iCADEMY
MIDDLE EAST

STUDENT AND PARENT HANDBOOK 2026-2027



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PURPOSE

This handbook serves as the official Student and Parent Handbook for iCademy Middle East. It consolidates policies, procedures, expectations, and guidelines from both the Online School Student & Parent Handbook and the Knowledge Hub Handbook into one comprehensive document.

This consolidation is intended to:

- Provide students and parents with a single, comprehensive source of information
- Eliminate the need to consult multiple documents
- Ensure consistency, clarity, and transparency across all programs
- Maintain full compliance with KHDA and iCademy Middle East requirements

All policies, procedures, and guidelines contained herein are reproduced AS PER THE ORIGINAL DOCUMENTS. No content has been altered, paraphrased, or removed. The consolidation reflects organizational structuring only and does not replace or modify any existing policy.

PART A - ONLINE SCHOOL STUDENT & PARENT HANDBOOK

WELCOME AND SCHOOL OVERVIEW

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

iCademy is staffed by highly skilled, certified teachers with experience and training with our instructional model tailored for the virtual environment. Our experienced and qualified team members provide extensive support for families. You will be well cared for through the extended efforts of your support team—composed of Teachers, Academic Advisors, Counselors, Administrators, Registrars, and Enrollment Counselors. All teams work collaboratively and consistently to provide the proper support and guidance students need to flourish educationally. iCademy team members truly share a common passion for educating young people.

Providing support to students is a priority for iCademy. This Student and Parent Handbook is just another way that we support our students and parents. Please use this handbook as a centralized location for policies and program information so that you stay informed about what iCademy and its teachers expect from students, as well as what you can expect from us. Every staff member and teacher is focused on student success.

Welcome, from the entire staff of iCademy!

If you wish to contact iCademy, please feel free to reach out to the school at: Dubai Knowledge Park, Block 05, Ground Floor, Unit G-01, Dubai, United Arab Emirates

Phone: +971 4-440-1212
Fax: +971 4-426-4748
E-mail: info@icademymiddleeast.com

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

MISSION, VISION AND PHILOSOPHY

MISSION STATEMENT

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

VISION

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

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

PHILOSOPHY

At iCademy, we believe that all students should receive an education appropriate to their ability, needs and interests. Our flexible programs are tailored to support individual self- paced, structured learning. The online school, Learning Coach Program, and the Knowledge Hub in Dubai serve students in grades K-12.

SCHOOL CULTURE

- iCademy students, parents, faculty, and staff participate in learning as a lifelong process and actively support the learning of others.
- Students are actively engaged in their academic coursework.
- Parents and learning coaches utilize iCademy tools and resources to monitor and motivate student learning.
- Faculty and staff work to design and implement programs and services that improve student achievement. Faculty and staff engage in ongoing professional development.

ENGAGEMENT

Success is achieved by collective and individual engagement.

- Students show activity and progress within their courses, in alignment with the school calendar.
- Students complete their courses within the specified amount of time.
- Students are involved in clubs and organizations.
- Parents, guardians, teachers, and school leaders are engaged with their students' education.
- Students actively communicate with teachers and the school community.

INSTRUCTION

All iCademy students are supported by faculty and staff who provide meaningful learning experiences and opportunities for individual academic success.

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

ACHIEVEMENT

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

- Students, parents, faculty, and staff are provided appropriate resources and services to meet the needs of students.
- iCademy conducts regular programmatic evaluations of student performance to inform school improvement.
- iCademy Middle East works with the curriculum provider to enhance organizational collaboration in support of student achievement.

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

CURRICULUM

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

SHARED UNDERSTANDING OF HIGH QUALITY LEARNING

Encompassing Characteristics, Skills and Attributes:

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

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

Daily Practice & Educational Approach:

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

Flexible Learning Paths:

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

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

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

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

Rigorous Curriculum

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

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

Collaborative Learning Experiences

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

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

Ongoing Feedback & Assessment

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

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

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

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

Cultivating Lifelong Learners

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

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

GETTING STARTED & SYSTEMS OVERVIEW AND LINKS

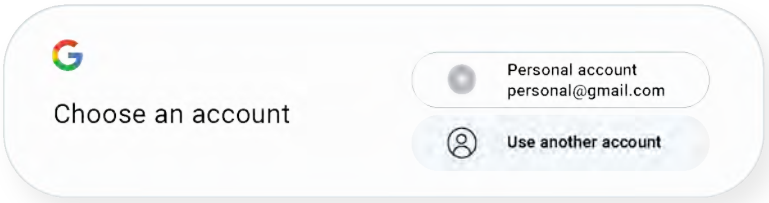
This section will help you access the Learning Management System (online school) which hosts our curriculum, AMP for Education. You will also find information about our school email system for parents and students.

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

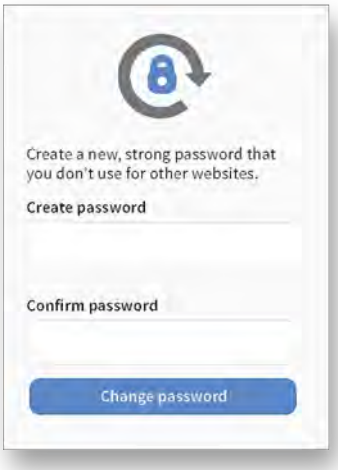
ACTIVATING YOUR LOGIN CREDENTIALS

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

1. On your computer, go to https://accounts.google.com



2. If there is a personal account currently logged in, log out from that account. Then, click Use another account.
3. Enter your icademystudent.com email address and your temporary password.
4. Activate your account by accepting the agreement.
5. Update your password. Your account is now enabled for Google services including access to the school platform.



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

ACCESSING THE LEARNING MANAGEMENT SYSTEM

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

GENERAL SCHOOL INFORMATION

GLOSSARY OF KEY TERMS AND ACRONYMS

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

Academic Advisor: The primary point of contact for students and Learning Coaches, providing academic guidance and support throughout the student's educational journey. For students in Grades K–5, the Academic Advisor serves as the teacher and regularly meets with students and their Learning Coaches on an individual basis. For students in Grades 6–12, the Academic Advisor, as part of the Student Support Team, provides orientation to the online instructional program and learning tools, monitors academic progress, offers interventions for students who are off pace or require additional support, and assists with graduation planning (Grades 9–12), course selection, course changes, and overall academic success.

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

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

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

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

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

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

ENROLLMENT AND HOLIDAY CALENDARS

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

- All students enroll in courses that represent one semester (90 school days). The school year is composed of two semesters.
- Each fall cohort has a matching spring cohort. Students will be enrolled in the spring cohort that corresponds to their fall cohort. It is important that students complete their fall courses well in advance of when their spring cohort begins. Students' fall and spring courses need to remain in alignment to ensure their assignments, final grades, and transcripts are processed successfully prior to the start of the next semester.
- Students are not permitted to overlap fall semester and spring semester courses. Unique scheduling needs should be discussed with the Enrollment Counselor or Academic Advisor as early in the year as possible so that appropriate adjustments can be made. iCademy has established policies for Course Acceleration and Course Extensions.

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

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

SUMMER COHORT SCHEDULES

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

TERM START DATES 2026 - 2027

FALL 2026	START DATES	END OF SEMESTER	DOCUMENTATION & TUITION FEE DEADLINE
AUGUST	August 19, 2026	January 15, 2027	August 05, 2026
SEPTEMBER	September 02, 2026	February 11, 2027	August 19, 2026
	September 16, 2026		September 02 2026
OCTOBER	October 14, 2026	March 16, 2027	September 30, 2026
NOVEMBER	November 04, 2026 *Condensed 75-day		October 21, 2026

SPRING 2027	START DATES	END OF SEMESTER	DOCUMENTATION & TUITION FEE DEADLINE
JANUARY	January 20, 2027	June 08, 2027	January 06, 2027
FEBRUARY	February 03, 2027	July 06, 2027	January 20, 2027
	February 17, 2027		February 03, 2027
MARCH	March 17, 2027	July 29, 2027	March 03, 2027
APRIL	April 14, 2027 *Condensed 75-day		March 31, 2027

SUMMER 2027	START DATES	END OF TERM	DOCUMENTATION & TUITION FEE DEADLINE
TERM 1	June 09, 2027	July 07, 2027	May 26, 2027
TERM 2	July 08, 2027	August 05, 2027	June 24, 2027

HOLIDAY CALENDAR 2026 - 2027

The following school holidays will be observed:

Mawlid:	August 25, 2026
National Day:	December 2-3, 2026
Winter Break:	December 14, 2026 to January 1, 2027
Eid al Fitr:	March 9-11, 2027
Spring Break:	April 5-9, 2027
Eid al Adha:	May 16-18, 2027
Islamic New Year:	June 5, 2027

Knowledge Hub holidays may differ

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

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

ILLNESS/EXTENDED INABILITY TO PARTICIPATE

If a student is going to be absent (unable to log in) for a period of three (3) or more days, the student's Academic Advisor must be contacted to report the expected absence.

For an absence due to illness extending beyond 48 hours, a medical certificate must be submitted to the school to support and document the absence.

It is the responsibility of the student and Learning Coach to coordinate with the teacher(s) regarding any missed assignments. Students should, whenever possible, work ahead before a planned absence rather than fall behind and have to catch up.

Scheduled schoolwork will not be waived, and students remain responsible for completing all required coursework.

FULL-TIME ENROLLMENT

For full-time students, iCademy is typically the school of record. The full-time program at iCademy is tuition-based and designed to meet the diverse needs of students throughout the world who seek a comprehensive online school experience and access to a wealth of private school services, such as clubs, activities, school-based re-enrollment services, school guidance services, and college/career counseling for high school students. Full- time students typically enroll in six (6) courses, which is the maximum course load, and typically represents the requirements of completing a grade level.

The minimum semester course load is 4, except for re-enrolling final-semester seniors who have taken at least 2 semesters with iCademy and fulfilled all other school graduation requirements. Students can purchase one or more additional course(s) when it is educationally appropriate and with approval. The minimum course load for a full-time student is four (4). Enrollment Counselors and the student support team at iCademy guide students and parents through the selection of appropriate courses to achieve student goals and meet graduation requirements.

PART-TIME ENROLLMENT

The part-time program at iCademy is designed to meet the diverse needs of students throughout the world who wish to supplement their full-time school enrollment with 1-3 online courses. Part-time students are responsible to receive pre-approval of the courses for transfer into their school of record. Upon completion of

their part-time courses each year students may order an official transcript to document courses completed and high school credits earned.

Part-time students enjoy the same curriculum, the same teacher support, and the same online school platform as their full-time counterparts. However, access to standardized testing, extracurricular activities, clubs, and school counseling services are reserved for full-time students.

PACING AND ATTENDANCE REQUIREMENTS

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

Grade Level	Yearly Hours	Suggested Weekly Hours	Suggested Daily Hours
K-2	720	20	4
Grades 3-5	900	25	5
Grades 6-12	900-1,080	25-30	5-6*

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

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

COMMUNICATING WITH ICADEMY

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

Students can log in and access course work at any time of the day, 24 hours a day during their enrollment period, although staff are typically available during the normal school week, Monday through Friday. Communications are typically returned well within a one school day turnaround time. Students are expected to stay on pace and consistently work through all their courses each school day.

ENROLLMENT

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

ACADEMIC SUPPORT

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

STUDENT SUPPORT TEAM

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

Emirati Students

Emirati students are provided with an Emirati Mentor to support their progression through iCademy. The Emirati Mentor will support the Emirati students in a variety of ways to build an academic pathway to AP and graduation.

EAL (English as an Additional Language)

There are students who may join iCademy who are not first language English speakers. If access to the curriculum is an issue, iCademy will provide additional EAL support. Again, students will be assessed and allocated additional language support based on their needs. Please note that additional fees may apply for EAL support services

Students with Special Education Needs (SEN)

Students with Special Educational Needs (SEN) will receive support from our Special Educational Needs Coordinator (SENCO). Where appropriate, individualized support plans and reasonable accommodations will be implemented to help students access the curriculum and achieve their learning goals.

Students who enrol with identified learning needs may be allocated a specialist Learning Support Assistant (LSA) for a specified number of support hours, depending on their individual requirements. Each student will be assessed on a case-by-case basis to determine the level of support required. Where specialist support is recommended, additional fees may apply, and any associated costs will be discussed with parents before enrolment or the commencement of services.

iCademy Middle East is committed to providing an inclusive learning environment. There are no barriers to a student's enrolment, provided that the specialist support required to meet the student's educational needs is available.

Students who are identified or nominated as Gifted and/or Talented (G&T) may be required to complete a CAT4 (Cognitive Abilities Test) or other assessments, as determined by iCademy Middle East, to identify their strengths and learning needs.

Gifted and Talented students may be offered enrichment opportunities that extend learning beyond the standard curriculum. These may include partnerships with local universities, specialized academic programs, competitions, cultural experiences, or educational visits. Some enrichment opportunities are provided by the school at no additional cost, while others may require an additional fee. Participation in fee-based activities is optional and will be communicated to families in advance.

Students will be placed into an online classroom with their assigned Academic Advisor so they will always know their initial point of contact. The team will make periodic proactive contact with students and Learning Coaches, and they are always available to respond to questions or concerns. Calls or e-mails will be returned within one school day.

REGISTRAR'S OFFICE

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

TECHNICAL SUPPORT

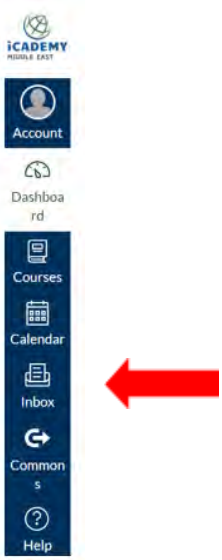
Questions that are clearly technical in nature, such as not being able to access the online classroom, links that are not working, or issues logging into the platform may be resolved by contacting the Academic Advisor who can assist in escalating the problem to our IT support team.

COMMUNICATION TOOLS

School Provided Email

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

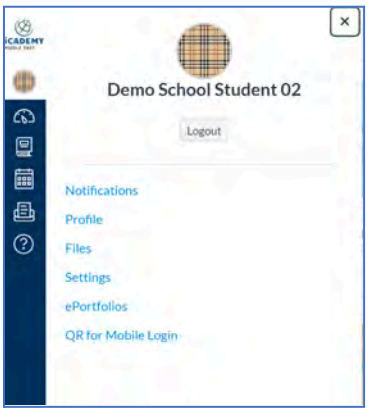
School Email communication to students will be found in the Inbox within the Learning Management system.



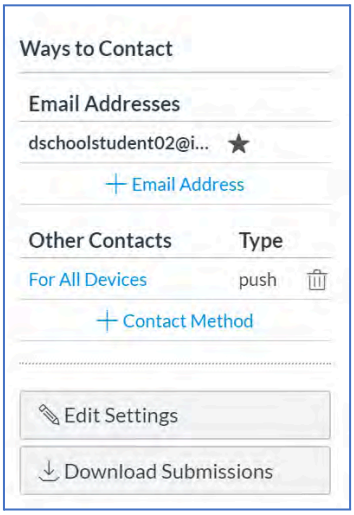
Students, parents and Learning Coaches should check the school email account regularly to view correspondence from the school to the student. Parents are copied on correspondence to students, but this can be viewed ONLY in the school email account, and not in the parent/observer Canvas inbox.

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

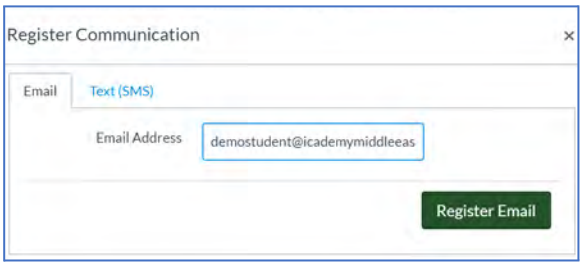
- Log in to Canvas with the Student account.
- On the left side click Account and go to settings.



- On the left side click " + Email Address"



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



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

Google Chat

Teachers and Academic Advisors are available on Google Chat within the Learning Management System. Learning Coaches should check the student’s school Google Chat account regularly to view correspondence.

Telephone

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

STANDARDIZED ASSESSMENTS

Standardized assessments are an important part of any school in that they are an objective measure of student learning. iCademy utilizes several standardized assessments at different levels, although they are not part of a student’s formal grade. They represent an additional way to measure progress against standards. The results will be provided to parents/guardians and teachers to identify opportunities for further individualized support. The following standardized tests are utilized:

Measures Of Academic Progress (MAP)

Full-time students in Grades 2–12 are required to participate in the in person MAP (Measures of Academic Progress) assessments in Reading, Language, Mathematics, and Science. These assessments help determine each student's instructional level and measure academic growth throughout the school year and from year to year.

Online and Hub students who are Dubai residents are required to complete the MAP assessments in person at the Knowledge Hub under supervised exam conditions, in accordance with UAE federal requirements.

Students who are studying outside Dubai or are unable to attend the Knowledge Hub will complete the assessments online.

Arabic Benchmark Test (ABT)

This assessment is required by all UAE residents who take both Language A Arabic and Language B Arabic. This is a mandatory assessment for Dubai residents and must be taken in person.

TIMMS/PISA/PIRLS

These are mandatory assessments for selected schools in Dubai. Depending on age and grade level, your child may be selected to take these assessments in person. (link to OECD)

CAT4

Students enrolling in iCademy will be asked for their most recent CAT4 results. Grade 3,5,7 & 9 are tested once every two years. However, students may be asked to sit a CAT 4 assessment in any grade if this is required by the school. Students who may be gifted or students with learning needs require a CAT 4. CAT 4 may be taken in person or via a link sent to the student. It is not a barrier to enrolment or entry to the school.

SAT/PSAT

Other examples of standardized assessment taken by students in iCademy are the college entrance examinations. The School Counselor will share information about preparing, signing up for and taking these standardized assessments. As with the AP® Exams, students sign up for this testing on their own at available testing locations in their area and need to provide the iCademy CEEB code 697189 at the time of testing so that their results will be shared with the school.

Advanced Placement (AP®) Exams

AP® exams are given annually in May and can be taken by any student but are typically taken by students in their junior or senior year, following completion of an AP® course. We encourage our students to sit AP exams if they have the ability and aptitude. Students who perform well on these exams have, in almost every case, taken the related AP® course and done well. These are standardized exams that measure how well the students have mastered college-level coursework. AP® exams are offered onsite at the Knowledge Hub in Dubai and at testing locations in most countries.

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

SCHOOL COMMUNITY AND STUDENT LIFE

Online Clubs

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

announce that the Knowledge Hub in Dubai also offers various clubs, some in collaboration with external companies for a fee. These clubs are designed to cater to diverse interests and provide valuable opportunities for social interaction and skill development.

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

Special Events

iCademy staff are committed to fostering student enrichment and engagement by organizing various special events. These include our school's annual Sports Day, International Day, and a wide array of onsite activities in Dubai. Additionally, we strive to ensure that students who are unable to attend in person can still participate by offering engaging events online.

PREPARING FOR STUDENT SUCCESS

ROLE OF THE PARENT OR OTHER ADULT AS LEARNING COACH

In the online school environment, teachers, academic staff, and school administrators work hard to support student learning. They are always just an email or phone call away. To meet the need for support, iCademy requires the designation of a Learning Coach for every student. For a student learning at home, the Learning Coach is typically a parent, relative, or other adult who is available at home. In a school or learning center setting such as the Knowledge Hub, the Learning Coach may be a teacher or other support person.

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

ORIENTATION AND SUPPORT FOR USING THE ONLINE TOOLS AND SYSTEMS

Orientation and Onboarding

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

Getting Started in the Lower School

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

Getting Started in the Middle School and High School

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

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

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

PROGRAM INFORMATION

ABOUT OUR PROGRAM

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

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

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

- Submit their assignments directly online.
- Participate in live teaching and live help sessions.
- Join interactive discussions about their subjects.
- Connect with their teachers and reach out for extra help whenever they need it.
- Experience our many online clubs and student activities.

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

LOWER SCHOOL, GRADES K-5

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

Every course offers flexible pacing, allowing students to move at the speed that best suits their needs. Those who are ready to move on to the next lesson or unit can do so, while those who need just a little more time may take it.

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

Role of the Learning Coach in Lower School

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

Role of the Teacher in Lower School

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

GRADING SCALES AND COURSE COMPLETION IN LOWER SCHOOL

Grading Scales

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

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

Exceeds Standard (90–100%): The student consistently demonstrates mastery of grade-level standards and applies skills and concepts in advanced or independent ways.

Meets Standard (80–89%): The student reliably demonstrates grade-level standards with accuracy and understanding, meeting expectations for this stage of learning.

Approaching Standard (70–79%): The student demonstrates grade-level standards with some inconsistency and may need occasional support to apply skills independently.

Developing Standard (60–69%): The student is beginning to demonstrate grade-level standards but requires regular support and continued practice to build understanding.

Beginning Standard (below 60%): The student is at the early stages of developing grade-level skills and requires significant support and intervention to progress toward the standard.

Course Credit/ Promotion

For students to be promoted to the next grade level, they must achieve a Developing Standard in both Math and Language Arts for their grade level. Students who end the semester with a grade of 60% of less in either math or language arts can carry their course over into the semester or next school year to complete. This is essential to ensure that students have all the foundational skills necessary to be successful in the next grade level.

Course Completion

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

Course Documentation

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

Report Cards

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

Formal report cards will be issued to students twice per school year: at the end of first semester (90 school days) and at the end of second semester (180 school days). Students who withdraw during the school year will be issued a withdrawal report that can be used for enrolling in a future school. While official report cards will be issued twice a year, students and their Learning Coach have continued access to view current progress 24 hours a day, 7 days a week for the period of their term. Learning Coaches and students should also connect with their Academic Advisor. It should be noted that students must be in “good standing”, meaning that all outstanding tuition has been paid before records can be released or sent to another school.

MIDDLE SCHOOL AND HIGH SCHOOL, GRADES 6-12

Role of the Student

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

Role of the Learning Coach

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

Role of the Teacher

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

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

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

GRADING SCALES AND COURSE COMPLETION IN HIGH SCHOOL

Course Prerequisites

In High School,students are able to choose their university pathways and take university level courses. These courses do require pre-requisite courses in Middle School and throughout High School.

For example students that are going into engineering or medical majors in the UAE or internationally may take the following courses:

Grade	Mathematics	Advanced Science	STEM Elective
8	Algebra I Honors	Advanced Integrated Science	CS Foundations / Robotics
9	Geometry Honors	Honors Biology	Python / Engineering Design
10	Algebra II Honors	Honors Chemistry	Computational Science & Engineering
11	Precalculus Honors / AP Calculus AB	• Engineering: Honors Physics • Medicine: AP Biology + AP Chemistry	Engineering/AI/CS or Biomedical Science/Research
12	• Engineering: AP Calculus BC • Medicine: AP Statistics/Calculus	• Engineering: AP Physics C + AP Chemistry • Medicine: AP Biology + AP Chemistry + Physics	Engineering/AI/Research or Biomedical/Medical Research

Standard Middle School and High School Grading Scale

Most courses follow the same grading scale and completion requirements. The only exceptions are the KHDA-required courses (for KHDA registered students in Dubai) which do not generate traditional letter grades. Students enrolled in these courses will receive a P (Pass) or F (Fail) for these courses. All other courses follow a traditional grading scale as shown below with weighting provided for AP® and Honors level courses. Please note that Middle School courses do not confer course credit, only grades.

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

AP® Courses — add 1.0 quality point Honors Courses — add 0.5 quality point.

Course Promotion

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

Course Credit (High School)

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

Transcripts

Unofficial transcripts will be emailed to students at the end of the student's school year or upon withdrawal from the school . Official transcripts can be requested by contacting registrar@icademymiddleeast.com.

HIGH SCHOOL GRADUATION REQUIREMENTS

Please see the graduation requirements as per the US curriculum requirements and the UAE mandated subjects for all those graduating from the UAE. International students may not be subject to the UAE mandated subjects unless they intend to enroll in a UAE school or university from G10.

Students are advised to continue the academic track for both G11& G12 without changes to their subject choices for academic continuity. Many universities have explicit minimum-year requirements for admission — e.g., 3-4 years of math, 2-4 years of a world language, etc.

UAE based Students (Registered with KHDA)	
English	4 credits
Math	4 credits (algebra 1 and higher)
Science	4 credits (must include 2 lab science credits)*
Arabic A (Applicable only to Arab students)	4 credits
Arabic B (Applicable to non-Arab students)	2 credits (can continue after the 2 yrs)
Islamic A/B	2 credits (only for muslim students)
Integrated UAE Social Studies	2 credits
Social Studies	2 credits
World languages	2 credits World Languages (must be 2 credits of the same language; must be a non-english language course)
Physical Education	0.5 credit
Health	0.5 credit
Electives	5* credits (If muslim then 2 of the elective credits will go to islamic studies)
Total	24 – 26 credits (minimum requirement for graduation)

Non – UAE based Students (Not registered with KHDA)	
English	4 credits
Math	4 credits (algebra 1 and higher)
Science	4 credits (must include 2 lab science credits)*
Social Studies	4 credits
World Languages	2 credits world languages (must be 2 credits of the same language; must be a non-english language course)
Physical Education	0.5 credit
Health	0.5 credit
Electives	5 credits
Total	24 credits (minimum requirement for graduation)

UAE Curriculum: All UAE Resident Students

iCademy offers the mandated UAE curriculum subjects for all UAE based students. The school provides the required weekly instructional time via live lessons, recorded sessions and assignments and tasks completed by students offline, but all assignments contribute to the curriculum. These courses attract credits for graduation alongside other core curriculum subjects.

Islamic Education for Arabs and Arabic as a first language and the main language of instruction is Standard Arabic. Social Studies is also taught in Arabic for Arab students. Arabic as a first language, Islamic Education and Social Studies, are placed in separate classes for Arabs and non-Arabs
For non-Arab speaking students, Islamic Education and Moral, Social and Cultural studies are taught in English. In addition, for expat, non-Arab students, Moral Education curriculum is taught as part of the Moral,Social and Cultural (MSC) studies and is taught in English.

Arab Students		
UAE Curriculum subjects	**Grade Levels**	**Optional ***
Mandatory		
Arabic A	KG-G12	
Islamic A	G1-G12	
UAE Social Studies A	G1-G9	G10-G12*
Moral Education A	G1-G12	
Non-Arab/ Expat Students based in the UAE		
Mandatory		
Arabic B	G1-G9	G10-G12*
Islamic B	G1-G12	
Moral, Social and Cultural Studies (MSC)*	G1-G10	G10-G12*

*iCademy expat students in G9&G10 will take MSC for credit.**

ALTERNATIVE PATHWAY TO GRADUATION: ICADEMY 22-CREDIT DIPLOMA

Students with documented Special Education Needs (SEN), English Language Learners, and other students meeting the criteria below may seek approval for a 22-Credit diploma. **Please note that students seeking university admission with the 22-Credit Diploma should contact their prospective colleges or universities to ensure that the academic requirements meet their admissions criteria.**

To be eligible for the 22 credit diploma pathway, students must demonstrate a need in one or more of the following areas:

- The student is unable to complete 24 credits in their final year of High School but is expected to meet the minimum 22 credit requirement.
- The student is at an age where he or she would be considered too old for High School, as per our admissions policy, if he or she enrolls for an additional semester or year.
- The student has a documented history of an inability to maintain grade level achievement and/or has failed courses due to learning and instructional barriers.
- The student is a documented English Language Learner (ELL) and this has been a barrier to achievement.

Approval must be granted by the High School Department Chair and/or Head of School for a student to be eligible for the 22-Credit Diploma.

Alternative Pathway to Graduation: 22-Credit Diploma Requirements	
English	4 credits (1 credit may include English elective courses)
Math	3 credits (Integrated Math may be taken for 1 credit for students with learning difficulties in Math)
Science	3 credits (1 credit may include Science elective courses)
History	2 credits
World Language	2 credits (must be 2 credits of the same language; must be a non-English language course). Exceptions to the requirement may be given for students with learning difficulties in this area.
Physical Education/Health	2 credits
Visual/Performing Arts	0.5 credit
Electives	5.5 credits
Total	22 credits

COURSE SELECTION AND TRANSFER CREDIT

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

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

NCAA ELIGIBILITY

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

SCHOOL AND COLLEGE COUNSELING FOR FULL-TIME STUDENTS

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

High School students have access to the School Counseling services as part of their full-time tuition, including the following:

- Counseling to help students develop their post-secondary plans.
- Assisting students with the college application process.
- Group college counselling: live sessions delivered by our School Counselors.
- Synchronous advisement and support with our School Counselors.
- Social and emotional counseling, or referrals to qualified external providers as necessary.

Credit Recovery is available to students in Grades 9, 10, and 11 through our Summer School Credit Recovery Program. Please note that participation in the Summer School Credit Recovery Program is subject to additional tuition fees.

NB: If a student fails any courses in Grade 12, they may take those courses through the Summer School Credit Recovery Program. However, if a Grade 12 student passes a course, they are not able to increase their GPA through credit recovery, as the course is already considered passed and the student is therefore eligible to

graduate successfully. Additional courses may be taken for university purposes; however, these will not affect the original GPA score.

COMMUNITY-WIDE WORKSHOPS

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

ADVOCATING FOR STUDENTS

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

COLLEGE ACCEPTANCES

Students who successfully meet all graduation requirements will receive their **official accredited High School Diploma and final official academic documents** at the end of the academic year upon graduation.

Please note: Official final documents will not be issued prior to graduation. For students applying to universities before graduation, iCademy Middle East may provide predicted grades, draft transcripts, current academic records, and other appropriate supporting documentation, as required for university applications.

Final official transcripts and other graduation documents will only be issued once the student has successfully completed all graduation requirements.

EQUIVALENCY

At the time of writing, the UAE Ministry of Education does not recognise or credit online education. Therefore, students who study with iCademy in Grade 10,11,12 will not be issued with an equivalency certificate. The Equivalency Certificate is required in the UAE to attend UAE universities, to be eligible for a scholarship or be employed in government employment. By reading the handbook, the following paragraph is acknowledged and appears on the enrolment form to ensure families understand the implications for their child/ren.

I understand that my student (if graduating from iCademy Middle East) is not guaranteed admittance to UAE government universities or private universities. iCademy Middle East student graduates are not always eligible to obtain equivalency diplomas in the UAE. The equivalency diploma is needed in order to attend universities within the United Arab Emirates.

الإقرار بمعادلة وزارة التربية والتعليم أقرّ بأنني على علم بأن الطالب/الطالبة (في حال التخرج من مدرسة آي كادمي ميدل ايست) لا يضمن القبول في الجامعات الحكومية أو الخاصة في دولة الإمارات العربية المتحدة. كما أن خريجي مدرسة آي كادمي ميدل ايست قد لا يكونون دائمًا مؤهلين للحصول على شهادة معادلة داخل الدولة. وتُعد شهادة المعادلة شرطًا أساسيًا للالتحاق بالجامعات داخل دولة الإمارات العربية المتحدة

GPA AND CLASS RANK - HIGH SCHOOL

Grade Point Average

Grade Point Average (GPA) is very important to students as they plan for college. High School GPAs are determined by dividing the number of quality points earned by the number of credits received. GPAs are only determined on a semester basis. The cumulative (composite) GPA is determined using the semester averages of all High School courses taken with iCademy.

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

Determining Class Rank

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

SCHOOL POLICIES

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

ABSENCE/INACTIVITY/TRUANCY

ACADEMIC INTEGRITY AND DIGITAL ETHICS

ARABIC AND ISLAMIC EDUCATION ASSESSMENT

ASSESSMENT POLICY

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POLICY: ABSENCE/INACTIVITY/TRUANCY

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

Definition of Inactivity: A student is considered inactive if he/she does not log into an enrolled course for more than 5 consecutive school days. A student must log in and submit work within the 10-day window after the Start Date.

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

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

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

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

Illness/Extended Inability to Participate: If a student is going to be unable to log in for a period of 3 or more days, due to illness, emergency, or travel, his or her Academic Advisor must be contacted in advance to report the expected absence. It is the responsibility of the student and Learning Coach to make arrangements with the teacher(s) regarding missed assignments. Students should, whenever possible, work ahead before a planned absence rather than falling behind and having to catch up. Scheduled schoolwork will not be waived.

POLICY: ACADEMIC INTEGRITY AND DIGITAL ETHICS (AI)

Introduction: At iCademy, Teachers, Academic advisors and learning coaches play a central role in safeguarding academic integrity. As professionals who know their students' strengths, instructional contexts and learning styles, they are uniquely positioned to make informed professional judgments about student work. Maintaining academic integrity is a shared responsibility that involves educators, students, school leaders, and families working together to uphold and enforce ethical learning practices. The widespread availability of AI tools has the potential to enhance learning when used appropriately and as a source, but it also introduces new challenges related to the authenticity of student work. As a result, responsibility for academic integrity can no longer rest with one co-ordinator. Instead, iCademy must include the protocols on academic dishonesty at orientation as prevention is key, as well as through instructional practices that require students' authentic demonstration of learning.

Summary of the Policy: All work submitted is expected to have been completed only by the individual student. Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work. Students who fail to abide by these standards will be reported to the appropriate Grade Level Department Chair which may result in a conference with the Learning Coach, failure of

the course assignment or exam, loss of credit for high school courses, revoked access to course(s), and suspension from iCademy.

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

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

- Copying a classmate's work. This may be an answer to an essay question, any written assignment, or an entire exam.
- Copying from course feedback provided by the school.
- Copying answers to exams found in other sources (such as entering the question into a search engine and copying the response found online)
- Collaboration between two students which results in the submission of identical answers on assignments.
- Using online translators for assignments in language courses.
- Using Artificial Intelligence (AI) tools, except where the course teacher has given permission for its use. Examples of permissible use may include brainstorming topic ideas, drafting an outline, and refining research questions, when permitted by the teacher.

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

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

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

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

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

Respondus Lockdown Browser and TurnItIn are important tools to ensure academic integrity in our Middle and High School courses. The software programs help to prevent cheating for some written assignments and tests. TurnItIn is automatically activated in all courses. Turnitin compares the work the student is submitting to other student's work submitted to our school and any content on the Internet. If TurnItIn detects a substantial match to a student's submitted work, the student will receive an academic integrity incident. This is the case even if the submitted work was proctored by an adult. Students are prompted to install and/or use the Respondus Lockdown Browser software prior to taking a test. Students are unable to complete the test until the software is installed. Once the test is accessed, it is not possible to copy, paste, or open new browser windows or programs until the assessment is closed. In case of difficulty, notify your Academic Advisor.

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

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

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

- Assignments: Artificial Intelligence tools may be used for brainstorming, proofreading, and research assistance but not as a source for generating responses, essays, or solving problems unless directly specified by the course teacher. **Students must clearly cite AI-generated content if used as part of their work**. Grammarly and Quillbot may be used only for grammar and punctuation purposes, when permitted by the course teacher.
- Tests and Examinations: AI tools must not be used in any quizzes, tests, or exams. Any unauthorized use of AI during assessments will be treated as academic dishonesty, leading to disciplinary action.
- Teacher Discretion: Teachers may specify when and how AI tools can be used in specific assignments. Any uncertainty about AI use should be clarified with the course teacher before submission.

Our goal is to equip students with critical thinking, research, and writing skills while responsibly integrating technology into learning. (See iCademy Digital Policy)

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

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

Lower School and Middle School Academic Integrity Process (Behaviour Policy Steps)

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

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

- A second incident will result in a meeting between the subject teacher, Academic Advisor and the parent/guardian. The Academic Advisor will schedule a live session with the student and family to provide additional feedback and ensure that the student understands the policy. Students will have the opportunity to make up questionable work, if a graded assignment. The student's record will note, "Academic Integrity Incident #2".
- A third incident will result in a meeting with the school administration. The Academic Advisor will call the student and family providing additional instruction and feedback regarding the incident provided by the teacher. The AA will schedule a live session with student, family, teacher and Department Chair. Students will have no opportunity to make up course work. The grade of zero will prevail. This can have a significant impact on the student's achievement.

Further action may be taken as needed following the **iCademy Behaviour Policy.** Depending on the seriousness of the incident, the student may be removed from all iCademy courses with loss of credit for the course and denied readmission.

High School Academic Integrity Process

Academic Integrity Warning

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

Academic Integrity Incident #1

The first formal Academic Integrity incident following the warning will result in a meeting request from the Teacher, who will provide additional feedback. The Academic Advisor and the Department Chair will be informed.

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

Academic Integrity Incident #2

The second Academic Integrity incident will result in a meeting request from the teacher, who will provide additional instruction and feedback. The Academic Advisor and the Department Chair will be informed.

- The student will receive a zero on the assignment, with a chance to rewrite and resubmit for a grade of up to 50% (partial credit).
- The student's record will note "Academic Integrity Incident #2".

Academic Integrity Incident #3

- The AA will contact via email or call the student and family and provide additional feedback regarding the incident provided by the teacher.
- The AA may schedule a live session with the student, parent or guardian, teacher and Department Chair.
- The student will have no opportunity to make up the relevant coursework. The grade of zero will prevail. Further action may be taken as needed following the Student Code of Conduct.
- The student's record will note "Academic Integrity Incident #3".

Further Academic Dishonesty Incidents

- Further incidents may result in the student being withdrawn from all iCademy courses with loss of credit and denial of readmission. This suspension will be reported to KHDA.
- The student's record will note "Final Academic Integrity Incident"

POLICY: ARABIC AND ISLAMIC EDUCATION ASSESSMENT (UAE Residence)

Summary: This policy outlines iCademy Middle East's approach to assessing Arabic Language and Islamic Education in an online and blended learning environment. It ensures that assessment practices are fair, consistent, and meaningful, while aligning with UAE KHDA requirements. A range of formative and summative assessments, supported by digital platforms and benchmark tools, is used to monitor student progress, inform

instruction, and support continuous improvement. This summary should be read in conjunction with the full Arabic and Islamic Education Assessment Policy for complete guidance and implementation details.

Policy:

iCademy Middle East is committed to implementing valid, reliable, and inclusive assessment practices for Arabic A, Arabic B, Islamic A, and Islamic B across all grade levels delivered online. Assessment is continuous and aligned to curriculum standards, supporting both attainment and progress.

A variety of formative and summative assessment methods are used, including written, oral, practical, and digital tasks, as well as Qur'an recitation and application of learning. The school utilises Alef Education platform assessments and ABT benchmark assessments to provide additional standardised data, which complements teacher professional judgement.

Assessment procedures are conducted through secure online platforms, with clear guidance, supervised activities where required, and reasonable accommodations to ensure accessibility and academic integrity. Assessment data is used to inform differentiation, support learners with special educational needs, guide targeted interventions, and drive ongoing monitoring and review. This policy is reviewed annually or in line with KHDA requirements.

POLICY: ASSESSMENTS

Summary: Assessment is one of the most important tools for educational improvement as it helps create a culture of using data and evidence to evaluate and enhance the performance of students, staff, and the school. This policy sets out the basic requirements for the creation of a culture of assessment.

Purpose:

- Define expectations related to assessment: the evaluation, measurement, and analysis of academic readiness, learning, progress, skill acquisitions, values/attitudes, and/or educational needs of students.
- Identify high-quality internal and external assessment methods that use data-driven decision-making processes to inform teaching and learning and raise the level of student achievement.
- Specify the KHDA external assessments which need to be implemented and used as indicators of student progress and attainment
- Require that assessment data is analyzed, monitored, and shared with relevant stakeholders.

Definitions:

Accommodations:	Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.
Assessment:	Any quantitative or qualitative information, scores, results, or indicators obtained through an assessment that forms the body of evidence to inform decision-making. There are assessments designed by an external provider used to measure student learning, achievement, skills development, and/or values/attitudes. This includes standardized benchmark assessments, international assessments, and/or board exams and other pre-collegiate exams. Ongoing school-based assessments are formative and summative and vary in type and format.
Types of Internal Assessments:	There are a variety of internal assessments that measure student learning, achievement, skills development, and/or values/ attitudes. Internal assessments include diagnostic, placement, screening, pre-, formative, and summative assessments. This also includes any interim assessments that may use external instruments. iCademy implements different

	forms of internal assessments as required or deemed appropriate according to curriculum, age, purpose, and need.
Cognitive:	Used to evaluate a student's reasoning and general thinking ability (e.g., to learn, memorize, and judge).
Diagnostic:	Used to identify student strengths, weaknesses, knowledge, and skills. Placement Used to "place" students into a course or academic program. Placement assessments are administered before a course or program begins to match students with appropriate learning experiences.
Screening:	Screening assessment is used to determine whether students need specialized assistance, interventions, or services, or whether they are ready to begin a course or academic program. Screening assessments take a wide variety of forms (e.g., developmental, physical, cognitive, or academic).
Pre-assessments:	Used to establish a baseline against which educators measure learning progress over the duration of a course or program. Pre- assessments are administered before students begin a unit, course, or academic program.
Formative:	Used as periodic evaluations to give educators in-process feedback about student learning so that instructional approaches, resources, and academic support can be modified.
Summative:	Used to evaluate student learning at the conclusion of a unit, course, term/semester, program, or school year. Summative assessments are typically scored and graded to determine whether students have learned what they were expected to learn during the defined instructional period.
Additional Learning Needs:	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). Eg, a student with hearing impairment may require adaptive and assistive technology.
Documented Learning Plan:	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Multilingual Learners:	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.

1. Purpose and Scope

Approaches to utilizing internal and external assessments to continuously improve the effectiveness of teaching and learning and student educational outcomes.

Identification of the assessment methods to be used, appropriate to the age/stage of students. Alignment to quality assurance (inspection, accreditation, affiliation, and/or authorization) standards.

Implementation of mandated external assessments, including a focus on achieving iCademy's international assessment targets.

Provision of accommodations and modifications of assessments for students with additional learning needs, aligned to their individual needs.

The intention is to cultivate a culture of assessment and assessment best practices by:

- Analysis and utilization of internal and external assessment data to develop interventions and plan provision for students with additional learning needs.
- Requiring educators to be aware of iCademy's assessment goals and targets, attend relevant training.

To provide opportunities for students to:

- Become familiar with different assessment practices and protocols.
- Practice digital literacy skills.
- Gain exposure to critical thinking and reasoning skills by embedding them across the curriculum in daily teaching and learning.
- Promoting “assessment-capable learners” by ensuring that students understand what they should learn, monitor their own progress, set goals, and reflect on their learning.
- Motivating students to engage fully throughout the duration of the assessments.
- Engaging parents as active partners in promoting the success of their child on internal and external assessments.
- Implement cognitive assessments of iCademy’s choice for students in grades 3-9.

2. Internal Assessments

Specific Requirements for Formative Assessments:

- Carrying out regular, continuous assessments of all students.
- Sharing learning outcomes with students and parents in addition to the assessment criteria used to evaluate the student’s work.
- Creating opportunities for peer and self-assessment to enable students to think critically and metacognitively about their own work in relation to success criteria and next steps for learning.
- Ensuring instructional planning includes a variety of means to assess student progress (e.g., observation, questioning, classroom discussions, digital quizzes, problem-solving activities, and other learning engagements).
- Provision of accommodations and modifications for students with additional learning needs to enable the equitable participation of all students.
- Working with students to help them set challenging learning targets for themselves, monitor their own progress, and continuously improve.

Specific Requirements for Summative Assessments
iCademy’s Policy includes specific requirements on summative assessments with guidelines for educators on:

- Assessing student progress through a variety of methods, including selected/constructed response and performance tasks and project-based assessment aligned to iCademy’s curriculum standards.
- Adapting assessments to cater to students with different abilities, including appropriate accommodations and modifications for students with additional learning needs aligned to their individual needs.
- Analysis and use of the results of assessments to inform teaching and learning.
- Examples of rubrics and/or grading criteria used.
- Moderation protocols and a commitment to ensuring grading consistency.
- Invigilation protocols and a commitment to ensuring assessment integrity.

3. External Assessments

iCademy implements different forms of external assessments as required or deemed appropriate according to curriculum, grade, purpose, and need.

Standardized Benchmark Assessments (SBA)
Assessments (e.g., ACER-IBT, Ei-ASSET, GL-PTs, NWEA- MAP Growth) developed by an external assessment provider that are administered annually and used to determine student attainment and progress.

International Assessments
Assessments (e.g., PISA, TIMSS, PIRLS) developed by external assessment providers administered periodically that are used to compare student performance nationally and internationally.

Board exams (and other pre-collegiate exams) Formally designed, quality-assured assessments marked by an exam board or independent organization (e.g., ACT, AP, EmSAT, IELTS, SAT).

These are high stakes standardized assessments that validate the completion of a secondary certificate or that are prerequisites for or enhance the prospect of university admissions.

We register all eligible students for board exams, as required, to obtain high school equivalency in accordance with the latest UAE ministerial resolution concerning the system of equivalence of school certificates.

1. Encourage high-performing students to sit for the highest-level options for their board exams.
    a. Communicate this recommendation to parents and engage with them to encourage students to choose this option.
    b. Document the communication, recommendation, and final decision taken by the student and their parents.

Student Participation and Attendance

- iCademy registers and administers the mandatory assessments to all students within the target grades as indicated.
- iCademy explains to parents the purpose of assessments utilized and how they will be used to inform their child's future learning.
- iCademy follows up with parents to ensure maximum participation in external assessments. Make-up sessions shall take place to cover any emergency leave.

Administration and Invigilation Protocol

The school follows the assessment administration and invigilation protocols set by the specific external assessment provider/exam board.

Accommodations and Modifications

To enable the equitable participation of all students, the school provides adjustments and accommodations for students with additional learning needs (aligned to their individual needs) and multilingual learners (where assessment providers allow for this), in line with the external assessment provider/exam board guidelines and in line with the Inclusion Policy.

Training: iCademy ensures that staff at all levels are engaged in training on external assessment administration, analysis, and reporting. This training shall include a focus on the use of student-level data to inform instruction and enable staff to support parents and students in understanding results.

Sharing Results with Students and Parents:

iCademy shares student internal and external assessment results and/or assessment reports along with school report cards, engages students and parents through direct communications, meetings, and/or training sessions in developing an understanding of assessment results and the next steps for learning.

Data Analysis and Utilization:

iCademy analyzes assessment results, sets student, subject, and whole-school targets, and devises intervention strategies to close learning gaps and challenge high-performing students. iCademy continually utilizes assessment results to inform their curriculum design and teaching, learning practices, school improvement and target setting.

iCademy engages the whole school community in developing short and long-term improvement strategies to meet their international assessment targets.

4. Accommodations and Modifications for Assessments:

Students with additional learning needs and others who receive support in lessons shall receive accommodations in and modifications to exams and tests to ensure their "normal way of working" in class mirrors how they will be assessed, in line with the Inclusion Policy.

iCademy keeps records of the accommodations and modifications required by individual students and ensures that teachers and invigilators have access to these records. iCademy ensures that accommodations and modifications adhere to the regulations and guidelines stated by assessment providers to avoid unfair advantage.

Where we consider that a student would benefit from accommodations and modifications, but the assessment provider states that these are subject to performance on standardized tests, iCademy administers tests in-house whenever possible. If the required tests are not available in the school, iCademy advises the student's parents of the eligibility criteria and the process for accessing the tests from an external provider.

Interventions
iCademy develops Individual learning plans (ILPs) and implements interventions (processes and strategies) that enable the delivery of teaching and learning to maximize opportunities for all students, in line with the inclusion policy and the 'At Risk Student Policy'. There are live intervention classes scheduled for students who need support. These scheduled live classes are considered 'mandatory'.

iCademy analyzes internal and external assessment results to develop tiered interventions that address all student needs and where appropriate, target different groups (e.g., gifted and talented, students at educational risk, and students with additional learning needs), or cater to individual needs. When planning and reviewing any individualized intervention, iCademy involves the student in the process.

iCademy involves relevant internal and external stakeholders (e.g., parents, teachers, relevant specialists) when planning interventions and when identifying appropriate external agencies where further specialist intervention is recommended.

iCademy allocates resources to support individuals and groups of students, verifying that teaching staff provide the necessary teaching and learning accommodations and manage allocated resources.

Examination Misconduct

- iCademy educates students about the importance of not cheating and preserving academic honesty at all times.
- iCademy makes sure physical conditions (e.g., proper lighting, sufficient desk spacing) are set up to be conducive to conducting examinations in a credible and transparent manner.
- Exam invigilators shall be trained to carry out their duties professionally and to be able to identify potential cheating occurring.
- Students found to commit examination misconduct shall be subject to the penalties stipulated in the Student Behavior Policy.
- iCademy takes every precaution to support student assessment integrity including students sitting external examinations in a face to face environment proctored accordingly. The use of facial monitoring software and a lockdown browser, in the presence of staff online invigilating summative assessments is used to support this process

POLICY: STUDENT BEHAVIOR POLICY

Summary: This policy outlines iCademy Middle East's expectations for student behaviour, wellbeing, and safety across its online learning environment and Knowledge Hub. It promotes a positive, respectful, and inclusive culture that supports students' personal, social, and academic development while ensuring compliance with KHDA and UAE Ministry of Education requirements.

The policy sets clear standards of conduct, defines students' rights and responsibilities, and establishes fair, restorative, and transparent procedures for addressing misconduct. It includes specific provisions relating to digital citizenship, bullying prevention, vaping, and drug awareness and prevention, aligned with UAE law and the National Programme for Drug Prevention (SIRAJ). This summary should be read in conjunction with the full Student Behavior Policy for complete guidance and implementation details.

Policy: iCademy Middle East is committed to maintaining a safe, respectful, and supportive learning environment where positive behaviour, wellbeing, and personal responsibility are actively promoted.

The school:

- upholds clear behavioural expectations for students in online, Hub-based, and school-related activities;
- applies a Positive Behaviour Support and restorative approach that prioritises reflection, accountability, and relationship repair;
- promotes equity, inclusion, student voice, and digital citizenship across all learning environments;
- enforces a zero-tolerance approach to bullying, harassment, aggression, vaping, smoking, and substance misuse;
- prohibits the possession, use, or distribution of tobacco, vaping devices, alcohol, or prohibited substances at all times;

- delivers structured drug awareness and prevention education aligned with the UAE SIRAJ framework;
- provides early intervention, counselling, and support for students at risk;
- applies graduated, proportionate consequences for misconduct in line with KHDA expectations;
- works in partnership with parents, community agencies, and national authorities where required; and
- records, monitors, and reviews behaviour and safeguarding concerns in line with safeguarding procedures.

This policy applies to all students representing iCademy Middle East and is reviewed annually, or sooner in line with KHDA, MOE, or UAE legal requirements.

POLICY: CHILD PROTECTION - STUDENT SAFEGUARDING PROTECTION POLICY

Summary: This policy outlines iCademy Middle East's comprehensive approach to safeguarding and child protection for the 2025–2026 academic year. It affirms the school's commitment to protecting the welfare, safety, and wellbeing of all students in both virtual and onsite settings. The policy defines safeguarding and child protection responsibilities, establishes clear reporting and referral procedures, identifies key safeguarding contacts, and aligns with UAE national legislation and international child protection frameworks. It emphasizes a child-centered approach, staff training, secure record-keeping, safe recruitment, online safety, and collaboration with parents and external authorities to ensure students are protected from harm, abuse, and neglect.

Policy:

This policy applies to all staff, contractors, volunteers, and stakeholders with access to student-facing platforms. It sets expectations for recognizing, recording, and responding to safeguarding concerns, including clear roles for the Designated Safeguarding Lead and senior leadership. It covers staff responsibilities, referral processes, confidentiality, handling allegations against staff, safer recruitment practices, appropriate physical contact, online and social media safety, and equality of safeguarding provision for vulnerable students.

For detailed definitions, procedures, and statutory guidance related specifically to child protection and safeguarding, staff and stakeholders may also refer to the Child Protection - Student Safeguarding Protection Policy.

POLICY: COURSE CHANGE/ADD/DROP REQUESTS

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

Policy:

- Students wishing to add, drop, or change courses within the first 30 calendar days from their course start date may do so without academic penalty. After this time, course changes will result in academic penalty and must be approved by the Department Chair.
- Dropping a course after the 30 calendar-day window will be handled in accordance with the Course Withdrawal Policy.
- All course changes/adds/drops require the approval of the Department Chair.
- In most cases, the student will be placed in the next cohort if the course is already in progress, meaning the course will have a later end date.
- One course change per semester (6-12) or academic year (K-5) will be granted free of charge, once approved by the Department Chair. Subsequent course changes will be charged at the single-course tuition rate. No refund will be provided if the new course fee is less than the fee for the previous course. The free course change does not apply to part-time students.

- Course change requests should always start with a request to the student's Academic Advisor. Part-time students may request a course drop through the Academic Advisor or contact their Enrollment Counselor to purchase an additional course.
- No credit is granted for dropped courses, and they will not be calculated into a student's GPA.

POLICY: COURSE COMPLETION

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

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

Policy:

- It is the student's responsibility to access and complete daily assignments as outlined in each course calendar.
- Due dates for assignments are posted in each course calendar (MS and HS) to ensure students are informed of appropriate pacing.
- Students should reference the Late Work Policy for work submission requirements.
- Students in Lower School (K-5) may need to repurchase a course that is not completed during the established school year to receive a grade report that reflects grade level completion.
- There will be a posted "last day to submit work" for each Middle School and High School course in accordance with the student's cohort start date; no assignments will be accepted after 11:59 PM (GMT+4/Dubai time) that day.
- For assignments not submitted, or assignments skipped, grades will be reflected as a zero in the student's grade book for Middle School and High School.
- Working ahead is perfectly acceptable and preferred if a student is going to be absent. A student is required to inform his or her teacher(s) and Academic Advisor of travel plans before a trip occurs.
- Special exceptions to the established course completion policy will not be considered for students who do not communicate their travel plans to school staff.
- Please see the Course Accelerations and Extensions Policy for more details on requesting an acceleration or extension.

POLICY: COURSE FAILURE AND REPEAT CREDIT

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

Policy:

- Students are permitted to retake failed courses or courses in which a D has been earned.
- Failed courses will be recorded as an F on the student's transcript, and a zero-quality point will be computed for the course in determining the GPA.

- Courses required for graduation must be retaken if failed and must be passed before being eligible to graduate with an iCademy diploma.
- Grade retake for D or F grades is permitted under these circumstances:
- A student requesting a retake must have earned a D or an F; no grade retake for anything higher than a D grade is permitted without approval from the Head of School.
- The course is offered, and the student enrolls in the identical course (course name and course number). Exceptions such as replacing a failed honors or comprehensive course with the same course at a lower level can be requested from school administration.
- Enrollment in the identical course must occur in the next consecutive term.
- Other considerations regarding the grade retake policy:
    - All course attempts will be recorded on the transcript.
    - No grade retake offered during summer school.
    - No grade retake is offered for courses in which a W grade was issued.
- Where the identical course is not available for any reason (for example, the identical course number may no longer be offered or is not available in the consecutive term) a student will not be permitted to utilize grade retake.
- After a student utilizes grade retake, only the higher of the two grades earned for a course will be awarded credit and quality points. The course with the lower of the two grades earned will not appear on the transcript, and will not be awarded credit or be factored into quality points.

POLICY: COURSE WITHDRAWALS

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

Policy:

- After the course add/drop period, all course changes become subject to course withdrawal procedures. (See the table below for specific information regarding time period and final grade.)
- Credit will not be granted for withdrawn courses and will not be calculated into the student's GPA for HS students. The gradebook will reflect zeroes for any unfinished work at the time of the course withdrawal.
- For Lower and Middle School students, this will appear as a comment on their report card and "W" in the grade table. For High School students, it will show as a "W" on the transcript.

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

POLICY: DIGITAL SAFEGUARDING

Summary: This policy outlines iCademy Middle East's approach to digital safeguarding and online wellbeing within its global online and blended learning environment. It aims to promote safe, responsible, and respectful online behaviour, reduce digital risks, and support students' wellbeing while learning across different locations and time zones. The policy aligns with the KHDA Wellbeing Matters Framework, UAE safeguarding expectations, and sits alongside the Safeguarding & Child Protection Policy. This summary should be read in conjunction with the full Digital Safeguarding Policy for complete guidance and implementation details.

Policy:

- iCademy Middle East is committed to providing a safe, supportive, and respectful online learning environment for all students.

- The school promotes responsible digital behaviour and works proactively to reduce online safeguarding and wellbeing risks.
- Secure, school-approved digital platforms are used for learning and communication.
- Clear expectations for appropriate online behaviour are communicated to students during all online activities.
- Online safety and digital wellbeing are embedded within pastoral and wellbeing programmes.
- Cyberbullying, harassment, and unkind online behaviour are not tolerated and are addressed through behaviour and safeguarding procedures.
- The school recognises the potential impact of excessive screen use and promotes healthy, balanced technology habits.
- Students are encouraged to seek help if they feel unsafe or uncomfortable online.
- Reasonable steps are taken to reduce immediate risk when online safeguarding concerns arise.
- Concerns are recorded and managed in line with the Safeguarding & Child Protection Policy.
- Parents are involved in online safety matters unless doing so places a student at risk.
- The school works in partnership with families to promote consistent online safety practices at home and at school.

POLICY: DIGITAL MEDIA & SOCIAL MEDIA

Summary: This policy outlines iCademy Middle East's standards for the creation, use, publication, and monitoring of digital and social media content. It ensures compliance with KHDA requirements, UAE federal laws, and safeguarding expectations, while protecting student privacy, wellbeing, and data security. The policy establishes clear consent procedures, content standards, staff responsibilities, and monitoring processes for all official and personal digital communications associated with the school. This summary should be read in conjunction with the Digital Media & Social Media Policy for complete guidance and implementation details.

Policy

iCademy Middle East is committed to responsible, ethical, and secure use of digital and social media across all school platforms and communications.

The school:

- requires written parental consent for the recording and publication of student images, videos, or names;
- maintains clear procedures for providing, declining, and withdrawing digital media consent;
- ensures secure storage and controlled access to all school-related digital media;
- restricts the use of personal devices and accounts for school-related digital media activities;
- operates official school social media accounts only on approved platforms and under controlled access;
- enforces professional, respectful, and culturally appropriate standards for all published content;
- actively monitors and moderates online engagement to address inappropriate, harmful, or unlawful content;
- implements procedures to manage impersonation, misuse of the school name, and adverse online behaviour;
- sets clear expectations for staff use of personal social media, including communication boundaries and confidentiality;
- requires all school-related communication with students and parents to occur through approved platforms; and
- ensures compliance with UAE defamation, cybercrime, and data protection laws.

This policy applies to all staff, students, parents, and contractors engaged with iCademy Middle East digital platforms and communications and is reviewed regularly to ensure continued compliance with KHDA and UAE regulatory requirements.

POLICY: DRUG PREVENTION & AWARENESS

Summary: This policy sets out iCademy Middle East's whole-school approach to drug prevention, awareness, early identification, and response across both online learning and the Learning Hub. It recognises the risks substance misuse poses to students' health, wellbeing, safety, behaviour, and learning, and confirms the school's responsibility—within the UAE context—to provide preventative education, timely support, and appropriate intervention. The policy aligns with UAE and KHDA guidance and works in partnership with families and relevant external agencies to maintain a safe, healthy, and drug-free learning environment. Staff and families may also refer to the Drug Awareness and Prevention Policy and Safeguarding & Child Protection Policy for statutory safeguarding responsibilities and reporting procedures.

Policy:

iCademy Middle East will deliver age-appropriate, culturally sensitive drug awareness education through wellbeing, pastoral learning, curriculum content, assemblies, campaigns, and external sessions. The school promotes resilience, protective factors, and positive coping strategies through student support systems, enrichment opportunities, and peer/leadership programmes. Staff are trained to recognise early indicators of concern and must record and report suspected substance-related issues promptly to the Designated Safeguarding Lead (DSL) using the agreed reporting process, without investigating independently.

Where drug-related concerns or incidents arise, student safety is prioritised, confidentiality is maintained, and actions are proportionate and documented. The DSL and senior leadership will coordinate next steps, including parent communication (unless this increases risk) and referral to external agencies when required, in line with UAE regulations and safeguarding procedures. This policy applies consistently in both online and onsite contexts and is reviewed annually.

POLICY: EMIRATI LEARNERS

Summary: This policy sets out a clear, inclusive framework to support the academic achievement, wellbeing, identity, and future aspirations of Emirati learners. It ensures provision aligns with national priorities, promotes high expectations, and preserves Emirati culture, language, and values while preparing students for global citizenship. This summary should be read in conjunction with the full Emirati Learners Policy for complete guidance and implementation details.

Policy:

Emirati learners are valued as individuals with unique strengths, talents, and learning needs. The school is committed to providing equitable access to high-quality education through inclusive practices, targeted support, and personalised learning pathways that enable Emirati students to achieve their full potential.

POLICY: GRADE APPEALS

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

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

Policy:

- Assignment or assessment grade discrepancies or disagreements should first be discussed with the course teacher for resolution.
- If there is still disagreement after this informal step, the issue can be escalated to the Department Chair.
- Decision by the Department Chair regarding assessment or assignment level grading is final.

- Course grade appeals require a more formal process. Course grade appeals simply because the student or parent is dissatisfied with the grade earned will not be approved. Appeals will only be considered based on the following situations:
    - The grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appealing student. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records and mistaken letter grade entries (i.e. the final percentage grade in the course does not match the letter grade on the transcript).
    - The student has documentation that he or she received a lower grade than another student for the same academic work at the same level of competency.
    - The student has documentation that he or she previously received a higher grade on a similar assignment at the same level of competency.
- Course grade appeals must be submitted in writing to the Registrar's Office within 30 days of a cohort end date.
- Reviews will be conducted internally among academic staff/administration and the Registrar's Office.
- At least 10 business days are required for staff to review a grade appeal request and issue an official decision.
- Appeal requests, other than those related to a grade being issued in error, are permitted once per student per term. All decisions are final.

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

POLICY: GRADE LEVEL ASSIGNMENT AND PROMOTION

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

Policy:

- During enrollment, a full-time student's grade level is assigned based on age and/or prior course completion and is evaluated by the registrar for final consideration at the end of each term.
- For students who are registered with the Knowledge and Human Development Authority (KHDA), the Transfer Certificate from the student's previous school within the UAE, if applicable, determines grade level placement if continued KHDA registration is requested. A grade level placement lower than the grade indicated on the Transfer Certificate requires a Grade Demotion form. A higher grade-level placement will require standardized testing results and records to be determined by the KHDA.
- The Registrar's Office reserves the right to request and review all student academic records and any other items pertinent to making an informed grade level and promotion decision.
- The Registrar's Office also reserves the right to move grade levels based on the below allocation of credits, for High School students.
- High School grade level assignment is evaluated at the end of every cohort for full-time students. At the upper school level, grade level assignment is based on the following accumulation of credits per grade level.

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

- Lower and Middle School-level promotion is evaluated at the end of the academic year (based on cohort start/end date).

- Full-time students in grades K-8 can request course promotion by contacting their Academic Advisor in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by iCademy administration. Student progress, work samples, and attendance are considered when reviewing the request.

POLICY: GIFTED AND TALENTED

Summary: This policy outlines iCademy Middle East's approach to identifying and supporting Gifted and Talented learners to ensure high levels of achievement, appropriate challenge, and the development of individual talents through inclusive and personalised provision. This summary should be read in conjunction with the full Gifted and Talented Policy for complete guidance and implementation details.

Policy: iCademy Middle East recognises that Gifted and Talented learners require differentiated and, where appropriate, accelerated learning experiences. Provision is data-informed, equitable, and responsive, ensuring learners are challenged intellectually, creatively, and socially while supporting wellbeing and positive learner identity.

POLICY: HEALTHY EATING AND FOOD SAFETY

Summary: This policy outlines iCademy Middle East's approach to promoting healthy eating, food safety, and wellbeing across its online learning environment and the iCademy Knowledge Hub in Dubai. While the school does not operate food services, the policy sets clear expectations for food-related activities during in-person events to ensure student health, safety, and inclusivity. It aligns with KHDA expectations and Dubai Municipality food safety and nutrition guidelines. This summary should be read in conjunction with Healthy Eating and Food Safety policy for complete guidance and implementation details.

Policy: iCademy Middle East is committed to safeguarding student health and wellbeing by promoting balanced nutrition, food safety awareness, and responsible practices across all learning environments.

The school:

- promotes healthy eating habits and wellbeing awareness within the online learning environment;
- ensures that any food-related activity at the Knowledge Hub complies with Dubai Municipality food safety and hygiene regulations;
- restricts unsafe or unsuitable food items and requires sealed, clearly labelled food for shared activities;
- maintains accurate allergy and dietary records and applies appropriate risk assessments and emergency procedures;
- works in partnership with parents to promote safe, nutritious, and culturally appropriate food choices;
- models healthy habits through staff awareness and student wellbeing initiatives;
- respects cultural, religious, and dietary needs across the school community; and
- encourages sustainable practices, including reducing food waste and single-use plastics.

This policy applies to all students, staff, and families involved in iCademy Middle East activities and is reviewed annually, or as required, in line with KHDA and Dubai Municipality guidance.

POLICY: HOLDING ACADEMIC RECORDS

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

Policy:

- Student records, including but not limited to report cards, transcripts, diplomas, and enrollment verification letters may be withheld for the following reasons:
    - Breach of Financial Agreement, which results in unpaid tuition balances. Learning Coaches are informed of financial obligations at the time of enrollment. Breach of Financial Agreement includes checks and payments which do not clear the payer's financial institution, as well as unpaid invoices for registration, tuition, materials, shipping and/or Knowledge Hub.

- The Enrollment Team and Registrar will make every effort to follow up with the Learning Coach on required compliance documentation. This documentation may include, but is not limited to, passport and identification documents and prior school records. Student records may be withheld based on compliance, if submitted records are found to be insufficient, unofficial or misrepresented.
- Withheld records will be released once any financial obligations have cleared and/or compliance documents have been provided.

POLICY: INCLUSION

Summary: iCademy Middle East is committed to providing a high-quality, inclusive education that meets the diverse needs of all learners, including students with Special Educational Needs (SEN). Guided by an inclusive ethos aligned with UAE legislation and KHDA requirements, the school ensures early identification, appropriate support, and personalised provision to enable every student to access the curriculum, make progress from their starting point, and reach their academic and social potential. This summary should be read in conjunction with the full Inclusion Policy for complete guidance and implementation details.

Policy:

iCademy Middle East recognises the educational, social, and moral value of inclusion and is committed to ensuring that all students, including those with Special Educational Needs and disabilities, are supported effectively within a safe, accessible, and inclusive learning environment. The school provides timely identification, assessment, and intervention, guided by KHDA SEN categories and national legislation.

Provision is individualised and may include curriculum flexibility, reasonable examination accommodations, learning support assistants, and Individual Education or Learning Plans developed in partnership with parents and external specialists where required. Through collaboration between staff, families, and external agencies, iCademy Middle East aims to remove barriers to learning and ensure that all students can participate fully, achieve expected progress, and benefit from the broad and balanced curriculum offered by the school.

POLICY: K-12 DIGITAL POLICY

Summary: This policy outlines iCademy Middle East's approach to the effective, ethical, and innovative use of digital technologies and artificial intelligence (AI) across Kindergarten to Grade 12. It aims to develop digitally competent, future-ready learners and educators while promoting safe, responsible, and ethical digital behaviour. The policy aligns with UAE Vision 2031, NEASC learning principles, and iCademy's mission to empower global learners. This summary should be read in conjunction with the K-12 Digital Policy for complete guidance and implementation details.

Policy

iCademy Middle East is committed to embedding digital literacy and AI fluency across all subjects and grade levels to enhance teaching, learning, and leadership.

The school:

- integrates digital and AI literacy into the curriculum in a developmentally appropriate and inclusive manner;
- promotes safe, ethical, and responsible use of digital technologies in line with academic integrity and digital safeguarding expectations;
- supports innovative pedagogy through purposeful use of digital and AI tools to personalise learning and improve outcomes;
- provides ongoing professional development to ensure staff are confident and competent in digital and AI-integrated instruction;
- ensures compliance with UAE data protection, cybersecurity, and digital governance laws;
- applies clear expectations for transparency, ethical AI use, and disclosure in academic and creative work;
- monitors and evaluates digital teaching practices, competencies, and learning outcomes regularly; and

- works in partnership with students, parents, and service providers to maintain a secure, effective digital learning environment.

This policy applies to all staff, students, parents, and partners engaged in iCademy Middle East's learning community and is reviewed annually or in line with regulatory and strategic requirements.

POLICY: LATE WORK

Summary: Pacing and adherence to assignment due dates is critical for student success, especially in the High School grades. The late work policy below is applicable to High School courses, whether they are taken by Middle School or High School students.

Policy:

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

POLICY: PROCTORED FINAL EXAMS - HIGH SCHOOL

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

Policy:

- Students at our Knowledge Hub are required to sit final examinations at the Knowledge Hub unless there are extenuating circumstances and approval from the Department Lead is given.
- If a teacher or administrator has reason to believe that a student has completed the course with outside help, and/or the course has been completed in an unduly short period of time, the teacher will raise the situation to the Department Lead and Academic Integrity Officer for review. The student subsequently may be required to meet with the teacher in Big Blue Button, with microphone and video enabled, to participate in a one-on-one assessment of the student's course knowledge.
- If the student is not able to demonstrate a level of knowledge commensurate with his or her grades on assignments and quizzes, the teacher and Department Lead will escalate the situation to the Head of School for review and further deliberation.

- All final exams take place in a proctored environment such as the Knowledge Hub or another proctored environment in his or her country of residence as determined by the Head of School.

POLICY: PROGRAM WITHDRAWAL

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

Policy:

- Students can withdraw from the program at any time but will be subject to this policy and the payment and refund terms policy, signed upon enrollment.
- Parents/Learning Coaches of students who are withdrawing from iCademy must contact their student's Academic Advisor and notify him/her of their desire to withdraw, in writing, via email.
- Complete and submit the withdrawal request using this link **Withdrawal survey**
- The Academic Advisor notifies the Registrar's office of the withdrawal request.
- The Accounts/Finance department reviews student start date and determines if the student is eligible for a refund under the Payment and Refund Terms.
- Any refund or payment status change is processed by the Accounts/Finance department.

Upon withdrawal, Parents/Learning Coaches may be asked to complete an exit interview or an exit survey prior to the withdrawal request being processed. Exit interview/exit survey information is critical to improving the student experience at iCademy.

POLICY: RESPONSIBLE USE OF TECHNOLOGY

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

Policy:

- All students are expected to be responsible representatives of the school, whether on or off campus and whether school is in or out of session. This expectation includes students' behavior in the electronic world.
- Parents/Learning Coaches are responsible for supporting the school's standards when students use Internet resources.
- Failure to adhere to the Responsible Use of Technology Policies, or other misuse of the computer or network, is a violation of the student code of conduct and will result in disciplinary action.
- Information relating to illegal or inappropriate activities must be reported to a faculty member.
- The Responsible Use of Technology Policies are in effect while students have a valid network account and password, including the summer months and/or any time students use the school's technology resources.
- Students are responsible and liable for maintaining the confidentiality of their assigned passwords and access codes.
    - They agree not to disclose assigned passwords and access codes or allow other persons or students to use them or attempt to circumvent the school's security system.
    - Students may not interfere with other users' ability to access the school platform, disclose anyone's password or allow them to use another user's account.
- All students will receive a school email account. Students will use school email for academic correspondence, and only for legitimate and responsible communication between students and

faculty. Harassing, discriminatory, or otherwise objectionable remarks and any other antisocial activities are prohibited on email. (For further information, see the Student Code of Conduct).

- Malicious use of the network to download, store, or develop programs that embarrass, harass, or are otherwise objectionable to other users is prohibited. Activities to infiltrate or overburden a computer or computing system and/or damage computer software or a computing system are prohibited.
- Using technology resources to access, purchase, or download products or services that could subject the school's technology to viruses, malicious code, back doors, or other malware designed to harm technology resources are prohibited.
- Encryption of files is prohibited.
- Posting images, video, or audio of any student, visitor, staff member, faculty member, and or administrator on the Internet without receiving permission from the individual(s) is prohibited.
- Students must not publicly post on school or instructional platforms their personal contact information (address and phone number), personal messages, websites or blogs, material that is intended for personal gain or profit, audio files or compressed video, any non-instructional files or any material not approved by iCademy administration.
- Using any recording device, including but not limited to video and digital cameras or camera phones to record videos or take pictures to slander, bully, or denigrate any student, visitor, staff member, faculty member, and/or administrator on or off campus at any time is prohibited.
- Unauthorized access to the school's website is strictly prohibited.

POLICY: RESPONSIBLE DIGITAL USE

Summary: This policy outlines iCademy Middle East's expectations for the safe, responsible, ethical, and purposeful use of digital technology across its online learning environment and iCademy facilities. As a fully online school, digital access is essential to teaching, learning, communication, and collaboration. This policy aims to safeguard student wellbeing, protect data and privacy, reduce digital risks, and ensure compliance with UAE laws and regulatory requirements. This summary should be read in conjunction with the Responsible Digital Use policy for complete guidance and implementation details.

Policy:

iCademy Middle East is committed to ensuring that all digital technologies, platforms, and devices are used appropriately to support learning, wellbeing, and academic integrity.

The school:

- establishes clear expectations for responsible use of digital devices, online platforms, and school systems;
- promotes digital fluency, online safety, and ethical behaviour, including responsible use of AI tools;
- safeguards students and staff from cyberbullying, inappropriate content, data breaches, and online harm;
- applies a Bring Your Own Device (BYOD) model with defined technical, security, and safeguarding requirements;
- enforces age-appropriate restrictions and supervision for digital tools and emerging technologies;
- monitors and manages digital access as a privilege, with proportionate consequences for misuse;
- ensures compliance with UAE data protection, cybersecurity, and online conduct laws;
- supports accessibility through assistive technologies in line with documented learning plans; and
- works in partnership with parents and staff to promote healthy, balanced, and secure digital practices.

This policy applies to all students, staff, parents, and guardians accessing iCademy Middle East digital systems and is reviewed regularly to remain aligned with safeguarding expectations, educational best practice, and UAE regulatory requirements

POLICY: SCHOOL COUNSELLING

Summary: This policy outlines iCademy Middle East's approach to supporting students' mental health, emotional wellbeing, and personal development through a professional school counselling service. It aims to ensure that students feel safe, supported, and empowered to manage social, emotional, and academic challenges that may impact learning. The policy promotes early intervention, resilience, and collaboration with families and external agencies where appropriate, and aligns with safeguarding expectations and ethical counselling standards. This summary should be read in conjunction with the School Counselling policy for complete guidance and implementation details.

Policy

iCademy Middle East is committed to providing a confidential, respectful, and inclusive counselling service that supports student wellbeing across its online learning environment and Knowledge Hub.

The school:

- provides individual and group counselling to support students' social, emotional, and mental health needs;
- follows a tiered system of support to ensure early identification, targeted intervention, and appropriate referral;
- recognises that some students and groups may require additional or ongoing support;
- works in partnership with parents, staff, and external professionals to promote student wellbeing;
- delivers whole-school prevention programmes, wellbeing education, and staff training;
- upholds confidentiality in line with ethical counselling standards, with clear limits where safeguarding concerns arise;
- applies age-appropriate consent procedures that respect student voice and parental involvement;
- maintains secure and confidential counselling records; and
- provides clear referral pathways, session structures, and access to external mental health services when required.

This policy applies to all students and staff at iCademy Middle East and is reviewed annually, or in line with safeguarding, KHDA, and regulatory requirements.

POLICY: STUDENT CODE OF CONDUCT

Summary: At iCademy, we want everyone—students, families, teachers, and staff—to feel respected and safe. Students should be kind to others and take care of their belongings and school materials. Everyone in our school community should work hard, complete their assignments on time, make a positive impact on others, and look for ways to help make our school even better. Students also play an important role in creating the best learning environment possible.

Policy: This code of conduct applies to the online school environment as well as for any on-site/in-person school events. Any activity that is not listed here that violates local or country laws may be considered a violation of the Student Code of Conduct.

Failure to follow these guidelines could result in the following:

- Failure of the course or courses in question
- Removal of student access to instructional or computer resources
- Suspension or expulsion from iCademy and/or the Knowledge Hub, and loss of paid tuition
- Involvement with law enforcement agencies and possible legal action

Definitions and Explanations of Behavior Covered by This Policy

Inappropriate Behavior

iCademy is dedicated to providing a learning environment that is safe, respectful, and free from inappropriate behavior or harassment. The following actions are not allowed:

- **Insulting or Attacking Others** – Any form of personal attacks, name-calling, or insults.
- **Using Inappropriate Language** – This includes obscene, degrading, or offensive words.
- **Harassment or Threats** – Continually sending unwanted messages, making threats, or intimidating others.
- **Posting Harmful Content** – Sharing anything that is obscene, false, or meant to annoy, harass, or hurt someone. This includes spam, chain emails, viruses, or other harmful materials.
- **Providing False Information** – Knowingly spreading false information, either spoken or written, that could harm someone's reputation or disrupt the school.
- **Damaging Property** – Intentionally destroying, defacing, or stealing school property, including digital records or materials.
- **Inappropriate or Obscene Behavior** – Acting in a way that is offensive, inappropriate, or indecent, whether in person or online.
- **Drugs and Alcohol** – Possessing, selling, sharing, or using drugs or alcohol at any school-sponsored event. This rule applies even when traveling abroad, regardless of local laws.
- **Weapons and Dangerous Objects** – Having knives, firearms, lighters, explosives, or any object that could be used as a weapon at school events or on school grounds.
- **Disrupting the Learning Environment** – Any behavior that interferes with the learning process, whether in person or online.

Students are expected to follow these guidelines to help create a positive and supportive school community.

Harassment

Harassment is any behavior that makes it difficult for someone to learn or work by creating a threatening, hostile, or offensive environment. This is not allowed at iCademy.

Harassment can take many forms, including:

- Sending spam (unwanted emails that are not related to school).
- Making threats or using intimidating language.
- Using offensive words or actions toward others.

iCademy does not tolerate harassment or bullying for any reason, including a person's age, race, beliefs, disabilities, nationality, religion, gender, or any other protected characteristic.

Bullying or harassment of anyone in our school community is considered serious misconduct and may lead to strict consequences, including expulsion.

Bullying

Bullying happens when someone repeatedly uses their power to hurt or control another person in a mean or harmful way. This can be physical, verbal, or psychological and is a violation of iCademy's Code of Conduct.

- **Verbal Bullying** – Taunting, making fun of someone, teasing in a cruel way, insulting, name-calling, or making threats.
- **Psychological Bullying** – Spreading rumors, manipulating friendships, pressuring someone to do something, excluding or ignoring someone on purpose, or using threats to control others.
- **Physical Bullying** – Hitting, kicking, spitting, pushing, pulling, taking or damaging someone's belongings, forcing someone to give money, blocking their way, or any unwelcome physical contact.
- **Cyberbullying** -

Bullying of any kind, including Cyberbullying (see digital policy) is not tolerated at iCademy. Students who engage in bullying will face consequences according to the school's Code of Conduct.

Off-Campus Behavior

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

Digital Citizenship

As a student at iCademy, you are expected to engage in ethical, responsible, and respectful behavior in all digital and in-person interactions. Our online learning environment requires a commitment to digital citizenship, integrity, and safety. The following guidelines outline our expectations:

1. **Academic Integrity (Please see the Academic Integrity and Digital Ethics Policy for more information)**

- Submit original work and properly credit all sources.
- Do not engage in plagiarism, cheating, improper use of Artificial Intelligence tools, or unauthorized collaboration with other students.
- Respect copyright laws and avoid the unauthorized sharing of course materials.

2. **Respectful Communication**

- Use respectful language in emails, discussion boards, Google Chat and other digital platforms.
- Avoid cyberbullying, harassment, or any form of harmful online behavior.
- Respect cultural and personal differences in all digital interactions.

3. **Responsible Use of Technology**

- Protect personal login credentials and do not share them with others.
- Use school-provided platforms and resources appropriately.
- Do not engage in hacking, unauthorized system access, or tampering with school technology.

4. **Digital Privacy and Security**

- Respect the privacy of peers, teachers, and staff by not sharing personal information without consent.
- Do not record, distribute, or share online class sessions without permission.
- Be mindful of digital footprints and the long-term impact of online actions.

Reporting Incidents:

iCademy urges students to report any harassment or bullying to their teacher, Academic Advisor, Knowledge Hub Learning Coach, or School Counselor as soon as possible. If a student feels uncomfortable discussing the situation with these staff members, they are encouraged to go directly to the Department Chair, Head of School, or Knowledge Hub Director.

If a student prefers to make a confidential or online report, they can use the Safeguarding Report link found in the Learning Management System's left-side navigation bar.

The school will take all reports seriously, investigate them immediately, and take steps to stop and prevent further incidents.

Anyone who witnesses harassment or bullying is expected to report it right away to a teacher or school administrator. The school will follow up on all reported incidents.

POLICY: TRANSFER CREDIT

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

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

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

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

Any non-English prior school records submitted must be translated into English by either the former school or by an independent translation service. Google Translate is not accepted for official school records.

Policy:

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

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

Official transcripts are analyzed by the Registrar's Office, and students will receive notification of transfer credit decisions and posting of credits. Official transcripts from other institutions that have been presented for admission or evaluation become part of the student's academic file.

Mid-Year Enrolling Students (K-8)

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

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

Transfer Credits Taken While Enrolled

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

Transferring Credits Taken with iCademy

Course credits earned at iCademy are transferable at the discretion of the receiving school. Typically, schools accredited by one of the six major accrediting bodies will accept credits from other schools accredited by one of those same organizations. It is the right of each school to award or deny credit transfer based on its policy. Students who are taking one or more courses at iCademy who wish to transfer credit to another school of record are encouraged to gain pre-approval for these courses and complete a Credit Acceptance Form prior to enrolling.

POLICY: VAPING, SMOKING, AND TOBACCO USE

Summary: This policy outlines iCademy Middle East's approach to preventing smoking, vaping, and tobacco use across its online learning environment and Knowledge Hub. It aims to protect student health and wellbeing, promote informed decision-making, and ensure compliance with UAE law and KHDA expectations. The policy sets clear definitions, prohibitions, and graduated consequences, supported by education, early intervention,

and parental partnership. This summary should be read in conjunction with the Vaping, Smoking and Tobacco use policy for complete guidance and implementation details.

Policy:

iCademy Middle East maintains a strict prohibition on smoking, vaping, and tobacco use in all school-related settings.

The school:

- prohibits the possession, use, sale, or sharing of tobacco products and electronic smoking devices at all times;
- applies clear and proportionate consequences for breaches, in line with the Student Behaviour and Safeguarding frameworks;
- provides preventative education on the risks associated with smoking and vaping through its wellbeing and drug awareness programmes;
- offers counselling, guidance, and referral support for students requiring assistance;
- ensures confiscation and secure handling of prohibited items; and
- works in partnership with parents and regulatory authorities where required.

This policy applies to all students representing iCademy Middle East and is reviewed annually or in line with KHDA and UAE regulatory requirements.

POLICY: WHOLE SCHOOL WELLBEING

Summary: This policy outlines iCademy Middle East's commitment to promoting the psychological, social, physical, and emotional wellbeing of students, staff, parents, and the wider school community. It supports the UAE National Strategy for Wellbeing 2031 and aligns with KHDA's Wellbeing Matters Framework. The policy establishes a shared understanding of wellbeing, clarifies roles and responsibilities, and outlines whole-school approaches that enable all members of the community to feel safe, valued, and supported. This summary should be read in conjunction with the Whole School Wellbeing policy for complete guidance and implementation details.

Policy:

iCademy Middle East is committed to fostering a safe, inclusive, and supportive environment where wellbeing underpins teaching, learning, and relationships.

The school:

- promotes psychological, social, cognitive, and physical wellbeing across all phases of learning;
- embeds wellbeing within the curriculum, pastoral systems, and extra-curricular activities;
- supports student resilience, confidence, agency, and positive relationships;
- applies a whole-school approach involving staff, students, parents, and leadership;
- provides clear safeguarding, pastoral, and counselling structures to support wellbeing needs;
- promotes positive behaviour, restorative practice, and a zero-tolerance approach to bullying;
- values diversity, cultural awareness, equity, and inclusion across the school community;
- encourages healthy lifestyles, physical activity, and safe practices, including online safety;
- empowers parents with guidance and opportunities to support wellbeing at home and school; and
- monitors, reviews, and improves wellbeing practices using data, feedback, and professional development.

This policy applies to all members of the iCademy Middle East community and is reviewed annually, or in line with KHDA, safeguarding, and UAE regulatory requirements.

PART B - KNOWLEDGE HUB
HANDBOOK & CODE OF CONDUCT

WHAT IS THE ICADEMY MIDDLE EAST KNOWLEDGE HUB?

The Knowledge Hub in Dubai Knowledge Park is a supportive and friendly environment where our customized approach to education meets the strengths and needs of your child. At the Knowledge Hub, we provide several services tailored to the different learning styles of students. This personalized approach allows all our students to feel supported and acknowledged as they complete each stage of our comprehensive curricula.

Our qualified Learning Coaches provide guided instruction and face-to-face support to ensure students are fully aware of their daily assignments and subject requirements. Students often become overwhelmed when they first embark on the journey of virtual learning, where independence and self-motivation are key skills. Our Learning Coaches provide that vital link between your child and their online teachers, aiding their development as self- directed learners.

iCademy Middle East students work with our Learning Coaches on their online core subjects of English, Math, Science, and Social Studies one or more Learning Coaches also facilitate student participation and support in Arabic, UAE Social Studies and Islamic Studies lessons as applicable.

iCademy Middle East is an American curriculum school and all core classes are taught in English; therefore, a level of English competency is required for students to succeed.

Students who have specific learning needs are, of course, welcome to attend the Knowledge Hub. However, please note that the enrollment of students with high levels of dependency or behavioral issues will be subject to appropriate assessments.

Parents and Guardians are required, at the time of enrollment, to inform Knowledge Hub staff of any medication the student is taking. If a child has any emotional, behavioral, or psychological issues, or any factors that might affect student learning and interaction in the Knowledge Hub.

ROLE OF THE KNOWLEDGE HUB LEARNING COACH

The Learning Coaches (LCs) will assist by monitoring student progress through lessons and daily assessments. They will work actively with students to assist them in achieving mastery of their learning objectives.

THE LEARNING COACH WILL:

- Support students with curricular and instructional issues
- Track and support student academic progress and attendance
- Maintain an accurate and up-to-date attendance record
- Help to ensure assignments, tests, and quizzes are submitted to the online teachers for grading and feedback
- Attend conferences with the student's assigned course teachers, if required
- Provide regular progress reports to Parents or Guardians

ATTENDANCE AT THE HUB

Attendance at the Knowledge Hub is recorded daily using a two-step process to ensure accuracy and timely monitoring. Each morning, the Learning Coach records student attendance in the daily Hub register, which is submitted to the Knowledge Hub Manager by 9:30 a.m. The Knowledge Hub Manager reviews attendance records and follows up promptly with parents or guardians regarding any unexplained absences. Following this, each Learning Coach records attendance in PowerSchool, ensuring that the school's official attendance records remain accurate and up to date.

Daily attendance and punctuality are essential for academic progress, student wellbeing, and active participation in learning. Parents and guardians are responsible for informing the school as early as possible if their child will be absent or late, providing the reason for the absence where applicable.

Attendance is monitored closely by the Knowledge Hub team, and patterns of absence, persistent lateness, or irregular attendance may result in further communication with parents or guardians and the implementation of appropriate support strategies to promote regular attendance. Maintaining consistent attendance is a shared responsibility between the school, students, and families and plays a vital role in ensuring student success.

VISITOR IDENTIFICATION AND LANYARD PROCEDURES

At iCademy, the safety, wellbeing, and security of our students, staff, and visitors are of the utmost importance. To maintain a safe learning environment, all visitors entering the Knowledge Hub are required to report to Reception upon arrival, where they must sign the Visitor Register before being granted access to the premises.

Following sign-in, each visitor will be issued with a color-coded identification lanyard, which must be worn prominently and remain clearly visible at all times while on campus. The color-coded lanyard system enables students and staff to easily identify visitors and ensures that only authorized individuals have access to the school environment.

THE DESIGNATED LANYARD COLORS ARE AS FOLLOWS:

- Yellow Lanyard – Parents and guardians of students attending the Knowledge Hub.
- Plain Blue Lanyard – Learning Support Assistants (LSAs) accompanying and supporting individual students.
- Blue iCademy Branded Lanyard – iCademy staff members.
- Purple Lanyard – Contractors and service providers, including cleaning, maintenance, and other authorised personnel.
- Red Lanyard – General visitors, including prospective families, guests, and external professionals.

All visitors are expected to remain within authorized areas of the school and must be accompanied by an iCademy staff member where appropriate. Visitors should follow all school safeguarding, health and safety, and security procedures throughout their visit.

For the protection of our school community, any individual found on the premises without a valid visitor's lanyard may be approached by a member of staff, and asked to identify themselves. If they cannot provide appropriate identification or authorization, they will be asked to leave the premises immediately.

Upon departure, all visitors must sign out at reception and return their visitor lanyard.

These procedures form part of iCademy's commitment to maintaining a secure, welcoming, and well-managed learning environment, ensuring that the safety and wellbeing of every student remain our highest priority.

TIMINGS AND HOLIDAYS

The iCademy Middle East office operates from 8am to 5pm Monday through Thursday. Academic staff are present from 8 am to 4 pm Monday through Thursday. Staff hours on Friday are from 7:30am-12:00pm.

Please note that Hub and Office timings will be reduced during Ramadan according to KHDA and UAE requirements. Parents and students will be notified of these timings in advance.

Our daily programs start at 8:30 am Monday through Thursday, and 7:30 am on Friday.

Students in KG and Grade 1 finish at 2:00 pm Monday through Thursday; there is an after-school program offered on Monday-Thursday from 2:00-3:00pm for an additional fee.

Lower School, Middle School, and High School students finish at 3:00 pm Monday through Thursday. **All student programs operate from 7:30 am -11:30 am on Friday.**

The iCademy Middle East school year has specific start and end dates as well as scheduled holidays, Winter Break, and Spring Break. Students are encouraged to continue working through their assignments at home during times when the Knowledge Hub may be closed.

The Knowledge Hub has set holidays which are aligned to the UAE calendar provided by the Knowledge and Human Development Authority (KHDA). Students and families are strongly encouraged to schedule any vacation time in accordance with this calendar.

Parents and Guardians of students who choose to take vacations outside of the scheduled holidays must inform their Learning Coach and Academic Advisor.

DROP-OFF AND PICK-UP PROCEDURES

The Knowledge Hub hours for students vary based on the program:

- **Early Years Program (KG & Grade 1)**
  Monday-Thursday from 8:30-2:00 pm
  Friday from 7:30am – 11:30 am

- **Lower School (Grades 2-5)**
  Monday-Thursday from 8:30-3:00 pm
  Friday from 7:30am – 11:30 am

- **Middle School (Grades 6-8)**
  Monday-Thursday from 8:30-3:00 pm
  Friday from 7:30am – 11:30 am

- **High School (Grades 9-12)**
  Monday-Thursday from 8:30-3:00 pm
  Friday from 7:30am – 11:30 am

Parents or Guardians are required to drop-off students no earlier than 8:15am. *Please note that students and parents will not be permitted in the Hub before this time.*

Students in Grades KG through 5 must be accompanied to the Knowledge Hub. Students in Grades 6 through 12 may be dropped in front of the Knowledge Hub once consent has been given by a Parent or Guardian. Parents who are accompanying students into the Knowledge Hub must drop off their children at the reception area and allow them to walk to their classrooms independently.

Pick up time

Students in KG and Grade 1 must be picked up by 2:00 pm Monday through Thursday unless they have been enrolled in the after-school program in advance. Students in Grade 2, the Lower School, Middle School, and High School programs should be picked up at 3:00 pm on Monday through Thursday.

All students must be picked up by 11:30 am on Friday.

KNOWLEDGE HUB CONTACT INFORMATION

Monica Botes Knowledge Hub Manager	mbotes@icademymiddleeast.com
Nabil Mohammed, School Counselor	nmohammed@icademymiddleeast.com

Should a parent wish to contact the Knowledge Hub, they may do so at this number. They will then be directed to the relevant staff member.

Office Phone: +971 4 440 1212

STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
I have the right to be comfortable and to be treated with respect in the Knowledge Hub.	I have the responsibility to treat others with respect.
This means that no one will laugh at me, tease me, or hurt my feelings.	This means that I will not laugh at, tease, or hurt the feelings of others.
I have the right to be myself and to be treated fairly in the Knowledge Hub.	I have the responsibility to respect others as individuals and not to treat them unfairly.
This means that no one will treat me unfairly because of my age, gender, size, race, nationality, or religion.	This means that I will treat no one unfairly because of my age, gender, size, race, nationality, or religion.
I have the right to be safe in the Knowledge Hub.	I have the responsibility to make the Knowledge Hub safe for myself and others.
This means that no one will hit, kick, push, pinch, or hurt me in any way. I will not be threatened or bullied by anyone.	This means that I will not hit, kick, push, pinch, or hurt others in any way. I will not threaten or bully anyone.
I have the right to expect my belongings to be safe and treated with respect in the Knowledge Hub.	I have the responsibility to keep my belongings and the belongings of others safe and treated with respect in the Knowledge Hub.
This means that no one will take or damage my belongings.	This means I will look after my belongings, and I will not take or damage the belongings of others.
I have the right to hear and be heard in the Knowledge Hub.	I have a responsibility to help maintain a calm and quiet atmosphere in the Knowledge Hub.
This means that no one will scream, shout, and to make loud noises or to disturb me in any way.	This means that I will not scream, shout, and make loud noises or disturb others in any way.
I have the right to learn in the Knowledge Hub.	I have the responsibility to contribute to a positive learning environment.
This means that no one has the right to disrupt me or make it difficult for me to learn. Learning Coaches should be free to teach and students free to learn.	This means that I will not disrupt others or make it difficult for them to learn.
I have the right to expect that these rights will be mine in all circumstances as long as I am exercising my full responsibilities.	I have the responsibility to protect my rights and the rights of others by exercising my full responsibility in all circumstances.

CODE OF CONDUCT

INTRODUCTION

This document is in accordance with UAE KHDA documentation and recommendations.

OBJECTIVE

At iCademy Middle East, we believe that creating a positive and respectful learning environment is crucial for the personal growth and academic success of our students. To ensure this, we have established a comprehensive Code of Conduct that outlines the expectations and standards we hold for all students. This Code of Conduct serves as a guide to promote respect, responsibility, integrity, and a sense of community within our school.

EXPECTATIONS

Students and their Parents or Guardians are expected to acquaint themselves with the Code of Conduct and its provisions. As soon as students are enrolled at the Knowledge Hub, they are subject to the Code of Conduct. Any violations will be subject to the normal disciplinary process.

CODE OF CONDUCT FOR PARENTS AND GUARDIANS

Responsibility for students' behavior rests with the students and their Parents or Guardians. It is expected that Parents or Guardians will:

- Familiarize themselves with the Knowledge Hub's Code of Conduct and support the Knowledge Hub staff in implementing these regulations.
- Be responsible for their child's regular attendance and punctuality and should support the Knowledge Hub in enforcing this valuable habit. Punctual pick-up is also very important.
- Supply written notice for any absences in accordance with the Code of Conduct.
- Ensure students have the required electronic devices, stationery, and other equipment needed for each day.
- Participate in all meetings and activities that require their presence and regularly read school email.
- Follow up on the student's assignment schedule, extracurricular activities and the Learning Coach's remarks and instructions.
- Check student progress daily to ensure that guidelines are followed and suggested exercises are completed.
- Ensure students study and complete their homework daily without direct assistance, but with guidance and advice.
- During School hours parents are not permitted in the knowledge hub classrooms for safeguarding purposes.
- Inform Knowledge Hub Manager of any medications the student is taking, behavioral issues, any learning disabilities, or anything that may affect student learning and interaction in the Knowledge Hub. Relevant documentation and reports must be submitted at the time of enrollment.

CODE OF CONDUCT FOR STUDENTS

GENERAL RULES

- Students will be good ambassadors of the Knowledge Hub and will conduct themselves in accordance with the Code of Conduct at all times.
- Students will be courteous and respectful in all interactions with the Knowledge Hub staff.
- Students will comply with any reasonable instructions from any member of the Knowledge Hub staff.

- Students may not eat or drink in the classroom outside the regular lunch time unless authorized to do so by a member of staff.
- Students may not take anything that does not belong to them.
- The smoking, possession and/or use of tobacco or vaping products while at the Knowledge Hub, at any school activity, or while students are representing the Knowledge Hub, are strictly prohibited.
- Students are to treat their fellow students with respect.
- There are number of serious actions that might lead to suspension and/or expulsion. Please read the iCademy Behavior Policy.

EXPECTATIONS FOR LEARNING

To ensure a positive and productive learning environment:

- Laptops, chargers, and any other learning resources that are required must be brought daily;
- Students must follow their courses and endeavour to meet the deadlines set by their online teachers;
- Students may not leave the classroom without permission;
- Students must comply with guidelines provided by their learning coach for safeguarding purposes;

APPEARANCE AND DRESS CODE

Respectful attire is always required, in accordance with the guidelines in the UAE.

- Shirts / T-shirts with sleeves which cover the shoulders;
- Student attire may not have offensive slogans or pictures.

I.T. AND ELECTRONICS POLICY

- The learning platform is the main online application that students should access when working in the knowledge hub unless directed by their learning coach.
- The use of cameras, phones or other devices to make recordings of any kind without permission is illegal in the UAE.
- To support our students' learning, cellphones are expected to be handed to their Learning Coach for safekeeping.
- During final exam periods there is a no phone rule for High School students; all phones must be kept at home or handed in upon arrival at the Knowledge Hub.

SCHOOL WORK AND HOMEWORK

- Students must promptly carry out instructions in class.
- All students must complete their course assignments by the due date, unless provisions have been made.
- Students should catch up as soon as possible on any work that they have missed due to absences or tardiness.

ASSESSMENTS

Formative and summative assessments are a critical part of any academic program. They offer important information about the students' progress toward mastery.

- Any absence during final summative assessments should be communicated in advance to the Knowledge Hub manager by e-mail. Where advance notice is not possible, an e-mail on the same day should be sent.
- Students will refrain from any form of dishonesty when assessments are conducted.

- No talking or disruption during assessments is allowed.
- Unless otherwise instructed, students are expected to honor the following principles while taking assessments:
    - The student will take assessments independently therefore the answers should only reflect the student's work.
    - They will not copy or redistribute any part of the assessment.
    - Assessments will be treated as "closed book" meaning that they may not use any textbooks, references, or other materials (printed or electronic) during assessments – unless the Learning Coach or the specific assessment otherwise instructs.
    - Assessments will be treated as "single browser" meaning that during the assessment, students may not log in a second time to their course, open their course or related materials on another browser or another computer or electronic device – unless the Learning Coach or the specific assessment otherwise instructs.
- Assignments submitted in all courses must be completely free from plagiarism.

USE OF AI IN ASSIGNMENTS AND ASSESSMENTS

At iCademy, we recognize the potential of AI tools to support learning while emphasizing the importance of academic integrity and independent skill development. To maintain high academic standards, the following apply:

Assignments: AI tools may be used for brainstorming, proofreading, and research assistance but not for generating responses, essays, or solving problems unless directly specified by the course teacher. Students must clearly cite AI-generated content.

Plagiarism, including submitting AI-generated work as one's own without proper acknowledgment, will be considered a violation of iCademy's Academic Integrity and Digital Ethics Policy.

Assessments: AI tools must not be used in assessments. Any unauthorized use of AI during assessments will be treated as academic dishonesty.

Teacher Discretion: Teachers may specify when and how AI tools can be used.

ABSENCES

iCademy policy states that absence from accessing lessons for more than ten consecutive days, without prior arrangement, may result in the removal of the student from the program. Arrangements for extensions can be made under exceptional circumstances.

- When a student fails to login and access online coursework for more than ten school days, without a valid reason such as illness or an emergency, this may be regarded as truancy.
- When a student is absent from the Knowledge Hub for more than one day, Parents/Guardians must notify the Knowledge Hub Manager as soon as possible.
- Should a student need to leave the Knowledge Hub for a specific reason during the day, a verbal or written request from the Parents/Guardians is required.

PUNCTUALITY

- Parents or Guardians must inform the relevant staff if a student is going to be late – this should only happen under exceptional circumstances.

LUNCHES AND FOOD REGULATIONS

- All students are encouraged to bring in a water bottle so they can have access to water throughout the day. Water fountains are provided in the Knowledge Hub for additional access to drinking water.
- No fizzy drinks or energy drinks are allowed in the Early Years, Lower & Middle School Knowledge Hub and will be confiscated and returned to the students at the end of the day.

- Parents are kindly advised to choose healthy options as everyday snacks or as part of lunch boxes.

LEARNING ENVIRONMENT

- Students have the right to a safe environment that is conducive to education.
- Students may not litter in the Knowledge Hub or the surrounding areas.
- Students must leave restrooms in a clean condition.
- The application of slogans, graffiti, stickers, posters, etc. to any surface in the Knowledge Hub is strictly prohibited, unless the Knowledge Hub Manager has given consent.

PROCEDURE FOR DISCIPLINARY ACTION

In case of a violation of any provision prescribed in the Code of Conduct for students, this disciplinary procedure is to be followed. In order to enforce this disciplinary procedure, misconduct is divided into three categories. These correspond with various disciplinary steps that could be taken and the various procedures that could be followed in handling misconduct.

DISCIPLINARY ACTION

MINOR MISCONDUCT

Category A misconduct:

Any violation of the following:

- Being a good ambassador of the school
- Basic respect for staff, adults or fellow students
- Rules regarding electronic equipment
- Begging for or taking of food
- Class rules
- Rules regarding appearance and dress code
- Class work and homework
- Punctuality and absence
- Littering, cleaning and following instructions
- Dress code
- Displaying bad sportsmanship, lack of commitment, the use of foul or offensive language and/or foul or improper play.

The violation will be referred to a Learning Coach who will impose one or more of the disciplinary measures below:

- A verbal or written warning;
- Supervised schoolwork that will contribute to the student's progress at school as well as improve the Knowledge Hub environment, provided that the Parents or Guardians are informed in a timely manner and the child's safety is ensured;
- Completing a task or apology to make amends with the person or group who was wronged
- Supervised break detention separated from other students.

Category B Misconduct

Any violation regarding the following:

- Repeated transgressions of Category A misconduct.
- Bringing the Knowledge Hub, staff or fellow students into disrepute.
- Disrespectful and aggressive behavior in interactions with the iCademy staff.

- Harming staff or other students' physical, spiritual and moral well-being; instigating, provoking or getting involved in fighting; teasing or improper physical contact.
- Smoking or possession of vaping or tobacco products while at the Knowledge Hub or within Knowledge Park
- Displaying bad sportsmanship, the frequent use of foul or offensive language and/or foul or improper play, getting involved in fights or incidents.
- Vandalism, damage, defacing, destruction or removing of Knowledge Hub or iCademy property without permission.
- Dishonesty during tests or examinations. (May result in a zero mark or failing the course).
- Unauthorized absence and truancy in online studies.
- Inappropriate use of the Internet.
- Bullying.

The violation will be referred to a Lead Learning Coach and/or Knowledge Hub leadership, who will impose one or more of the disciplinary measures below:

- Any of the sanctions listed in Category A misconduct, to which the following could be added:
- Exclusion from taking part in Knowledge Hub social events;
- Short term suspension from the Knowledge Hub and completing schoolwork at home;
- Reasonable compensation in case of damage or destruction of property;
- The repair or replacement of damaged property;
- In cases of violent and aggressive behavior; separation from the class or immediate suspension from the Hub.

MAJOR MISCONDUCT

Category C Misconduct

Any violation that may lead to long term suspension and/or expulsion from the Knowledge Hub as listed in the Code of Conduct.

The violation will be referred to the Knowledge Hub Director and/ or Head of School, who will inform the Parent or Guardian by phone, arrange a meeting and document incidents in writing. One or more of the disciplinary measures below will be imposed:

- Any of the sanctions listed in Category A and B misconduct, to which the following could be added:
- Following either an informal or formal hearing in which any student is found guilty of violating the provisions of the Code of Conduct, disciplinary measures may include removal of the student from the Knowledge Hub with loss of paid tuition, or expulsion of the student from iCademy with loss of paid tuition.
- Should suspension be deemed appropriate, the Knowledge Hub Director or Head of School may suspend the student from the Knowledge Hub, for up to ten school days.
- Should expulsion from the Hub be deemed appropriate; the student will be allowed to complete scheduled assessments or final examinations at home, unless the student is fully expelled from iCademy Middle East.
- Involvement with law enforcement agencies and possible legal action.

Written records of all events and actions will be kept.

SUSPENSION PROCEDURES

Suspension from the Knowledge Hub will be initiated according to the following procedures:

- A conference will be held with the Parent orGuardian, Student and the Knowledge Hub Director and/or Head of School.

- Written notice will be given to the Parent or Guardian and the Student regarding the duration of suspension. Suspension, when not including a recommendation of expulsion, will not exceed ten consecutive school days per suspension.
- Students will complete school work from home in order to remain on task in their courses.

EXPULSION PROCEDURES

A student may be expelled from the Knowledge Hub by the Knowledge Hub Director, Head of School or his/her authorized designee. Expulsion from iCademy may be imposed by the Head of School.

- A hearing will be held with the Parent/Guardian, Student, the Knowledge Hub Director and/or the Head of School, within 30 calendar days after the expellable offense has been committed. Other members of the Knowledge Hub Staff and any witnesses both parties deem appropriate may be invited. Detailed notes will be taken.
- Parents or Guardians and the Student will be notified within three calendar days as to the decision reached by the Knowledge Hub Director and/or Head of School.
- Students who are not expelled may be placed on a behavioral contract which details good conduct and includes measurable goals.

EXPULSION APPEALS

Appeals must be made in writing within three working days of the decision. Within the body of the letter should be noted why the decision should be overturned, what was learned by the student from this incident, and what he/she would do differently if admitted back in the school. This letter can be written by the Parent or Guardian but is suggested to be written by the student.

STUDENT MISCONDUCT FRAMEWORK

Category / Level	**Category A – Minor Misconduct (Level 1)**	**Category B – Major Misconduct (Level 2)**	**Category C – Severe Misconduct (Level 3)**
Description	Initial or low-level infractions that disrupt learning or show lack of respect or responsibility.	Repeated minor misconduct or more serious violations that harm others, disrupt school order, or damage reputation or property.	Serious or repeated violations that endanger safety, involve illegal activity, or constitute gross misconduct warranting suspension or expulsion.

Category / Level	Category A – Minor Misconduct (Level 1)	Category B – Major Misconduct (Level 2)	Category C – Severe Misconduct (Level 3)
Examples of Misconduct	• Not being a good ambassador of the school • Disrespect toward staff, adults, or peers • Misuse of electronic devices • Begging for or taking food from others • Disregarding class or Hub rules • Violation of appearance/dress code • Incomplete homework/classwork • Tardiness or minor absence • Littering or ignoring cleaning rules • Poor sportsmanship or foul language	• Repeated Category A offenses • Disrespectful or aggressive behavior toward staff • Bringing the school or staff into disrepute • Harming peers physically, morally, or emotionally • Fighting, teasing, bullying, or improper contact • Smoking or possession of vaping/tobacco products • Vandalism or property damage • Cheating or dishonesty during exams • Unauthorized absence/truancy • Inappropriate Internet use or cyberbullying	• Serious physical assault or aggression • Possession or use of prohibited/illegal substances • Theft, fraud, or falsification of records • Major bullying or harassment (online/offline) • Severe disrespect or insubordination • Endangering others' safety • Possession of weapons or dangerous items • Behavior seriously damaging school's reputation • Violation of UAE law or KHDA/MOE Code of Conduct
Responsible Person(s)	Learning Coach	Lead Learning Coach and/or Knowledge Hub Leadership Team	Knowledge Hub Director and/or Head of School
Procedures	1. Learning Coach addresses the issue promptly. 2. Behavior discussed and documented if necessary. 3. Parents informed when appropriate.	1. Referral to Lead Learning Coach/Leadership. 2. Investigation and meeting with students and parents. 3. Documentation of incident.	1. Immediate referral to Knowledge Hub Director/Head of School. 2. Formal meeting with student and parent. 3. Written record of findings and decisions.

Category / Level	Category A – Minor Misconduct (Level 1)	Category B – Major Misconduct (Level 2)	Category C – Severe Misconduct (Level 3)
Possible Disciplinary Measures	• Verbal or written warning • Reflective counseling or apology • Supervised academic task benefiting the Hub • Supervised break detention (separate from peers)	• Any sanction listed under Category A • Exclusion from Hub social/extracurricular events • Short-term suspension (work completed from home) • Compensation or repair for damage • Immediate class separation or removal if violent	• Any sanctions listed in Categories A and B • Long-term suspension (up to 10 days) • Removal from Knowledge Hub (loss of paid tuition) • Expulsion from iCademy Middle East (loss of tuition) • Referral to law enforcement or legal action if required
Parental Involvement	Parents notified of incidents and corrective action as needed.	Parents engaged in meeting, reflection, and behavior plan.	Parents involved in formal disciplinary hearing and notified of outcomes in writing.
Focus / Outcome	Guidance, reflection, and behavioral correction through restorative practice.	Accountability, restitution, and support through behavior contracts or counseling.	Protection of community safety, due process, and legal compliance.
Documentation	Note in student record (if repeated).	Formal incident report and behavior file entry.	Full documentation filed with leadership and KHDA if applicable.

POLICY ON BULLYING AND HARASSMENT

We aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Everybody has the right to enjoy their time at the Knowledge Hub. The Knowledge Hub community does not tolerate bullying or harassment. Respect for others is expected.

THE KNOWLEDGE HUB AIMS TO:

- Promote a warm, caring atmosphere and ethos in the Knowledge Hub.
- Promote in each student respect and empathy for others and respect for the environment.

RIGHTS	RESPONSIBILITIES
To feel safe	To respect yourself
To learn and grow	To respect others
To be respected	To use common sense

RIGHTS	RESPONSIBILITIES
To be valued	To support others
To be different	To show compassion and understanding

WHAT IS BULLYING?

Bullying is when someone aggressively and repeatedly targets another individual by offensive words or actions.

- It is the misuse of power
- It is uninvited aggressive words or actions
- It is hurtful

WE DO NOT TOLERATE BULLYING

It is your right and responsibility to report bullying, whether it happens to you or to someone else.

- Students and Parents or Guardians will be notified of the Policy on Bullying and Harassment annually through receipt of the Knowledge Hub's Handbook and Code of Conduct;
- Counselors and Knowledge Hub Staff understand the importance of staying up to date with the most current information and up-to-date information on issues relating to bullying; and agree to participate in training and sharing information on this important topic;
- Any training in the Knowledge Hub will include all staff members who are engaged in interacting with students on a regular basis;
- We aim to provide a safe and caring environment for everyone;
- We have a policy for detecting, preventing and dealing with bullying;
- We educate learners about issues related to bullying behavior;

BULLYING COMES IN MANY FORMS

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, cell phones, computers, websites, electronic networks, messages, and emails);
- Verbal threats made to another, blackmail, or demands for protection money;
- Non-verbal threats or intimidation such as aggressive or menacing gestures;
- Direct or indirect aggressive behavior such as social isolation, rumor spreading, or damaging someone's reputation;
- Any of the above conduct which occurs off Knowledge Hub grounds when such conduct creates, or reasonably can be expected to create, a substantial disruption in the Knowledge Hub setting and/or at iCademy sponsored activities and events;
- Deliberately punching, hitting, bumping, obstructing or blocking access to Knowledge Hub property or facilities;
- Stealing, hiding or defacing other students' personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a student's race, color, gender, ancestry, religion, disability, or other personal characteristics, that could reasonably be expected to result in the disruption of Knowledge Hub activities or that results in a hostile educational environment for the student;
- Cyber-Bullying: The use of information and communication technology to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others;

- A bystander to bullying is a witness to bullying conduct and may be considered to be aiding or abetting the bully. This aiding and abetting includes, but may not be limited to, standing idly by or otherwise actively encouraging the bully.
- The expression of ideas or beliefs , so long as such expression is not lewd, profane, or intended to intimidate or harass another, is not considered bullying for the purposes of this policy.

WHAT TO DO IF YOU ARE BULLIED

- Tell the bully to stop.
- Seek help. Talk about it to someone you trust.
- Anyone who experiences any conduct that could constitute bullying must make a report as soon as possible to any Knowledge Hub staff member.
- Written documentation of bullying will be kept on file.
- Complete the 'Bullying Reporting Form'. A member of staff will always be willing to help.
- This report will then be submitted to the Lead Learning Coach who will conduct a thorough investigation of the alleged incident.
- Discipline or other intervention appropriate to the outcome of the investigation will be imposed in alignment with the Knowledge Hub and iCademy's adopted discipline code.
- Anyone who witnesses any conduct that could constitute bullying should make such report as soon as possible to any Knowledge Hub staff member;
- Written documentation of bullying will be kept on file.

BULLYING COMPLAINT REPORT FORM

This report MUST be completed to file a complaint relating to an incident of alleged bullying (for the purpose of this form, bullying encompasses bullying, harassment, and discrimination) and turned in to the Lead Coach/ designee responsible for student discipline.

DATE: _____ REPORTED TO: _____

	NAME	**SURNAME**	**CLASS/ TITLE**
COMPLAINANT			
VICTIM			
ACCUSED			

Place /location where incident occurred:

Describe the incident:

List all witnesses' names and grades:

List evidence of bullying (i.e. Letters, photos, etc. – Attach evidence if possible):

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature of complainant

Date:

Name of person receiving Bullying Complaint Form

Be sure to attach any supporting documentation/evidence/investigation.

ANONYMOUS BULLYING COMPLAINT REPORT FORM

If you have information regarding bullying and would like to report this information anonymously, please fill out the following form to the best of your knowledge. Please note that this form is completely anonymous.

(For the purpose of this form, bullying encompasses bullying, harassment, and discrimination.)

DATE: _____ REPORTED TO: _____

	NAME	SURNAME	CLASS/ TITLE
VICTIM			
ACCUSED			

Date, Time, Place /location where incident occurred:

Describe the incident:

Do you know any of the witnesses involved? If so, please provide as much detail as possible about these people.

List evidence of bullying (i.e. Letters, photos, etc. – Attach evidence if possible):

Be sure to attach any supporting documentation/evidence/investigation.

If you have information regarding bullying and would like to report this information anonymously, please fill out the following form to the best of your knowledge. Please note that this form is completely anonymous.

FOR OFFICIAL USE ONLY

Name of person receiving Bullying Complaint Form

Reported to:

CODE OF CONDUCT STUDENT PLEDGE

I,_____, as a student at the Knowledge Hub, agree to observe the expectations outlined below in the Knowledge Hub Code of Conduct:

- I will conduct myself, while on the school premises or outside of school, in a positive manner that will be a credit to the image of the school.
- I will attend the iCademy Knowledge Hub regularly as scheduled and arrive on time at the beginning of the day and after breaks to ensure minimal disruption.
- I will submit all required assignments daily to the best of my ability. I will complete all assignments and exams honestly, without cheating, plagiarism, or unauthorized assistance.
- I will dress appropriately, adhering to the school's dress code policy, while at the Knowledge Hub and at any school function.
- I will follow school policies regarding the use of personal electronic devices and refrain from accessing or sharing inappropriate or offensive content.
- I will refrain from bringing or using any unauthorized or prohibited items to the Knowledge Hub that may jeopardize the safety and wellbeing of myself or others.
- I will respect and take care of school property and the property of others, refraining from damaging, stealing or vandalizing it.
- I will treat all individuals, including peers, staff, and visitors, with respect and consideration and use appropriate and polite language when communicating with others.
- I will be mindful of personal space and boundaries, refraining from any form of harassment, bullying, or discrimination.
- I will resolve conflicts and disagreements through respectful and non-violent means. I will seek assistance from learning coaches, counselors, or administrators when needed.

By following this Code of Conduct, students contribute to maintaining a positive, safe, and respectful learning environment for all members of the school community.

I understand that failure to comply with the iCademy Knowledge Hub Code of Conduct will be dealt with according to the Knowledge Hub's discipline regulations.

SIGNATURE OF STUDENT	**SIGNATURE OF PARENT**
_____	_____
DATE:	**DATE:**
_____	_____

To be signed and returned to school.

POLICY REVIEW:

This policy is reviewed annually or following regulatory updates.

Date of Issue: April 2022
Date last reviewed: August 2026
Version: 2
Author/ Lead Reviewer(s): HoS, HoD
Approved by:
Approved Date:

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