



Nibras - World Virtual School Academic Policies

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Academic Policies

1 Student Admission & Enrollment Policy

1. Policy Statement

Nibras - World Virtual School is committed to providing equitable access to high-quality virtual education through a transparent, fair, and student-centered admission and enrollment process.

This policy defines the principles, requirements, and procedures governing student admission, enrollment, and re-enrollment.

2. Purpose

The purpose of this policy is to:

- Ensure consistency and fairness in student admissions
- Define eligibility criteria and enrollment procedures
- Clarify the roles and responsibilities of parents/guardians and the school
- Support student readiness and success in a virtual learning environment

3. Scope

This policy applies to:

- All prospective students applying to Nibras - World Virtual School
- Currently enrolled students seeking re-enrollment
- Parents/guardians responsible for student enrollment

4. Admission Principles

Admissions at Nibras - World Virtual School are guided by the following principles:

- **Equity and Non-Discrimination:** Admission decisions are made without discrimination based on sex, nationality, religion, ethnicity, or disability.
- **Transparency:** Admission requirements, procedures, and timelines are communicated clearly to families.
- **Student Readiness:** Consideration is given to academic background, age appropriateness, and the student's ability to engage effectively in virtual learning.
- **Capacity and Resources:** Enrollment is subject to availability of instructional and technological resources.

5. Eligibility Requirements

A student may be considered eligible for admission provided that:

- The student meets the age and grade-level requirements.
- A complete online application form is submitted.
- All required documentation (soft copy) is provided.
- A parent or legal guardian agrees to comply with school policies.
- The student has access to the necessary technology and internet connectivity to participate in online learning.

6. Application and Admission Process

The admission process includes the following steps:

1. Application Submission

Parents/guardians submit an online application form along with all required documents.

2. Application Review

The Admissions Team reviews the application to ensure completeness and eligibility.

3. Academic Review or Assessment (if applicable)

The school may conduct an academic assessment, placement test, or interview to determine appropriate grade placement.

4. Admission Decision

Families are notified in writing of the admission decision within the specified timeframe.

5. Acceptance of Offer

Admission offers must be accepted by the stated deadline to secure enrollment.

7. Required Documentation

Parents/guardians are required to submit the following documents (as applicable):

- Student identification (passport or birth certificate)
- Parent/guardian identification
- Previous school records, transcripts, or report cards
- Proof of grade completion (if transferring from another school)
- Any additional documents requested by the Admissions Office

8. Enrollment Confirmation

Enrollment is considered complete only when:

- All required documents are approved
- Enrollment agreements and consent forms are completed and signed online.
- The student is assigned to a virtual class

9. Grade Placement

Grade placement is determined based on:

- Student age
- Previous academic records
- Assessment results (if conducted)

The school reserves the right to place students in the grade level that best supports their academic development and success.

10. Waiting List

If enrollment capacity is reached, eligible students may be placed on a waiting list.

Placement on the waiting list does not guarantee admission. Families will be notified if a space becomes available.

11. Re-Enrollment

- Current students must complete re-enrollment procedures annually.
- Re-enrollment is subject to satisfactory academic progress, compliance with school policies, and timely completion of required documentation.
- The school reserves the right to decline re-enrollment when necessary and will communicate such decisions formally.

12. Withdrawal and Transfer

Parents/guardians wishing to withdraw a student must notify the school in writing in accordance with the school's withdrawal procedures.

Academic records will be released in compliance with school policy and applicable regulations.

13. Policy Review

This policy shall be:

- Reviewed at least every two years
- Updated in response to evaluation findings or regulatory changes
- Approved by the Governing Body

14. Approval

Approved by: Governing Body/ Board of Trustees

Effective Date: [Insert Date]

Next Review Date: [Insert Date]

2 Curriculum Framework Policy

1. Purpose

Nibras – World Virtual School ensures that all students have access to high-quality, structured, and engaging virtual learning experiences that promote mastery of knowledge, skills, and competencies aligned with academic standards and global best practices.

2. Scope

This policy applies to all academic programs and courses at Nibras – World Virtual School across all grade levels. It guides curriculum development, instructional design, learning resources, assessment, and reporting processes.

3. Guiding Principles

Nibras – World Virtual School curriculum is designed according to the following principles:

1. **Student-Centered Learning:** The curriculum supports self-paced, personalized learning pathways that accommodate diverse learner needs and preferences.
2. **Competency-Based Mastery:** Students progress upon demonstrating mastery of specific skills and knowledge rather than time-based measures.
3. **Video-Based Instruction:** Learning content is delivered primarily through high-quality, engaging, and interactive video lessons, supported by academic oversight and continuous content review.
4. **Integrated Assessments:** Learning outcomes are measured through formative and summative assessments embedded in the curriculum.
5. **Digital Literacy & Critical Thinking:** Emphasis is placed on developing 21st-century skills, including problem-solving, creativity, and responsible use of technology.
6. **Continuous Improvement:** Curriculum design is iterative, informed by student performance data, feedback, and educational research.

4. Curriculum Structure

Nibras – World Virtual School curriculum is structured around the following components:

1. **Learning Pathways:**
 - Organized by subject and grade level.
 - Clearly defined learning objectives for each lesson and unit.

2. Virtual Lessons:

- Professionally produced lessons for each topic, developed and reviewed by qualified content specialists.
- Interactive elements such as embedded quizzes, simulations, and virtual labs for demonstration and practice.
- Accessible on-demand to allow repeated viewing and flexible pacing.

3. Assessment Framework:

- **Formative Assessments:** Short quizzes, exercises, and adaptive checks to monitor learning progress.
- **Summative Assessments:** End-of-unit or end-of-course assessments to measure mastery.

4. Progress Tracking & Reporting:

- Dashboards for students to track progress against learning objectives.
- Performance reports for parents/guardians

5. Roles and Responsibilities

1. Curriculum Development Team:

- Designs, develops, reviews, and periodically updates the virtual curriculum, which is delivered primarily through structured, high-quality video lessons.
- Ensures alignment with educational standards and best practices.

2. Instructional Designers:

- Translating approved learning objectives and curriculum standards into structured, pedagogically sound virtual, video-led lessons.
- Designing lesson flows that incorporate clear objectives, explanations, demonstrations, guided practice, and mastery checks.
- Embedding interactive elements, formative assessments, and knowledge checks within video content and digital activities.
- Ensuring lessons are aligned with mastery-based progression, assessment frameworks, and learning pathways.
- Applying instructional design best practices for digital learning, including microlearning, scaffolding, and cognitive load management.
- Ensuring accessibility and inclusivity through the use of captions, transcripts, visuals, and alternative learning supports.
- Collaborating with Curriculum and Assessment Teams to ensure alignment between instruction, assessment, and learning outcomes.
- Implementing and documenting quality assurance processes, including content review cycles, usability testing, and version control.
- Reviewing learner engagement and performance data to identify content gaps, improvement opportunities, and design enhancements.
- Producing reports and recommendations to support continuous curriculum improvement.

3. Students:

- Engage actively with virtual, video-led learning materials, complete required assessments, and follow recommended learning pathways.
- Utilize dashboards and progress tracking tools to guide independent learning.

4. Parents/Guardians:

- Support students' independent learning routines.
- Monitor engagement and progress through reports provided by the school.

5. Academic Supervisors:

- Oversee curriculum quality, adherence to standards, and continuous improvement.
- Analyze assessment data to inform curriculum updates and interventions.

6. Curriculum Review and Evaluation

- Curriculum is reviewed annually to ensure relevance, accuracy, and alignment with global and local standards.
- Student performance, engagement data, and feedback inform iterative improvements.
- Emerging educational technologies and pedagogical research are incorporated to enhance learning experiences.

7. Policy Compliance

All academic staff, curriculum developers, and affiliated parties must adhere to this policy to ensure consistent, high-quality educational delivery. Non-compliance will be addressed through administrative review and corrective action.

8. Policy Review

This policy shall be:

- Reviewed at least every two years
- Updated in response to evaluation findings or regulatory changes
- Approved by the Governing Body

9. Approval

Approved by: Governing Body/ Board of Trustees

Effective Date: [Insert Date]

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3 Teaching & Learning Policy

1. Policy Statement

Nibras – World Virtual School adopts an innovative, instructional model in which students learn primarily through high-quality video lessons, digital adaptive platforms, and automated feedback systems. The goal is to ensure that every learner receives consistent, scalable, data-driven instruction that supports mastery, independence, and personalized progress.

This policy outlines how teaching and learning occur within a virtual, video-led instructional environment, supported by digital systems and academic staff responsible for content development, learner support, academic oversight, and quality assurance.

For clarity, Nibras – World Virtual School delivers instruction primarily through pre-produced video lessons developed by qualified Content Specialists. Educators and academic staff are engaged in content development, learner support, academic oversight, and quality assurance, rather than traditional classroom teaching.

2. Purpose of the Policy

The purpose of the Teaching & Learning Policy is to:

- Define how learning is delivered within a virtual, video-led instructional model, supported by digital learning systems and academic oversight.

- Establish expectations for curriculum delivery through high-quality, pre-produced video content, supported by structured assessments and quality assurance processes.
- Clarify the roles of students, digital systems, school operations teams, and support staff.
- Promote consistency, quality assurance, and continuous improvement in the learning experience.
- Ensure that all learners receive accessible, equitable, and engaging instructional opportunities.

3. Teaching & Learning Philosophy

Nibras – World Virtual School believes that students can thrive through a self-directed, structured, and technology-supported learning ecosystem that emphasizes:

3.1 Self-Paced Mastery

Students' progress when they demonstrate mastery, not by seat time.

3.2 Video-Led Instruction

All core instruction is delivered via pre-produced, high-quality video lessons designed by subject experts and curriculum developers.

3.3 Assessment-Driven Learning

Formative quizzes, checkpoints, and adaptive assessments guide pathways and identify areas for reinforcement.

3.4 Automation with Human Oversight

Academic Coordinators and Learning Support Specialists are available for monitoring, data review, technical assistance, and support.

3.5 Accessibility & Inclusivity

Learning materials are structured to ensure multiple entry points, closed captions, transcripts, visuals, and scaffolded content.

4. Teaching Framework

4.1 Instructional Components

Learning is facilitated through:

- Virtual, video-led lessons (primary instructional content)
- Interactive Digital Activities
- Automated Feedback Tools
- Adaptive Learning Systems
- Digital Worksheets and Practice Sets
- Quizzes, Mastery Checks, and Auto-Graded Exams
- Virtual Labs or Simulations (where applicable)

4.2 Structure of a Typical Lesson

Each Nibras lesson includes:

1. Learning Objectives
2. Short, clear video explanation
3. Guided examples
4. Practice tasks or virtual activities

4.3 Instructional Model Assurance

To ensure quality, consistency, and scalability in a virtual learning environment, Nibras – World Virtual School delivers instructional functions through an integrated digital and academic support framework as outlined below:

Instructional Function	Nibras Replacement Mechanism
Instruction delivery	Structured, virtual, video-led lessons
Explaining concepts	Embedded animations & visual examples
Monitoring progress	Analytics dashboards & automated alerts
Giving feedback	Auto-grading & adaptive responses, and instant feedback
Reviewing assignments	System-based scoring aligned with learning outcomes
Providing support	Academic Coordinators + tutoring FAQs & guides

5. Learning Expectations for Students

Students at Nibras are expected to:

- Follow the lesson sequence in their LMS.
- Engage fully with virtual, and video-led lessons, reviewing or replaying content as needed before completing quizzes.
- Complete interactive tasks independently.
- Review automated feedback and repeat lessons if needed.
- Track their progress using the LMS dashboard.
- Reach mastery thresholds before advancing to the next skill.

6. Roles & Responsibilities

6.1 Students

- Engage independently with all digital content.
- Demonstrate academic integrity by submitting original work.
- Communicate system or content issues to support teams.
- Use pacing guides to stay on track.

6.2 Academic Oversight & Learner Support (System-Led)

Learner progress and engagement are supported through automated systems and centralized academic oversight. This includes:

- Continuous monitoring of student engagement, progress, and completion rates through LMS analytics and automated alerts.
- System-generated notifications and reminders to students who fall behind expected learning pathways.
- Centralized support services that provide clarification on academic processes, platform navigation, and assessment procedures, without delivering instructional content.
- Automated identification of persistent learning gaps, with escalation to designated academic or learning support services as defined by school policy.
- Documentation of learner progress, alerts, and support actions within the LMS.

6.3 Learning Support Services

Learning Support Services enhance learner access, inclusion, and effective engagement within the virtual learning environment. Responsibilities include:

- Supporting students with documented or self-identified learning or accessibility needs, in accordance with school policy.

- Facilitating the implementation and ongoing application of approved accessibility measures and accommodations within the LMS and digital learning resources.
- Providing academic guidance focused on learning strategies, study skills, organization, and effective use of digital learning tools.
- Assisting students in navigating learning pathways and support resources to promote independent progress and confidence.
- Coordinating with curriculum, platform, and technical teams to address access, usability, or learning support requirements.

6.4 Curriculum & Content Team

- Design, update, and conduct quality reviews of virtual, and video-led lessons and assessments.
- Ensure alignment with curriculum standards.
- Improve the clarity, structure, and engagement of digital content.

6.5 IT & LMS Team

- Ensure systems are functional, secure, and user-friendly.
- Provide technical support to students.

7. Teaching & Learning Standards

7.1 Content Quality Standards

All virtual instructional materials—including video-led lessons, interactive modules, digital readings, and virtual activities—must:

- Be clear, concise, and visually engaging.
- Align directly with the specified learning outcomes.
- Follow best practices for digital attention and engagement (e.g., microlearning lengths for videos; chunked content for readings or interactive modules).
- Be carefully structured to avoid ambiguity and support conceptual clarity.
- Incorporate inclusive design elements and accessibility features (captions, transcripts, alternative formats, scaffolded guidance) to support diverse learners.
- Include embedded checks for understanding, practice opportunities, or interactive elements wherever applicable.

7.2 Assessment Standards

Assessments must:

- Match the taught content
- Be auto-graded wherever possible
- Provide immediate feedback
- Offer pathways for remediation and enrichment

7.3 Engagement Standards

Lessons should include:

- Interactive elements
- Real-world examples
- Scenario-based applications
- Opportunities for reflection

8. Learning Pathways & Progression

8.1 Pacing

Students' progress based on mastery—not time.
Recommended pacing guides are provided for structure.

8.2 Mastery Requirements

Each student must achieve a minimum score (e.g., **60%**) on mastery checks before progressing.

8.3 Remediation

If mastery is not achieved:

- The LMS automatically recommends review virtual material
- Additional practice tasks appear
- Coordinator intervention is triggered after repeated failures

9. Quality Assurance & Continuous Improvement

9.1 Content Review Cycle

All lessons and assessments undergo scheduled reviews (e.g., semesterly or annually) to ensure relevance and accuracy.

9.2 Student Feedback

Surveys and feedback forms guide content updates.

10. Policy Compliance

All students and staff must comply with this policy. Repeated non-engagement, academic dishonesty, or misuse of systems will result in administrative intervention.

11. Policy Review

This policy shall be:

- Reviewed at least every two years
- Updated in response to evaluation findings or regulatory changes
- Approved by the Governing Body

12. Approval

Approved by: Governing Body/ Board of Trustees

Effective Date: [Insert Date]

Next Review Date: [Insert Date]

4 Video-Based Learning Philosophy Policy

1. Purpose of the Policy

The purpose of this policy is to define the philosophical foundation, principles, and expectations that guide video-based learning at Nibras – World Virtual School. As a virtual learning institution, the school adopts a modern, asynchronous learning model where all instructional content is delivered through structured, high-quality video lessons. This philosophy ensures consistency, accessibility, and personalization for every learner.

2. Vision for Video-Based Learning

Nibras – World Virtual School believes that learning must be flexible, self-paced, student-centered, and accessible anytime, anywhere.

Through video-based instruction, the school aims to:

- Provide a consistent and high-quality learning experience across all subjects and grade levels.
- Empower students to control their own pace, pausing or replaying lessons to deepen understanding.
- Support diverse learning needs.
- Create an environment where students become self-directed, independent, and motivated learners.

3. Core Principles of The Video-Based Learning Philosophy

3.1 Accessibility and Inclusivity

- All video lessons are designed to be accessible on multiple devices at any time.
- Videos include captions, visual supports, and structured explanations to accommodate diverse learning styles.
- The school ensures equitable access to content for all students, regardless of technological or learning needs.

3.2 Self-Paced and Mastery-Based Progression

- Students follow a flexible learning path where they can control lesson speed and revisit content as needed.
- Progression is based on **mastery**, measured through embedded checks for understanding, quizzes, and adaptive assessments.

3.3 High-Quality Digital Instructional Design

- Video lessons follow a clear structure: learning objective → explanation → demonstration → guided practice → recap.
- Videos are concise, engaging, and designed for focus and retention.
- Visual aids, animations, and examples are carefully integrated to enhance conceptual clarity.

3.4 Data-Informed Learning

- The school uses analytics from the Learning Management System (LMS) to track student engagement and performance.
- Video interaction data (pauses, replays, completions) helps identify learning challenges and areas for improvement.

3.5 Student Autonomy and Responsibility

- Students learn to manage time, set goals, and follow personalized study schedules.
- The philosophy promotes **ownership of learning**, encouraging reflection and self-assessment.

4. Teaching & Learning Expectations in a Video-Based Model

4.1 Expectations for Instructional Content Designers

- Ensure each video lesson is aligned with curriculum standards and clear learning outcomes.
- Keep videos structured, intentional, and under recommended length for digital attention spans.
- Use real-life applications and examples to make content relevant and meaningful.
- Update videos regularly based on data insights and student performance.

4.2 Expectations for Students

- Engage actively with video lessons by taking notes, pausing, and replaying as needed.
- Complete embedded tasks, quizzes, and follow-up assignments.
- Follow the recommended learning schedule to avoid gaps in understanding.

4.3 Expectations for Parents/Guardians

- Provide a supportive home learning environment.
- Encourage consistent engagement with video lessons.

- Monitor progress through the parent portal and communicate with school support teams when necessary.

5. Assessment Philosophy in Video-Based Learning

5.1 Continuous Formative Assessment

- Video lessons integrate micro-assessments to check understanding.
- Automated feedback guides students toward improvement.

5.2 Summative Assessments

- Summative tasks measure long-term achievement after completing video modules.
- These may include written assignments or computer-based exams.

6. Quality Assurance and Continuous Improvement

6.1 Content Review Cycle

- All video lessons undergo regular review for clarity, accuracy, and effectiveness.
- Feedback from students and engagement analytics inform improvements.

6.2 Data-Based Decision-Making

- School leadership uses learning analytics to refine curriculum design, platform usability, and student support structures.

6.3 Professional Standards

- Video content developers follow international best practices in digital pedagogy, instructional design, and virtual learning standards.

7. Policy Review

This policy shall be:

- Reviewed at least every two years
- Updated in response to evaluation findings or regulatory changes
- Approved by the Governing Body

8. Approval

Approved by: Governing Body/ Board of Trustees

Effective Date: [Insert Date]

Next Review Date: [Insert Date]

5 Assessment, Grading & Reporting Policy

1. Purpose

The purpose of this policy is to ensure that assessment, grading, and reporting practices at Nibras - World Virtual School are fair, transparent, consistent, and aligned with the school's virtual, video led-lessons, self-paced learning model.

The policy defines how student learning is assessed, how grades are calculated, how progress is reported, and how assessment supports mastery learning in a teacher-free virtual environment.

All online assessments at Nibras - World Virtual School are conducted under remote invigilation to ensure academic integrity. Students are authenticated prior to exams, continuously monitored during assessments, and subject to secure exam protocols, including randomized questions, time limits, and

secure browsers. All activity is logged for auditing purposes, and any suspected academic misconduct is investigated in accordance with the school's Academic Integrity Policy to safeguard the credibility of assessment outcomes.

2. Scope

This policy applies to:

- All grade levels at Nibras - World Virtual School
- All digital learning environments, platforms, courses, and assessments
- All academic staff responsible for assessment design, review, or validation
- All students and parents/guardians accessing learning or assessment results

3. Guiding Principles

Assessment at Nibras is grounded in the following principles:

3.1 Mastery-Based Learning

Assessment measures the degree to which a student has mastered learning objectives, not how quickly they learn.

3.2 Validity and Reliability

Assessment tasks accurately measure learning outcomes and produce consistent results.

3.3 Fairness and Accessibility

Assessment design considers diverse learners and provides accessible formats.

3.4 Transparency

Expectations, grading criteria, and performance descriptors are communicated clearly.

3.5 Continuous Progress Monitoring

Assessment supports ongoing tracking of growth, not merely final outcomes.

3.6 Academic Integrity

Students complete assessments independently, following the school's Academic Honesty guidelines.

3.7 Data-Driven Decision-Making

Assessment results inform individualized support, enrichment, and intervention.

4. Assessment Framework

Nibras uses a balanced assessment model consisting of:

4.1 Formative Assessments

Embedded in virtual, video-led lessons and at the end of section-level

- Auto-graded quizzes
- Knowledge checks

Purpose:

Guide student progress and provide immediate feedback (non-graded).

4.2 Summative Assessments

Evaluations at the end of units or modules

- Unit tests
- Performance tasks

Summative assessments contribute to the final grade.

4.3 Progress Monitoring Assessments

At parent level

- Track growth over time
- Identify students requiring intervention or enrichment

4.4 Final Exams (if applicable)

End-of-course cumulative assessments for designated subjects.

5. Assessment Procedures

5.1 Administration

- Assessments are delivered fully online through the School's LMS.
- Students complete assessments independently.
- Timed and untimed options are used depending on the task type.

5.2 Security

- Randomized questions and answer orders
- Browser lockdown (if enabled by course)
- Academic honesty statement before high-stakes assessments

5.3 Retake Policy

- Formative assessments: unlimited retakes allowed
- Summative assessments:
 - One retake permitted after completing targeted remediation tasks
 - The higher score is recorded

5.4 Remote Invigilation & Online Assessment Security

To ensure academic integrity during online assessments, all summative and high-stakes assessments are conducted under **remote invigilation**. Appropriate monitoring, authentication, and assessment security measures are implemented to prevent academic malpractice and protect the credibility of examination outcomes.

Measures include:

Measure Type	Purpose	Method / Example
Authentication / Identity Verification	Ensure the student taking the exam is the registered candidate	- Login with unique ID & password - Two-factor authentication (SMS/email) - Live photo ID or selfie verification
Continuous Monitoring	Detect and prevent cheating during the exam	- Webcam monitoring throughout the exam - AI behavior detection (multiple faces, unusual movements, absence) - Screen recording of exam activity
Assessment Security	Protect exam content and reduce opportunities for malpractice	- Randomized question order or question sets - Time-limited exams - Secure browser to restrict copying, pasting, or opening other websites
Activity Logging	Provide an audit trail for investigation	- Recording keystrokes, tab changes, or inactivity

Measure Type	Purpose	Method / Example
		- Logging IP addresses and devices - Automatic alerts for abnormal activity
Academic Integrity Declarations	Reinforce student responsibility	- Students confirm an honor code before starting - Clear penalties for violations outlined
Technical Safeguards	Prevent unauthorized access or exam manipulation	- Lockdown mode to restrict other applications - Prevent multiple logins from different devices - System alerts for suspicious activity

6. Grading Policy

Nibras uses a standards-based mastery grading model combined with percentage scores.

6.1 Grading Scale

Percentage	Mastery Level
85–100%	Excellent mastery of unit learning outcomes
70–84%	Good understanding with minor gaps
50–69%	Satisfactory understanding; improvement required
0<50%	Does not meet the expected learning outcomes

6.2 Grade Calculation

Final course grades are determined solely through summative assessments designed to measure mastery of unit and course learning outcomes. Unit weighting is determined by the proportion of learning outcomes allocated to each unit in relation to the total learning outcomes of the course. The final course grade represents the aggregated results of all summative assessments.

6.3 Mastery Requirements

- Students must achieve **85% or above** to demonstrate mastery of a standard.
- Students not meeting mastery may receive:
 - Remediation materials
 - Additional practice tasks
 - Targeted reassessment

6.4 Late Work Policy

- Late submissions are accepted without penalty within the academic year, supporting self-paced learning.
- After the course closing date, no submissions will be accepted.

7. Reporting Student Progress

7.1 Reporting Tools

Parents and students' access:

- Real-time grades
- Mastery dashboards
- Assessment histories
- Skill-level indicators
- Completion and attendance logs

7.2 Grade Reports

Reports are issued:

- Mid-term Progress Report
- End-of-Term Report Card
- Annual Performance Report

Each includes:

- Course grades
- Mastery levels
- Automated or standards-based feedback
- Attendance/engagement metrics

7.3 Parent Communication

Families receive automated alerts for:

- Low performance
- Missing or incomplete tasks
- Course completion updates
- Benchmark growth results

8. Academic Integrity

Students must:

- Complete assessments independently
- Avoid plagiarism or use of unauthorized assistance
- Adhere to the School Academic Honesty

Violations may result in:

- Score cancellation
- Required reassessment
- Academic probation
- Parent notification

9. Roles and Responsibilities

9.1 Assessment Team

Responsible for:

- Designing assessments
- Ensuring alignment with standards
- Validating item quality
- Updating grading rubrics

9.2 Quality Assurance Team

Ensures:

- Fair and consistent grades
- System accuracy
- Assessment reliability
- Data integrity

9.3 Students

- Complete assessments independently
- Review feedback and track progress
- Request help or clarification when needed

9.4 Parents

- Support student routines
- Monitor academic progress
- Communicate concerns to the school

10. Policy Review

This policy shall be:

- Reviewed at least every two years
- Updated in response to evaluation findings or regulatory changes
- Approved by the Governing Body

11. Approval

Approved by: Governing Body/ Board of Trustees

Effective Date: [Insert Date]

Next Review Date: [Insert Date]

6 Academic Integrity & Plagiarism Policy

1. Purpose

The purpose of this policy is to ensure that all students at Nibras - World Virtual School demonstrate honesty, responsibility, and ethical behavior in all academic work. As a virtual learning environment with independent learning pathways, maintaining academic integrity is essential to evaluating true mastery, fostering personal accountability, and preparing students for future academic and professional success.

2. Scope

This policy applies to:

- All students enrolled in Nibras - World Virtual School.
- All assessments, activities, assignments, projects, exams, and submissions.
- All digital work created using the School's Learning Management System (LMS).
- Parents, guardians, and support persons who assist students in their learning.

3. Policy Statement

Nibras - World Virtual School is committed to promoting a culture of integrity. Students are expected to submit their own original work, credit the ideas of others, and follow all academic guidelines. Any form of cheating, plagiarism, or misrepresentation of work is prohibited and will result in consequences as outlined in this policy.

4. Definitions

4.1 Academic Integrity

Acting with honesty, fairness, and responsibility in all academic tasks by producing authentic work and acknowledging external sources.

4.2 Plagiarism

Using someone else's words, ideas, media, or work without proper acknowledgement. Plagiarism includes:

- Copying text from books, websites, or AI without citation.
- Submitting work created by someone else.
- Using AI tools to generate full answers without permission.
- Uploading purchased or downloaded assignments.

4.3 Cheating

Any behavior aimed at gaining unfair academic advantage, including:

- Sharing answers during assessments.
- Using unauthorized materials or tools.
- Having another person complete work on behalf of the student.
- Manipulating online assessment systems.

4.4 Collusion

Unauthorized collaboration with another person to produce work intended to be submitted individually.

4.5 Academic Misconduct

Any act that violates academic integrity, including falsification of data, impersonation, or deliberate obstruction of learning.

5. Guiding Principles

1. **Equity & Fairness:** All assessments should reflect the student's own understanding.
2. **Authentic Learning:** The school uses virtual, video-led and digital learning materials; therefore, honesty is essential to accurately measure student learning and mastery.
3. **Responsibility:** Students must take ownership of their academic performance.
4. **Supportive Environment:** The school guides students on how to properly cite, paraphrase, and produce original work.

6. Expectations for Students

Students must:

- Complete all assessments independently unless collaboration is explicitly allowed.
- Credit ideas, images, and media used in assignments.
- Follow all instructions for quizzes, adaptive tests, and final exams.
- Maintain secure login credentials and never allow others to access their LMS account.

7. Expectations for Parents/Guardians

Since Nibras is a virtual school, parents/guardians play a supportive role. They must:

- Encourage honest work.
- Avoid doing assignments on behalf of the student.
- Refrain from assisting during assessments unless allowed.
- Report suspected breaches of academic integrity.

8. Types of Academic Integrity Violations

8.1 Minor Violations

- Incorrect citation.
- Unintentional paraphrasing issues.
- Excessive copying due to misunderstanding.

8.2 Major Violations

- Submitting work not created by the student.
- Using AI to generate entire assignments without permission.

- Copying from classmates.
- Cheating during exams.
- Repeated minor violations.

9. Procedures for Handling Academic Integrity Violations

9.1 Identification

Violations may be identified through:

- Plagiarism detection software.
- LMS activity logs and timestamps.
- Assessment behavior patterns.
- Academic reviewer or quality assurance escalation during scoring.
- Parent or student reports.

9.2 Investigation

The Academic Affairs Team will:

1. Review the submitted evidence.
2. Compare work against sources if needed.
3. Examine LMS logs and usage history.
4. Provide the student an opportunity to explain the situation.

9.3 Decision & Documentation

- A written decision will be issued to the student and guardian.
- A copy will be stored in the student's academic record.

10. Consequences

10.1 For Minor Violations

- Warning letter.
- Required revision of work.
- Academic Integrity Mini-Course completion.

10.2 For Major Violations

One or more of the following:

- Score of zero for the assignment or exam.
- Redoing the assessment under supervision.
- Temporary suspension of LMS privileges.
- Academic probation.
- Meeting with parent/guardian.

10.3 Repeated Violations

- Suspension from specific courses.
- Removal from academic honors.
- Possible withdrawal from the school.

11. Prevention & Support Measures

Nibras - World Virtual School provides the following supports:

- Tutorials on proper citation and paraphrasing.
- Examples of acceptable vs. unacceptable use of AI.
- Guidelines for responsible digital learning.
- Clear rules for assessment conduct.
- Checklists for submission integrity.

12. Roles & Responsibilities

12.1 Student

- Produce original work.
- Follow assessment rules.
- Cite all external sources.
- Use AI ethically.

12.2 Parent/Guardian

- Support academic honesty.
- Ensure appropriate testing environment.
- Report concerns.

12.3 Academic Affairs Team

- Provide training on academic integrity.
- Review suspected cases.
- Apply consequences fairly.

12.4 School Administration

- Maintain clear policy documentation.
- Review and update the policy annually.

13. Monitoring & Review

This policy will be reviewed every academic year or earlier if:

- New school systems are introduced.
- Major updates occur in digital learning or AI tools.
- New integrity concerns arise.

14. Policy Review

This policy shall be:

- Reviewed at least every two years
- Updated in response to evaluation findings or regulatory changes
- Approved by the Governing Body

15. Approval

Approved by: Governing Body/ Board of Trustees

Effective Date: [Insert Date]

Next Review Date: [Insert Date]

7 Digital Learning & LMS Use Policy

1. Policy Statement

Nibras – World Virtual School is committed to providing a high-quality, technology-enhanced learning environment where students engage with virtual instructional materials, including video-led lessons and online assessments via the Learning Management System (LMS). This policy ensures responsible use, digital safety, academic integrity, accessibility, and effective participation in all digital learning activities.

2. Purpose

This policy aims to:

1. Establish clear expectations for the effective and responsible use of the LMS and digital learning tools.

2. Ensure a consistent and safe online learning environment for all students.
3. Support equitable access to digital learning resources.
4. Define roles, responsibilities, expectations, and digital citizenship standards.
5. Regulate data privacy, digital behavior, and online communication.

3. Scope

This policy applies to:

- All students enrolled in Nibras – World Virtual School (virtual).
- All staff, administrators, and support personnel who use the LMS.
- Parents/guardians who assist students in accessing LMS resources.
- All school devices, personal devices used for learning, accounts, platforms, and digital services.

4. Definitions

4.1 Learning Management System (LMS)

A digital platform where students access lessons, assignments, assessments, communication tools, progress reports, and learning resources.

4.2 Digital Learning

Any learning activity that uses technology, including video-led lessons, interactive modules, online quizzes, digital submissions, adaptive tests, and multimedia content.

4.3 Digital Citizenship

Responsible and ethical behavior while using technology, including respecting others, protecting privacy, and using resources appropriately.

4.4 Video-Based Learning

A model in which students learn through structured, pre-recorded instructional videos rather than live sessions.

5. Guiding Principles

Digital learning at the School is built on the following principles:

1. **Equitable Access:** All learners should have fair access to digital tools and learning resources.
2. **Safe Learning Environment:** Students should interact online in a protected and respectful digital space.
3. **Academic Integrity:** Digital work must be authentic and follow academic honesty guidelines.
4. **Self-Paced & Independent Learning:** Students manage their learning time and complete lessons independently.
5. **Technological Responsibility:** Users must handle devices, accounts, and digital materials with care.

6. Roles & Responsibilities

6.1 Students

Students must:

1. Log in to the LMS daily or as scheduled.
2. Engage fully with assigned virtual, video-led lessons, reviewing or replaying content as needed to ensure mastery.
3. Complete tasks, assignments, and assessments independently.
4. Use respectful, appropriate language when communicating online.
5. Protect passwords and login credentials.
6. Report technical issues immediately to school support.

6.2 Parents/Guardians

Parents/guardians should:

1. Support students in managing time, devices, and LMS access.
2. Ensure a safe, quiet learning space at home.
3. Monitor online behavior and ensure responsible use of technology.
4. Communicate with the school for LMS or digital learning concerns.
5. Encourage academic integrity and avoid completing work for students.

6.3 Content Specialists / Academic Staff

Content Specialists and Academic Staff must:

1. Upload clear, aligned, and structured video-led lessons and virtual instructional materials, ensuring all content supports the curriculum and learning outcomes.
2. Provide assignments, quizzes, and instructions on the LMS in a timely manner.
3. Monitor student progress through LMS analytics.
4. Give constructive feedback on digital submissions.
5. Ensure digital resources comply with copyright and privacy standards.
6. Maintain availability through LMS communication tools as defined by school policy.

6.4 LMS Administrator / IT Team

The LMS/IT Team must:

1. Maintain LMS functionality, updates, and security.
2. Provide technical support to staff, students, and families.
3. Ensure proper data backup and protection.
4. Manage user accounts and permissions.
5. Monitor potential cybersecurity threats.

7. LMS Usage Expectations

7.1 Access & Attendance

- Students must log into the LMS according to the school's learning schedule.
- All virtual, video-led lessons are mandatory and serve as the primary instructional delivery method.
- In virtual settings, logging in and completing assigned LMS tasks counts toward attendance/participation.

7.2 Assignment Submission

- All assignments must be submitted through the LMS unless otherwise instructed.
- Late submissions follow the school's academic policy.
- Students must ensure file compatibility and correct upload formats.

7.3 Online Assessments

- Assessments must be completed independently without unauthorized resources.
- Summative assessments conducted through the LMS are binding and part of student grading.
- Students must not attempt to bypass the system or share answers.

7.4 Digital Communication

Acceptable communication includes:

- Respectful messages
- Clear academic questions

- Proper use of LMS discussion boards

Prohibited communication includes:

- Inappropriate language
- Bullying or harassment
- Sharing personal contact details
- Spamming or irrelevant posts

7.5 Device & Account Security

- Passwords must be confidential and changed periodically.
- Students must log out after every session.
- Devices must be used for learning—not gaming, social media, or unrelated browsing.

8. Digital Safety & Privacy

8.1 The school adheres to child protection and data privacy guidelines.

8.2 Student personal data, grades, and assessments are confidential.

8.3 Students may not take screenshots or share LMS content without permission.

8.4 Video-led lessons are protected intellectual property and may not be downloaded or distributed.

9. Academic Integrity in Digital Spaces

Violations include:

- Copying internet answers
- Using AI tools to complete assignments
- Sharing answers with peers
- Logging into another student's account

Consequences follow the school's Academic Integrity Policy.

10. Technical Support

The school will provide:

- A helpdesk email/contact
- LMS user guides
- Troubleshooting resources
- Orientation for students and parents

Students must report issues immediately rather than waiting until due dates.

11. Monitoring & Quality Assurance

The school will regularly:

- Review LMS analytics
- Conduct digital safety audits
- Evaluate virtual, and video-led lesson quality
- Update system features
- Provide staff training

12. Non-Compliance

Failure to follow LMS usage rules may result in:

- Warnings
- Temporary loss of LMS privileges
- Academic penalties

- Referral to administration
- Parent notification

Repeated violations may lead to disciplinary actions per school policy.

13. Policy Review

This policy shall be:

- Reviewed at least every two years
- Updated in response to evaluation findings or regulatory changes
- Approved by the Governing Body

14. Approval

Approved by: Governing Body/ Board of Trustees

Effective Date: [Insert Date]

Next Review Date: [Insert Date]