral), posting pictures or images to the whiteboard (unless specifically requested), posting web links (urls) in the chat box or on the white board, disrespect of teachers or other scholars.

***If a scholar is causing a disruption that negatively impacts the learning environment or engages in behavior that is prohibited, they will be removed from the live class session and their parents will be contacted immediately.

Please keep in mind that individual teachers may have additional guidelines/expectations that are specific to their classrooms.

**Teacher attempts to re-engage non-responsive scholars.**

<table>
<thead>
<tr>
<th>First Notification</th>
<th>Email to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Notification</td>
<td>Phone Call to Parents</td>
</tr>
<tr>
<td>Third Notification</td>
<td>Virtual Parent Teacher Conference</td>
</tr>
</tbody>
</table>

**Asynchronous Engagement Expectations**

All scholars will be held accountable to the truancy process regarding work completed, scholar logins, and attendance logged by classroom teachers.

**Middle School Scholars Taking High School Courses**

Middle school scholars in eighth (8th) grade will take Spanish for high school credit. This course may count for both middle school full-time load requirements and for the high school diploma requirements. If counted for high school diploma credit, the grades will be visible on the scholar’s permanent high school transcript.

**COURSEWORK**

**Submitting Your Assignments**

Scholars should save all assignments that are completed and submitted to your instructor in their Google Drive, just in case. Scholars are provided with a Google account so that work may be saved to their Google Drive to be accessed on any device. As an additional safeguard, always save a copy of what you
submit on your computer’s hard drive. If there are ever technical issues, you have the assignments ready to submit again if needed. If a problem arises during submission, email your teacher the assignment with a screenshot of what occurred. Otherwise all assignments should be submitted within the course. All assignment due dates are set and communicated using Eastern Standard Time (EST). Any assignment(s) received after the due date and time according to Eastern Standard Time will be considered late.

**GRADING**

Our mission is to provide an exemplary individualized and engaging educational experience for all scholars by incorporating school, family and community partnerships, coupled with rigorous curriculum within a data-driven and scholar-centered instructional model. Scholar success will be measured by valid and reliable assessment data and continued institutional growth within the academic community. In the spirit of the scholar success measurement component, the following guidelines outline our mastery-based grading principles and expectations.

**Grade Response Time**

Please allow a turn-around time of three school days after submitting an assignment to receive a grade from the teacher, although you will often receive your grade sooner. For major projects, teachers may indicate a longer turn-around time for grading. Teachers will notify scholars when additional time is required to assess assignments such as projects. Keep the turn-around time in mind when planning your schedule so you can turn in assignments and still allow time for feedback.

**Numeric Grading Scale**

**Kindergarten-Second Grade Standards-Based**

Standards based grades are determined by scholars acquiring a proficient understanding of mastery-based standards. **Standards Based Grading** is a research based best practice grading and reporting system that gives scholars, parents and teachers detailed information about how each individual scholar is performing on specific standards. Instead of an overall A, B, C, or F., scholars now earn an **Emerging, Progressing, Meets, and Exceeds** on individual standards.

**Emerging (1)**- Limited or minimum progress toward achievement of the standard.
**Progressing (2)** - Moving toward achievement of the standard.

**Meets (3)** - Consistently and independently achieves the standard.

**Exceeds (4)** - Consistently and independently achieves the standards with evidence of exceeding the standard.

These categories give scholars, parents, and teachers the opportunity to specifically identify where the child is excelling and where they need extra support. Scholars receive a final grade of Pass (P) or Fail (F) for each standard. Kindergarten through second grade scholars are monitored for adherence to their Individualized Class Engagement Requirements and for their completion of all mandatory assessments.

**3rd-8th**

Final Grades are reported numerically based on the following scale:

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **F** = 0-69

Grades at or above seventy percent (70%) are considered passing.

**Gradebook Composition**

There must be at a **minimum** two (2) grades per week in all sections of the grade book, except for the Final Exam section, which will have one (1) grade per semester. A project may be broken into up to five (5) sections for the extended coursework section.

- Mandatory Benchmark, Growth, and Summative Assessment Participation grades shall be either 0% or 100%, based on whether the assessment was taken or not AND within the time period allowed.

- A scholar’s overall cumulative average grade will not exceed 100% in a grade level’s subject area.

- A scholar’s overall cumulative grade earned in any subject/course will be reflected on their report card and transcript and accurately reported in Infinite Campus.
Grades are calculated as outlined below:

<table>
<thead>
<tr>
<th>Grading Categories</th>
<th>Assignments</th>
<th>Elementary*</th>
<th>Middle**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classwork**</td>
<td>Discussions, lessons, quizzes, checkpoints, exit tickets</td>
<td>50%</td>
<td>37%</td>
</tr>
<tr>
<td>Live Session Participation</td>
<td>Scholars participation and engagement in live “synchronous” sessions</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Assessments**</td>
<td>Unit Tests, Quarterly Benchmarks Assessments, Teacher-Created Assessments</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Extended Coursework/Projects **</td>
<td>Projects, research papers, essays, labs, presentations, portfolios, etc.</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Reinforcement Assignments**</td>
<td>BrainPOP, Wordly Wise, Book, MobyMax, iReady, USA TP, etc. assignments; review activities; Study Guides; etc.</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Mandatory Benchmark, Growth, Summative Assessment Participation</td>
<td>Pre-Tests, NWEA MAP, Interim Assessments, iReady Diagnostics, WriteScore. These assessments and any others assigned by a teacher are mandatory and must be completed by the assigned due date. This section gives credit for participation.</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

| Total                            | 100%                          | 100%        |

* Grades 1-5 ** Teachers may move, adjust, add, or delete previously assigned work with at least 5 days notice/lead time to scholars.

**Late Work**

At Ivy Preparatory Academy, scholars are responsible for accessing and completing daily assignments, as outlined in each course calendar. Due dates
for assignments are posted on each teacher’s classroom page to ensure that scholars are informed of appropriate pacing.

All coursework/assignments must be completed and submitted no later than the assigned time OR by 11:59 pm EST on the posted due date if no specific time is denoted by the teacher.

• Coursework received more than three (3) school days after the due date will not be accepted for grades, unless prior arrangements have been requested. Incomplete(I) will be entered as non calculated for these assignments and for assignments not received by the permanent zero deadline.

**Extracurricular Activities or Travel**

Scholars attending extracurricular or other outside programs (including religious based) will still be held accountable for attending ‘required’ live class sessions. Scholars traveling, regardless of the time zone they are in, are still held accountable for attending ‘required’ live class sessions, turning assignments in on time, and taking assessments at the assigned time (all stated times are based on Eastern Standard Time Zone). Trips/vacations will not be accepted as excuses for missing ‘required’ live classes or completing assignments late and will be entered as an unexcused absence. Excused Absences are an exception to these provisions although arrangements must be made to make up missed classes and assignments during the timeframe from which the scholar was absent.

**IMPORTANT NOTE regarding assessments** – NWEA MAP, Interim Assessments, Unit Tests, WriteScore, final exams, and other assessments as determined by the school must be completed within the class period(s) scheduled. In some cases, it may be appropriate for assessments to be given early if a scholar completes work at a faster pace than their assigned class.

Due date extensions on assignments may be permitted under some extenuating circumstances with advance approval from the Academy Leader. Extenuating circumstances may include, but are not limited to conflicting scholar work schedules (Counseling AND Principal approval required), hospitalizations, debilitating illness, conflicting medical treatments, new parenting responsibilities (Counseling AND Principal approval required), APPROVED travel (Superintendent approval required), and conflicting academic competitions.

For scholars with Individualized Education Plans or 504 Plans, the plan accommodations and requirements regarding extended time will be followed.*
*Note: This is a change from previous years. Work will not be accepted after the three (3) school day grace period following coursework due dates. Scholars will not be able to complete missing work at the end of the semester.

**Extra Credit**

Extra credit may be offered at the discretion of the teacher. Any extra credit opportunities will be offered to the entire class, not to individual scholars. Examples of extra credit opportunities include:

- Study Guides
- Enrichment Projects

**Report Cards and Progress Reports**

One of the many features available to scholars and parents/caregivers is a current report of academic progress, grades and attendance information. A parent/caregiver or scholar may log in to the Infinite Campus portal at any time and view the information. Formal progress reports are distributed at the midpoint and end of each quarter. A report card will be issued at the end of each semester and will be available in Infinite Campus. Report cards should be retrieved through Infinite Campus, and will not be mailed to the scholar’s home. If you need assistance with your Infinite Campus account, please contact the Enrollment Office, crichardson@ivyprepacademy.org.

**PROMOTION and RETENTION**

See Ivy Preparatory Academy’s policy for promotion and retention on our school’s website. [https://www.ivyprepacademy.org/](https://www.ivyprepacademy.org/).

**ASSESSMENTS**

Assessments are a necessary tool by which we can identify scholars’ strengths and areas of improvement in order to better individualize their educational plan. Data retrieved from assessments is used to inform classroom instruction. These tools also assist us in determining a scholar’s level of academic mastery and may play a significant role in grade level placement decisions the following school year.

Scholars are required to take many assessments/tests/diagnostics/exams on camera & microphone. Teachers will monitor IPA devices during the assessment window. It is at the sole discretion of the teacher and/or school administration whether a scholar is required to take assessments/tests/diagnostics/exams on camera.
All scholars are required to attend sessions with tests/assessments/diagnostics/exams when they are assigned, or they will receive a zero (0). Scholars with excused absences will be given a make-up exam. Scholars may receive both a performance mastery grade as well as a participation grade for all tests/assessments/diagnostics/exams.

Scholars may be required to retake a test/assessment/diagnostic/exam if there is concern and/or indicators that the scholar did not take adequate time to perform the assigned task, did not take the test on camera, may have been assisted in performing the assessment in a manner that was not specifically permitted, and/or that the results may not have been the scholar's own work. The determination of whether a scholar needs to retake a test/assessment/diagnostic/exam is at the sole discretion of the teacher and/or school administration. If a scholar is required to retake a test/assessment/diagnostic/exam, then a zero (0) will remain as the scholar’s grade until the test is retaken. If a scholar is found to have cheated on an exam, then the scholar may receive a zero (0) for the test/assessment/exam. An investigation will be conducted to decide on the final outcome.

If the validity of an assessment/test/diagnostic/exam result is in question the scholar may be required to retake the exam in-person at the sole discretion of the school’s administration.

**Diagnostic Assessments and Progress Monitoring**

iReady Diagnostics are required and will be proctored on-line through video and microphone. When assigned these diagnostics are mandatory.

WriteScore is taken twice per year and is proctored on-line through video and microphone. When assigned, these assessments are mandatory.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a mandatory summative assessment that takes place over the course of a school year. At times, it requires online scholar-teacher interaction through video and microphone. This is not an in-person exam.

Interim Assessments and Final Exams are proctored on-line through video and microphone. These tests are mandatory.

Gifted Testing is by invitation only and may be given in person and/or online proctored by camera and microphone at the sole discretion of the school administration and/or according to specific testing requirements. The testing is optional, but a ‘Gifted’ designation may be required to participate in specific
programs and/or activities and cannot be acquired without participation in Gifted Testing.

There may be additional required tests/assessments/diagnostics/exams depending on the grade level, course, and/or a scholar’s special circumstances that are monitored on camera and/or are taken in person. A scholar’s special circumstances may include but is not limited to those that may be required for RtI/MTSS monitoring, to participate in the Advanced & Gifted Program, to be considered for AP/Dual Enrollment classes, and/or as may be required per a scholar’s IEP.

All scholars have a set amount of time to complete tests/assessments/diagnostics/exams unless extended time is allowed per a scholar’s IEP and/or 504 Plan. scholars who receive accommodations for extended time are typically expected to submit their tests/assessments/diagnostics/exams on the same due date as other scholars as extended time usually refers to the number of minutes allowed to complete an assessment. However, scholars are provided all necessary provisions as noted in their IEP and/or 504 Plan even if extended time, in rare instances, refers to an amended due date.

**Pre-Assessments**

Pre-assessments are mandatory; these critical assessments help teachers design learning experiences and inform instructional groupings. All scholars who enroll in the course will be required to complete the pre-assessment. This pre-assessment will be entered in the gradebook as a completion grade only.

**Quizzes**

Quizzes will be administered throughout the course to assist teachers in assessing scholar mastery as well as to guide instruction. If a scholar performs poorly on a quiz, she may have one (1) additional attempt to demonstrate mastery at the teacher’s discretion. After the first attempt, the scholar may be invited to a small group or given an asynchronous assignment to complete as part of a reteach session.

**Benchmark Assessments**

Benchmark Assessments will be administered during the final week of the Instructional Cycle during live class sessions. All scholars are required to take the Benchmark Assessments monitored on camera.

Benchmark Assessments will be recorded in the gradebook as an assessment. They will be graded for accuracy and the scholar’s actual score will be entered
in the assessment category of the gradebook. Scholars will not be allowed to retake a Benchmark Assessment. All scholars have a set amount of time to complete tests/assessments/diagnostics/exams unless extended time is allowed per a scholar’s IEP and/or 504 Plan. Scholars who receive accommodations for extended time are typically expected to submit their tests/assessments/diagnostics/exams on the same due date as other scholars as extended time usually refers to the number of minutes allowed to complete an assessment. However, scholars are provided all necessary provisions as noted in their IEP and/or 504 Plan even if extended time in rare instances necessitates an amended due date.

**Final Exams**

Final Exams are the summative assessment for each semester. Sometimes Final Exams are referred to as benchmark assessments, especially during the first semester of a year-long course/subject. If a final exam is referred to as an Benchmark Assessment, then it will be the LAST Benchmark Assessment administered in the semester. All scholars are required to take their Final Exams monitored on camera.

Final Exams will be recorded in the gradebook as both an assessment and a participation grade. Final exams will count toward the scholar’s final course average. They will be graded for accuracy and the scholar’s actual score will be entered in the Final Exam category of the gradebook. Scholars will not be allowed to retake a Final Exam. All scholars have a set amount of time to complete tests/assessments/diagnostics/exams unless extended time is allowed per a scholar’s IEP and/or 504 Plan. Scholars who receive accommodations for extended time are typically expected to submit their tests/assessments/diagnostics/exams on the same due date as other scholars as extended time usually refers to the number of minutes allowed to complete an assessment. However, scholars are provided all necessary provisions as noted in their IEP or 504 plan.

**CLUBS AND COMPETITIONS**

Ivy Preparatory Academy encourages contribution to scholar life through school clubs, which represent the wide range of our scholars’ interests and talents. Scholars gather in a secure and inviting online environment where they can explore topics that interest them, under the guidance of a IPA faculty/staff member. Such interactions create a strong community among our diverse
scholar body and can result in the development of lifelong friendships. These clubs meet at pre-determined days/times. If a group of scholars has a common interest, which is not represented in our current club offerings, they may submit a proposal to the Head of School to form a new club.

**CODE OF CONDUCT**

Ivy Preparatory Academy scholars have a right to:

- function and work in a positive learning environment, free from disturbances created by self or others.
- participate in safe school outings.
- have individual beliefs, ideas, cultures, religious practices and to have these differences respected.
- be treated with courtesy, fairness, and respect.
- have personal or school property respected.
- participate fully in school life, when all the established requirements have been fulfilled.
- a clear understanding of what is expected of them.
- a fair hearing in cases involving the application of academic or disciplinary regulations.

**Ivy Preparatory Academy Scholars have the responsibility to:**

- abide by all laws.
- abide by all rules, policies, and procedures of Ivy Preparatory Academy.
- understand and accept that scholar learning is the primary purpose of our school and during instructional time, to behave in a manner that promotes opportunities for optimal teaching and learning.
- respect the right of others to have a safe school environment in the presence of other scholars or people.
- accept the uniqueness of others.
- treat others with courtesy, fairness and respect.
- respect and secure private, school, and public property.
- assure that participation in all aspects of school life is open to everyone.
- know their role in the school community and to help others to understand their role.
- understand and utilize the school’s procedures for resolving concerns, conflicts, and disagreements.
- be courteous and respectful in all communications.
- attend classes as required.
- complete and turn in assignments on time.
- participate in all assessments including state mandated tests within the stipulated period.
• ask if they are struggling and need assistance.

**BEHAVIOR GUIDELINES**

Ivy Preparatory Academy expects all scholars to behave in a manner that is respectful of others and towards school property. All violations of the Code of Conduct will be part of a scholar’s disciplinary record and may be used in a scholar disciplinary hearing pursuant to Ivy Preparatory Academy’s progressive discipline process. Suspension of a scholar from school for not more than ten (10) consecutive days is considered a short-term suspension, not subject to formal rights of hearing or appeal. Although there are no such rights guaranteed by law, parents/guardians may contact the Head of School to discuss their disciplinary incidents and actions involving their children.

The following are some examples of misbehavior that will result in disciplinary action:

• Violations against property including but not limited to damage to or destruction of school property or the property of others, failure to compensate for damage or the destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism (including outing locations and test sites).

• The use of profanity or obscene language or the possession of obscene materials.

• The dissemination of profane, obscene, lewd, or pornographic images, url links, or websites.

• Gambling

• Hazing

• Defiance toward faculty/staff members

• Using, possessing or distributing tobacco or tobacco paraphernalia

• Using, possessing or distributing vaping paraphernalia on school property or at school outings/events

• Using, possessing, distributing or being under the influence of alcohol or other intoxicating substances.

• Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances (except as prescribed by a physician).
• Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia.

• Using, possessing or distributing weapons or other dangerous objects.

• Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used as a weapon.

• Possession, use, or distribution of explosives or any compound mixture, the primary or common purpose or intended use of which is to function by explosion.

• Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.

• Acts disruptive of the educational process including but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, insubordination, failure to identify oneself, improper activation of fire alarms or bomb threats.

• Possession of nuisance devices or objects which cause distractions including, but not limited to, pages, radios, and phones during learning experiences or school events.

• Possession or distribution of slanderous, libelous, or pornographic materials.

• scholar attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.

• Violation of any local, state or federal laws (as appropriate).

• Falsification of any records, documents, notes or signatures.

• Tampering with, changing or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.

• Impertinent or disrespectful language toward teachers or other school district personnel; sexual abuse or harassment.
• Actions including fighting or other assaultive behavior, which causes or could cause injury to scholars or other persons or which otherwise endangers the health, safety or welfare of teachers, scholars, other school personnel or other persons.

• Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgement.

• Violations against persons including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, sexual assault, illegal or inappropriate sexual conduct or indecent exposure.

• Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people.

• Physical or verbal threats, including but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist.

• Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status regarding public assistance, disability, national origin, or sexual orientation.

• Disobedience or insubordination to teachers or other school district personnel.

• Violation of school rules, regulations, policies or procedures.

• Attempts to and/or successfully hacking into the software, online programs, systems, and virtual platforms utilized by IPA.

• Impersonating a teacher in any manner and/or her classroom rights as the classroom moderator/host.

• Impersonating an administrator/staff member in any manner and/or her classroom rights as the classroom moderator/host.

• Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the scholar or other scholars, school district personnel or surrounding persons or which violates the rights of others or which damages or endangers the property of the school, or which otherwise interferes with or obstructs the mission or operations of the school district or the safety or welfare of scholars or employees.

• Retaliation
scholars who fail to comply with these requirements are subject to the following disciplinary actions:

• A verbal warning

• An in-person, online, or telephone meeting with the scholar, parent, teacher, counselor and school administrator will be arranged to discuss the scholar’s behavior.

• Suspension

• Expulsion

Pursuant to OCGA Section 20-2-735, discipline will be in proportion to the severity of the behavior leading to the discipline. The prior disciplinary history of the scholar during the current school year and other relevant factors will be taken into account and due process procedures required by federal and state law will be followed. However, it is important for all scholars and parents to note that the circumstances of particular violations may warrant more severe consequences even on the first violation. The School reserves the right, in school administration’s sole and exclusive discretion, to take any and all actions necessary to protect its scholars, provide a safe and secure learning environment, and to ensure the orderly operation of the educational process including providing more severe consequences for certain violations.

Offenses that may result in expulsion include, but are not limited to the following:

• Violations against property including but not limited to damage to or destruction of school property or the property of others, failure to compensate for damage or the destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism (including outing locations and test sites).

• The dissemination of profane, obscene, lewd, or pornographic images, url links, or websites.

• Using, possessing, distributing or being under the influence of alcohol or other intoxicating substances.

• Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances (except as prescribed by a physician).

• Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia.
• Using, possessing or distributing weapons or other dangerous objects.

• Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used as a weapon.

• Possession, use, or distribution of explosives or any compound mixture, the primary or common purpose or intended use of which is to function by explosion.

• Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.

• Actions including fighting or other assaultive behavior, which causes or could cause injury to scholars or other persons or which otherwise endangers the health, safety or welfare of teachers, scholars, other school personnel or other persons.

• Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgement.

• Violations against persons including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, sexual assault, illegal or inappropriate sexual conduct or indecent exposure.

• Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people.

• Physical or verbal threats, including but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist.

**BULLYING**

Bullying of any kind is not tolerated and will result in disciplinary action up to and including the possibility of expulsion. Depending on the nature, severity, and outcome of the incident the matter may result in referral of the incident to the appropriate authorities as well.

**Physical Bullying**

We are fortunate that in a virtual educational environment with little in-person contact that physical bullying is almost non-existent.
Physical bullying occurs when a minor is tormented, threatened, harassed, humiliated, embarrassed or physically assaulted in-person by another minor using verbal communications, physical instruments, and/or physical actions. For this behavior to be considered physical bullying, the infraction needs to take place between two minors. Physical bullying is not tolerated in any form at Ivy Preparatory Academy.

Cyberbullying

Cyberbullying occurs when a minor is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another minor using the internet, interactive and digital technologies or mobile phones. For this behavior to be considered cyberbullying, the infraction needs to take place between two minors. Cyberbullying is not tolerated in any form at Ivy Preparatory Academy.

Cyberbully includes, but is not limited to the following:

• Assuming a false identity online to trick others.
• Spreading lies and rumors about victims.
• Tricking people into revealing personal information.
• Sending or forwarding mean text messages.
• Posting pictures of victims without their consent.

Effects of Cyberbullying include, but are not limited to:

• Physically, emotionally or mentally harming a scholar.
• Placing a scholar in reasonable fear of physical, emotional or mental harm.
• Placing a scholar in reasonable fear of damage to or loss of personal property.
• Creating an intimidating or hostile environment that substantially interferes with a scholar’s educational opportunities.

Below are some preventative measures that scholar can take to minimize their risk of being cyberbullied, as well as help stop the cyberbullying cycle:

• Never share personal information with anyone, even your best friend. Remember anything posted online may potentially be viewed by millions of people.
• Be careful with whom you interact online. Block messages or requests from people that you do not know.
• Do not pass along or forward cyberbullying messages.
• Discourage your friends from cyberbullying.

Anyone can be a victim of cyberbullying, regardless of race, gender, ethnicity or financial status. The most important thing to do if you are being cyberbullied is to tell a trusted adult. An adult, whether it is a parent, teacher or school administrator, needs to get involved. Save and document all occurrences of cyberbullying.

Cyberbullying is no longer an anonymous crime. Technology allows for easy tracking of the source. Cyberbullying is illegal, and violators can be prosecuted.

For parents/guardians/caregivers of bullied scholars: If your scholar comes to you and reports being bullied, please report it to your child’s Family Success Liaison immediately.

If the accused is a scholar of the school, school administration will investigate the accusation. If the accusation is proven true, the school discipline policy will apply. If the accused is not a scholar of the school, the school administration will help the victim and his/her family contact local authorities and/or the local school district.

If a scholar is found guilty of cyberbullying, the following consequences will apply based on the severity of the infraction:

**First Offense or Minor Infraction:** The scholar will receive a verbal warning and meet with the school counselor to learn about cyberbullying.

**Second Offense or More Severe Infraction:** The scholar, parent/guardian, counselor and administrator will hold a conference. A record of the infraction will be placed in the scholar’s file and in Infinite Campus.

**Third Offense or Severe Infraction:** Repeated Infractions or Severe Infractions may result in the scholar being expelled from the school

* Determination of the severity of an infraction is at the discretion of the IPA Administration. In cases of severe infractions, local, state, or federal legal authorities may be contacted.

**SCHOLAR DRESS CODE**

The administration, faculty and staff of Ivy Preparatory Academy are committed to providing our scholars with a safe, respectful learning environment, free
from distractions. This includes both our virtual learning environment and in-person, school-sponsored events. When participating in live class sessions or attending in-person events, scholars are expected to wear their Ivy Preparatory Academy polo shirt.

When on camera, the below rules apply to all parts of the scholar that may be visible to those receiving the image. Clothing and accessories which interfere with, distract from, or further impede scholar learning are not allowed. Prohibited articles of clothing and accessories include but are not limited to the following:

• Any articles that may reasonably be considered a safety hazard or potential weapon.

• Garments that expose the midriff or cleavage, see-through or mesh clothing, halter or tank tops, pajamas, sleep or loungewear. More specifically, shirts, blouses and dresses must cover the abdomen, cleavage, back and shoulders. Shirts/ tops must also cover the waistband of pants, shorts or skirts, with no midriff or cleavage visible while standing or while bending over.

• Hats, caps and other head apparel should not be worn except for religious or medical purposes.

• Clothing and accessories may not display any of the following:
  o Racial or Ethnic slurs
  o Hate Speech
  o Gang Affiliation
  o Vulgar, sexually explicit or suggestive language/ images
  o Products such as alcohol, tobacco or illegal drugs

• Skirts, and dresses must be at least be at finger-tip length. These items must cover all undergarments and maintain modesty when a scholar is leaning over or sitting down. It is highly recommended that if skirts or dresses are shorter than 2 inches above the knee that shorts be worn underneath the garment.

• Pants/skirts must be worn at the waist.

IPA administration, faculty or staff members reserve the right to determine what constitutes appropriate or inappropriate dress for the virtual school setting. In matters of opinion, the judgement of school administration shall prevail.

VIRTUAL CLASSROOM BEHAVIOR

While our online learning environment affords scholars the opportunity to attend class anywhere, it is our expectation that all scholars conduct
themselves in a respectful manner during live sessions, as you would in a face
to face classroom.

The following guidelines outline our behavioral expectations in the virtual
classroom environment:

• Make sure to present yourself in an appropriate manner on camera, in
accordance with the IPA scholar Dress Code.

• Make sure you are in a setting conducive to learning such as a home office,
kitchen table, or personal desk. For example: A scholar should not attend live
sessions from their beds unless medical reasons or disabilities necessitate that
they do so.

• Please be sure to eliminate outside distractions, such as televisions and
radios.

• If you have a cellphone, make sure it is on silent during the class session.

• Refrain from using inappropriate/ offensive language in the chat, on the
whiteboard, or on the microphone.

• Do not share personal information and/or contact information unless
specifically granted permission to do so from your teacher and/or a school
administrator (gaming identifiers, invitations to outside chatrooms, emails,
phone numbers, addresses, last names, etc.).

• Do not attempt to hack and/or hack into the programs and platforms utilized
by IPA.

• Do not impersonate a teacher and/or her classroom rights as the classroom
moderator/host.

• Do not post pictures, images, websites, or links to inappropriate or illegal
content in the chat box or on the virtual whiteboard. If an illegal posting is
made or shared (forward/copy & paste/email), then the incident will be
reported to the appropriate authorities up to and including the GBI (Georgia
Bureau of Investigation).

• Do share (forward/copy & paste/email) inappropriate or illegal content
(pictures, images, websites, or links to inappropriate or illegal content) that
may have been posted in the chat box, on the virtual whiteboard, or received
via email, contact your teacher IMMEDIATELY letting her know what may have
occurred. If illegal content is shared, then the incident will be reported to the
appropriate authorities up to and including the GBI (Georgia Bureau of
Investigation).
IPA faculty reserve the right to remove any scholar from live class sessions due to inappropriate or distracting behavior. Teachers are authorized to give verbal warnings, written reprimands, refer scholars to school administration, and employ any other discipline and behavior management techniques except for suspension or expulsion of a scholar, discipline prohibited by law, or discipline permitted to be administered only by school administration.

ACADEMIC INTEGRITY

All submitted coursework is assumed to have been completed only by the individual scholar. Scholars are responsible to observe standards on plagiarism, cheating and properly crediting all sources used during the composition of work. Scholars who fail to abide by these standards will be reported to the administration, which may result in a conference with the Parent/Guardian/Caregiver, failure of the course assignment or exam, loss of credit for courses, revoked access to courses and suspension/expulsion from the school.

Cheating

Cheating is the use of another person’s work to gain an unfair advantage. Cheating occurs when a scholar knowingly submits the coursework or an assessment of another individual and claims it as their own original work. Examples of cheating 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 exam.

• Copying from course feedback provided by another school, person, website, and/or platform.

• 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 scholars, which results in submitting identical answers on such assignments.

• Using online translators for assignments in language courses.

• Additionally, scholars using books or other technological devices for assistance during tests and assessments is considered cheating unless explicitly allowed by the teacher. These actions also mask a scholar’s need for additional help and academic interventions, which can ultimately lead to a significant academic deficit.
• Hints and assistance with answers from others while taking an assessment or test may be considered cheating. These actions also mask a scholar’s need for additional help and academic interventions, which can ultimately lead to a significant academic deficit.

• Submitting work that is not one’s own.

**Plagiarism**

Plagiarism is using an author’s work, without acknowledging the source of the material. Examples of plagiarism include, but are not limited to the following:

• Quoting work from an outside source, without proper citations and attribution.

• Improper paraphrasing of another person’s work, maintaining the original text with little alteration or re-wording 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.

**Academic Integrity Violations**

All scholars who violate principles of academic integrity will be reprimanded. Depending on the nature of the offense, a scholar’s grade or ability to earn credit for a course may be affected at the discretion of the scholar’s teacher and IPA administration.

Violations of academic integrity will be reprimanded per the following guidelines:

• The first offense will be handled between the classroom teacher, administrator, scholar and parent/caregiver. The teacher will provide additional instruction as to what constitutes plagiarism and/or cheating, and the scholar will receive a zero on the assignment. Depending on the severity of the infraction, the scholar may have an opportunity to make up the assignment at the discretion of the teacher. The scholar will be required to attend a meeting with Ivy Preparatory Academy administration regarding the plagiarism. If more than one violation is discovered at the same time, it will be considered the scholar’s second offense.

• A second offense will result in a meeting with the school administration, the scholar, the parent and the classroom teacher. Scholars will have no
opportunity to make up questionable work and a grade of zero will remain. Further action may be taken, as needed, following the discipline policy.

• In the case of a third offense, a meeting will be held with the Academy Leader, a classroom teacher, the scholar and their parent(s). The meeting may result in the following: removal from Ivy Preparatory Academy and/or denial of admission.

• If academic integrity violations were found to have been perpetrated for a majority of a subject or during the course of an assessment, a meeting will be held with the Academy Leader, a classroom teacher, the scholar and their parent. The meeting may result in the following: removal from Ivy Preparatory Academy and/or denial of re-admission.

• If parents or others are found to be completing graded work or significantly assisting in completing graded work on behalf of a scholar and submitting that work as the scholar’s own efforts, a meeting will be held with the Academy Leader, a classroom teacher, the scholar and their parent. The meeting may result in one or all of the following: zeros for all graded work submitted, removal from the course with loss of credit, retention, summer school, removal from Ivy Preparatory Academy and/or denial of re-admission.

IPA Network Staff Contact List

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
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Notification of Programs for Scholars with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance.

Section 504 defines a person with a disability as anyone who . . .

*Has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sleeping, standing, lifting, reading, concentrating, thinking, communicating, helping, eating, bending, or operation of a bodily function.*

Ivy Preparatory Academy has the responsibility to provide accommodations and services to eligible individuals with disabilities. Ivy Prep acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and scholars. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

**Notification of Non-Discrimination under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.**

Ivy Preparatory Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:
Notification of Rights under FERPA for Elementary and Secondary Schools

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

1. The right to inspect and review the scholar’s education records within 45 days after the day Ivy Preparatory Academy receives a request for access. Parents or eligible scholars who wish to inspect their child’s or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar’s education records that the parent or eligible scholar(s) believes are inaccurate, misleading, or otherwise in violation of the scholar’s privacy rights under FERPA. Parents or eligible scholars who wish to ask the Ivy Preparatory Academy to amend their child’s or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they wish to inspect, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible scholar(s), the school will notify the parent or eligible scholar(s) of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible scholar(s) when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the scholar’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district’s annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to
review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school or school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or scholar of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible scholar(s).

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from scholar's education records, without consent of the parent or eligible scholar, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible scholar, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible scholars have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a scholar without obtaining prior written consent of the parents or the eligible scholar –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible scholar's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with
Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a scholar's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the scholar in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary scholars certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before scholars are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the scholar or scholar's parent;
2. Mental or psychological problems of the scholar or scholar’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
7. Religious practices, affiliations, or beliefs of the scholar or scholar’s parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a scholar out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from scholars for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from scholars for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, scholars or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of scholars and surveys created by a third party;
2. Instruments used to collect personal information from scholars for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a scholar who is 18 years old or an emancipated minor under State law.
Ivy Preparatory Academies has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect scholar privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Ivy Preparatory Academies will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Ivy Preparatory Academies will also directly notify, such as through U.S. Mail or email, parents of scholars who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Ivy Preparatory Academies will make this notification to parents at the beginning of the school year. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from scholars for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

**Parents who believe their rights have been violated may file a complaint with:**

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

**REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT**

O.C.G.A. § 20-2-751.7.(a) provides that: “The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated processes and shall include the mandated process in student handbooks and in employee handbooks or policies.”

The following is the reporting process:

A. Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at her school.
B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the Head of School or Academy Leader within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.

C. Any administrator receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school's counselor, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker's Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the Head of School or designee shall make an immediate written report to the designated Academy Leader, School Resource Officers, and Attendance Clerk. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.