iCADEMY
MIDDLE EAST
The American Online School

STUDENT AND PARENT HANDBOOK

2023 - 2024

Contents

SECTION 1: WELCOME AND SCHOOL OVERVIEW

WELCOME TO ICADEMY MIDDLE EAST

iCademy Middle East is an accredited, private institution serving students throughout the GCC and worldwide. While iCademy Middle East 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 Middle East 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 Middle East 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 Middle East team members truly share a common passion for educating young people.

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

Welcome, from the entire staff of iCademy Middle East!

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

ICADEMY MIDDLE EAST MISSION, VISION AND PHILOSOPHY

MISSION STATEMENT

iCademy Middle East is a high quality, online and blended learning school for students from all over the world. It is our goal to provide personalized education for students with a wide range of academic strengths and interests.

VISION

To create a flexible and challenging learning environment, incorporating technology with a rigorous, engaging, and effective curriculum that fosters individualized education within a global perspective. We inspire students to achieve the highest standards of intellectual and personal development so that they can achieve their goals and maximize their potential. Our rigorous programs follow a philosophy of education based on the principles of educating the whole person: promoting multicultural understanding and offering a broad and balanced curriculum that respects diversity and a full range of learning styles.

PHILOSOPHY

At iCademy Middle East, 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, Virtual Knowledge Hub Program, and the Knowledge Hub in Dubai cater for grades K-12. Additionally, we provide an alternative education program called iCad+, an onsite learning program which combines life skills training and practice with course work appropriate for students' abilities and interests.

SCHOOL CULTURE

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

ENGAGEMENT

Success is achieved by collective and individual engagement.

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

INSTRUCTION

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

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

ACHIEVEMENT

All iCademy Middle East 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 Middle East 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 Middle East 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.

SECTION 2: GETTING STARTED

SYSTEMS OVERVIEW AND LINKS

This section will help you access the Learning Management System (online school) which hosts our curriculum, AMP for Education. You will also find information about our school email system for parents and students, along with instructions for accessing PowerSchool. PowerSchool allows parents and learning coaches to view student grades and progress in real time.

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 new learning management system (LMS) and Student Information System (SIS) through Single Sign On (SSO) technology. The new email address and initial password will be provided prior to the beginning of the school year.

ACTIVATING YOUR LOGIN CREDENTIALS

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

1. On your computer, go to https://accounts.google.com
    - If you've signed into Google before, the information may already be filled in and you will need to click **Use Another Account.**
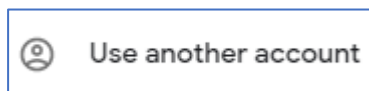
    - If you see a page describing Google Accounts instead of the sign-in page, please sign out of your current Google account, or click **Add Account** on the top right corner of the page.
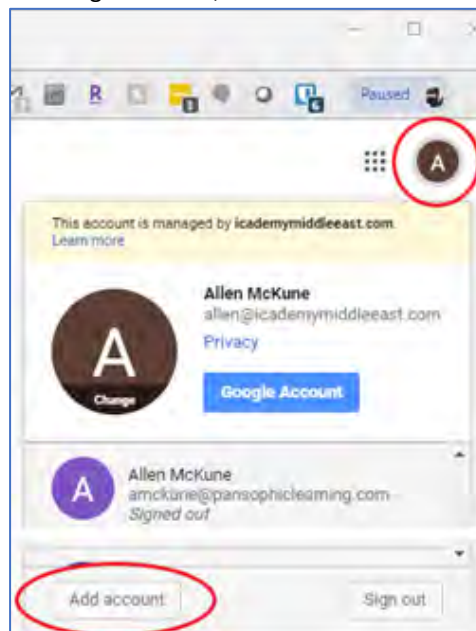
2. Enter your icademystudent.com email address and your temporary password
3. Activate your account by accepting the agreement
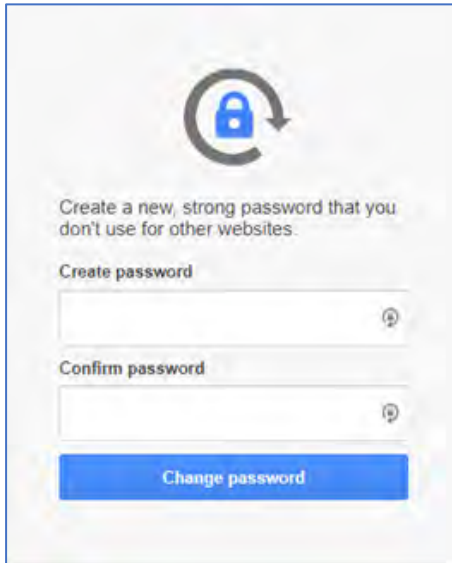
4. Update your password

Your account is now enabled for Google services including access to the school platform.

ACCESSING THE LEARNING MANAGEMENT SYSTEM AND POWERSCHOOL

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

Parents will also have access to PowerSchool, which provides up to date information about student progress and grades. To access PowerSchool, parents can log into the Learning Management System using this link and your school login credentials: **https://icademymiddleeast.instructure.com/**

Click on the Help link on the left sidebar. Within the **Help** link, to go to the **Parent Portal.** In PowerSchool, grades can be accessed within the **Course Dashboard**.
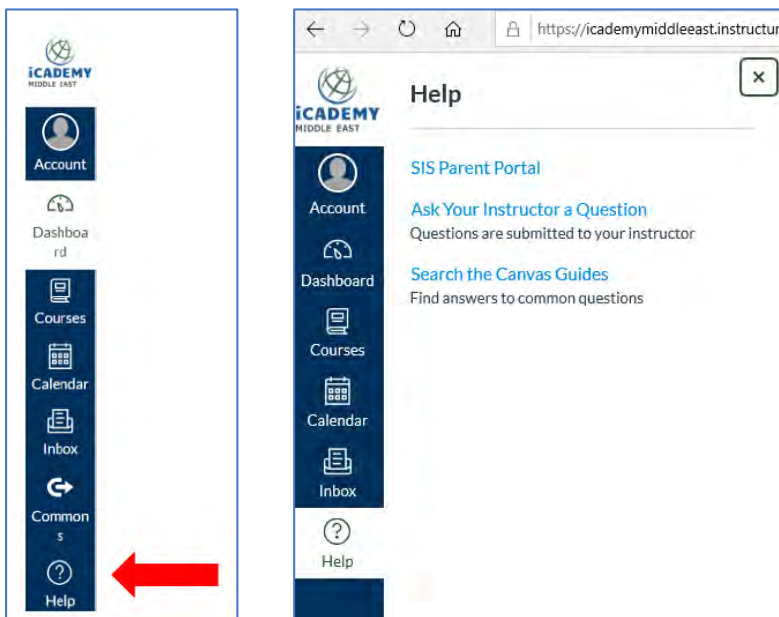
SECTION 3: GENERAL SCHOOL INFORMATION

GLOSSARY OF KEY TERMS AND ACRONYMS

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

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

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

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

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

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

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

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

PowerSchool - The student information system where parents can view grades and other important school information.

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 Middle East has developed flexible enrollment cohort options throughout the fall, spring, and summer. Each enrollment cohort includes multiple start date options in a given month, with a common end date.

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

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

Advanced Placement (AP®) courses are offered in the August and September start dates and may be condensed to allow completion of the course before "B" semester, when applicable. The B or spring sections of AP® courses

are only offered for January 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 2023 - 2024

FALL START DATES 2023

Cohort	Documentation & Tuition Deadline	Semester/ Course Start Dates	Semester/ Course Semester End Dates
August	August 9, 2023	**August 23, 2023**	January 12, 2024
September	August 23, 2023	**September 6, 2023**	February 9, 2024
	September 6, 2023	**September 20, 2023**	
October	September 27, 2023	**October 11, 2023**	February 29, 2024
November	October 18, 2023	**November 1, 2023 Condensed 75-Day**	

SPRING START DATES 2024

Cohort	Documentation & Tuition Deadline	Semester/ Course Start Dates	Semester/ Course Semester End Dates
January	December 27, 2023	**January 10, 2024**	June 11, 2024
	January 10, 2024	**January 24, 2024**	
February	January 24, 2024	**February 7, 2024**	July 11, 2024
	February 7, 2024	**February 21, 2024**	
March	February 28, 2024	**March 13, 2024**	August 2, 2024
April	April 3, 2024	**April 17, 2024 Condensed 75-Day**	

Summer School 2024 (High School 21-Day Condensed Calendar)

Summer Term 1 (Semester 'A' Courses): June 12, 2024 - July 10, 2024
Summer Term 2: (Semester 'B' Courses): July 11, 2024 - August 8, 2024

HOLIDAY CALENDAR 2023 – 2024

The following school holidays will be observed:

Prophet's Birthday:	September 27, 2023
Commemoration Day:	December 1, 2023
Winter Break:	December 18 – January 1, 2024 (School resumes January 2, 2024, for online students and Knowledge Hub students)
Spring Break:	April 1-5, 2024
Eid al Fitr:	April 8-12, 2024
Eid al Adha:	June 17-18, 2024
Islamic New Year:	July 8, 2024

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 Middle East course calendars, and students may choose which days to complete the work assigned for that week. Students needing to take an extended break during normal school operating dates should communicate the need with their Homeroom Teacher or Academic Advisor.

ILLNESS/EXTENDED INABILITY TO PARTICIPATE

If a student is going to be out (unable to log in) for a period of 3 or more days, his or her Homeroom teacher or Academic Advisor must be contacted in advance to report the expected absence. It is the responsibility of the student and Learning Coach to 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.

FULL-TIME ENROLLMENT

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

The minimum semester course load is 4, with the exception of re-enrolling final-semester seniors who have taken at least 2 semesters with iCademy Middle East and fulfilled all other school graduation requirements. Students can purchase one or more additional course(s) when it is educationally appropriate and with approval. The minimum course load for a full-time student is four (4). Enrollment Coordinators and the student support team at iCademy Middle East 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 Middle East is designed to meet the diverse needs of students throughout the world who wish to supplement their full-time school enrollment with 1-3 online courses. Part-time students are responsible to receive pre-approval of the courses for transfer into their school of record. Upon completion of their part-time courses each year students may order an official transcript to document courses completed and high school credits earned.

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

PACING AND ATTENDANCE REQUIREMENTS

Our curriculum allows students flexibility in the amount of time spent on schoolwork. iCademy Middle East 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 MIDDLE EAST

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 a Homeroom Teacher or Academic Advisor. Students and parents are provided with contact information for their assigned support team shortly after enrollment.

ACADEMIC SUPPORT

iCademy Middle East employs only certified teachers, and they are well-equipped to guide student learning throughout their enrollment. Teacher contact information is included in each online classroom. Parents and students are encouraged to develop a relationship with the assigned teachers, and attend as many scheduled

live teaching sessions, study halls, and other synchronous opportunities as possible. Teachers are also available by e-mail and phone for individual questions.

STUDENT SUPPORT TEAM

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

Students will be placed into an online "classroom" with their assigned Homeroom Teacher or Academic Advisor so they will always know their initial point of contact. The team will make periodic pro-active 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 Middle East employs registrars who manage transcripts and school records related to course completion and official records. They can be reached at a general e-mail 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 Homeroom Teacher or Academic Advisor who can assist in escalating the problem to our IT support team.

COMMUNICATION TOOLS

School Provided Email

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

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 Gmail 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 Gmail account, and not in the parent/observer Canvas inbox.

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

- Log in to Canvas with the Student account.
- On the left side click Account and go to settings.
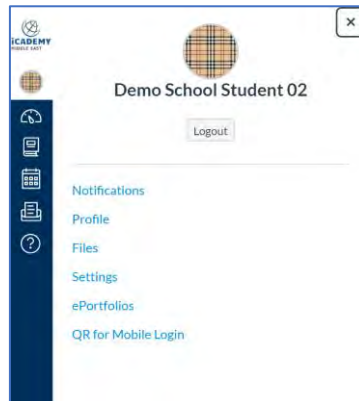
- On the left side click " + Email Address"
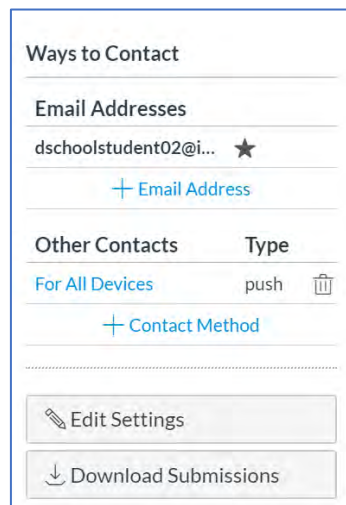
- In the next window, enter the secondary email and click "Register Email"
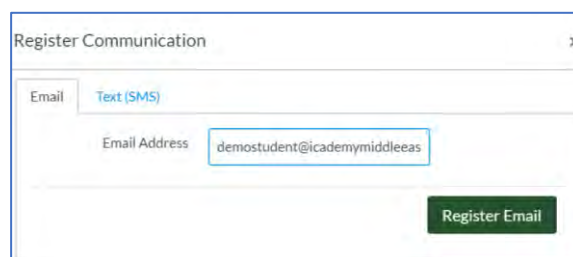
- You will be sent a confirmation email to the email what you have added.
- Click the confirmation link; the additional email has been successfully linked to Canvas.

Google Chat

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

Telephone

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

STANDARDIZED ASSESSMENT

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

Measures Of Academic Progress (MAP)

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

SAT/PSAT

Other examples of standardized assessment taken by students in iCademy Middle East 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 Middle East CEEB code 697189 at the time of testing so that their results will be shared with the school.

Advanced Placement (AP®) Exams

AP® exams are given annually in May and can be taken by any student but are typically taken by students in their junior or senior year, following completion of an AP® course. A student does not need to take AP® courses to sit for an exam; however, students who perform well on these exams have typically taken the related AP® course and done well. These are standardized exams that measure how well the students have mastered college-level coursework. AP® exams are not offered by iCademy Middle East. They are offered at testing locations most countries.

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

SCHOOL COMMUNITY AND STUDENT LIFE

Online Clubs

iCademy Middle East currently offers several online club options for full time students. These clubs for grades K-12 are often initiated and brought to life by energetic teachers and students eager to share their passion for an activity or topic with other like-minded learners. All clubs are staff-moderated. Students with an interest for a club that isn't currently offered should check with a teacher or Academic Coach/Advisor to investigate national clubs, or opportunities to start a new club. Honor clubs include the National Honor Society for students in grades 10-12.

Our clubs offer many of the same features as those in a traditional setting. The only difference is that students connect through our web-based meeting tool, rather than face-to-face.

Special Events

iCademy Middle East staff also plan and lead additional avenues for student enrichment and engagement through special events such as our school's annual Sports Day, camping trip, and visits to local museums, water parks and more.

SECTION 4: PREPARING FOR STUDENT SUCCESS

ROLE OF THE PARENT OR OTHER ADULT AS LEARNING COACH

In the online school environment, teachers, academic staff, and school administrators work hard to support student learning. They are always just an e-mail or phone call away, but they do not have eyes and ears directly with students in their learning setting (typically at home). To meet the need for "on site" support, iCademy Middle East 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 the high middle grades and high school, they take on more and more responsibility for their own learning, and the role of the Learning Coach changes to more of a support role for the student, checking in to make sure everything is on track. More details about the role of the Learning Coach are explained in both the Lower School and High School sections of the handbook. The orientation process will explain much more about the tools for Learning Coaches and their role.

ORIENTATION AND SUPPORT FOR USING THE ONLINE TOOLS AND SYSTEMS

Orientation

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

Getting Started in the Lower School

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

Getting Started in the Middle School and High School

Academic Advisors serve as the main point of contact for all non-instructional related 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 of 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. 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 departments will also host a 45- minute orientation session with students. This will be a virtual presentation on how to log in to the system, expectations for the term, as well as a high-level discussion on how to use our system. All students, new and returning, should attend this orientation. Recorded sessions will be available for further review by the student and Learning Coach.

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

SECTION 5: PROGRAM INFORMATION

ABOUT OUR PROGRAM

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

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

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

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

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

LOWER SCHOOL, GRADES K-5

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

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

Students are placed in a homeroom and assigned a homeroom teacher. This person is your first point of contact with any questions or concerns and will meet with the student and Learning Coach 1:1 on a monthly basis. 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 Middle East teacher, facilitates progress through the daily lessons and working to modify the pace and schedule according to the child's needs. A homeroom teacher is assigned to the student and communicates via school email, telephone, and online meetings but the Learning Coach guides day-to-day progress. A weekly lesson plan is provided, which updates automatically as the child progresses through the courses. The Learning Coach can vary the lesson plan to accommodate the child's pace or abilities, and the teacher is available to the Learning Coach and student for support.

Role of the Teacher in Lower School

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

GRADING SCALES AND COURSE COMPLETION IN LOWER SCHOOL

Grading Scales

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

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

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

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

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

Course Credit/ Promotion

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

Full-Time students in grades K-5 can request mid-year course promotions by contacting their homeroom teacher in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by iCademy Middle East Administration. Student progress, grades, participation in conferences with teachers, attendance and future course progression are all taken into account when considering the request. iCademy Middle East advises Learning Coaches to maintain samples of student work to assist teachers with the decision to advance a student to the next course level (in addition to the required assignments that must be submitted to the teacher).

Course Completion

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

Course Documentation

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

Report Cards

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

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

MIDDLE SCHOOL AND HIGH SCHOOL, GRADES 6-12

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

Role of the Student

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

Course Prerequisites

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

Standard Middle School and High School Grading Scale

Most courses follow the same grading scale and completion requirements. 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.

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

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

Course Promotion

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

Course Credit (High School)

High School credit is earned on a semester basis. In order 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 Middle East teachers change or delete lessons for students.

Transcripts

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

HIGH SCHOOL GRADUATION REQUIREMENTS

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

- Students must successfully complete 24 credits, as outlined below to be eligible for a diploma.

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

iCademy Middle East Graduation Credit Requirements

English	4 credits
Math	4 credits (Algebra 1 and higher)
Science	4 credits (must include 2 lab science credits)*
History	4 credits (must include 1 credit of US History)
World Language	2 credits (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

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

Course Selection and Transfer Credit

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

If students have additional records to be considered, or complete courses outside of iCademy Middle East, 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 Middle East 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 Middle East courses, please visit the NCAA website and use CEEB code **697189**.

SCHOOL AND COLLEGE COUNSELING FOR FULL-TIME STUDENTS

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

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

- Counseling to help students develop their post-secondary plans

- Assisting students with the college application process

- Group college counseling Class Connect sessions delivered by iCademy Middle East school counselor

- Synchronous advisement and support with our school counselor.

COLLEGE PLANNING

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

COMMUNITY-WIDE WORKSHOPS

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

ADVOCATING FOR STUDENTS

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

COLLEGE ACCEPTANCES

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

GPA AND CLASS RANK (HIGH SCHOOL)

Grade Point Average

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

As noted earlier, iCademy Middle East 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 students are reviewed consistently for acceptance. The school counselor can provide more information about weighted grades upon request.

Determining Class Rank

iCademy Middle East 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 Middle East, and the student must have been enrolled for at least two consecutive terms on a full-time basis.

SECTION 6: SCHOOL POLICIES

iCademy Middle East 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

COURSE CHANGE/ADD/DROP REQUESTS

COURSE COMPLETION

COURSE ACCELERATIONS/EXTENSIONS

COURSE FAILURE AND REPEAT CREDIT

COURSE WITHDRAWALS

GRADE APPEALS

GRADE LEVEL ASSIGNMENT AND PROMOTION

HOLDING ACADEMIC RECORDS

LATE WORK POLICY

OBJECTIONABLE MATERIALS

PROCTORED FINAL EXAMS

PROGRAM WITHDRAWAL

RESPONSIBLE USE OF TECHNOLOGY

STUDENT CODE OF CONDUCT

TRANSFER CREDIT POLICY

POLICY: ABSENCE/INACTIVITY/TRUANCY

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

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

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

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

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

- If the student and/or Learning Coach are unresponsive to these attempts, an official warning letter will be sent via School Email.

- If the student and/or Learning Coach do not respond to this letter, a final letter will be sent via School Email, and the student will be administratively withdrawn from all courses and the program; in the case of inactivity in a course, students will be removed from the courses in which they are inactive.

- Students who are administratively withdrawn for truancy will not be eligible for a tuition refund, nor will future payment obligations for the cohort be suspended.

- Students withdrawn for truancy or other administrative reasons will receive W's on their transcript in all the courses in which they were enrolled at the time of withdrawal.

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

POLICY: ACADEMIC INTEGRITY

Summary: All work submitted is expected to have been completed only by the individual student. Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work. Students who fail to abide by these standards will be reported to the appropriate administrative authorities, which may result in a conference with the Learning Coach, failure of the course assignment or exam, loss of credit for high school courses, revoked access to course(s), and suspension or expulsion from iCademy Middle East.

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

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

- Copying a classmate's work. This may be an answer to an essay question, any written assignment, or an entire exam.

- Copying from course feedback provided by the school.

- Copying answers to exams found in other sources (such as entering the question into a search engine and copying the response found online).

- Collaboration between two students which results in the submitting of identical answers on assignments.

- Using online translators for assignments in language courses.

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

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

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

- Quoting work from an outside source without proper citation and attribution.

- Improper paraphrasing of another person's work – maintaining the original text with little alteration or rewording and/or not citing the source.

- Copying information from a book, play, speech, article, website or other written or spoken work without proper citation.

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

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

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

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

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

Lower School and Middle School Academic Integrity Process

- The first violation is considered a warning, and will be handled between the teacher and the student and Learning Coach; the teacher will provide additional instruction as to what constitutes plagiarism and/or cheating via phone and school email. The Academic Advisor and the Department Chair will be informed. The student will have an opportunity to make up the assignment or assessment in question.

- The first formal incident will result in a phone call to parent/guardian from the teacher providing additional instruction and feedback regarding the incident. The student's Academic Advisor, Department Chair and the Academic Integrity Counselor will also be informed. The student will be required to view the Academic Integrity recorded session and provide feedback to the Academic Integrity Counselor. Once feedback has been received, the student will have an opportunity to make up the work. The student's record will note "Academic Integrity Incident #1" as the first formal incident after the warning.

- A second incident will result in a meeting between the Academic Integrity Counselor and the parent/ guardian. The Academic Integrity Counselor will schedule a live session with student and family to provide additional feedback and ensure that the student understands the policy. Students will have the opportunity to make up questionable work, if a graded assignment. The student's record will note "Academic Integrity Incident #2".

- A third incident will result in a meeting with the school administration. The Academic Integrity Counselor will call the student and family providing additional instruction and feedback regarding the incident. The Academic Integrity Counselor will schedule a live session with student, family, course teacher and Department Chair. Students will have no opportunity to make up questionable work. The grade of zero will prevail. Further action may be taken as needed following the discipline policy.

- In the case of a fourth incident, the Academic Integrity Counselor will convene a meeting with Head of School, Department Chair, student and family. The result of this meeting may result in the student being removed from all iCademy Middle East courses with loss of credit for the course and denied readmission.

High School Academic Integrity Process

- The first incident will be handled between the teacher and the student; the teacher will provide additional instruction as to what constitutes plagiarism and/or cheating via phone and school email. The student's Academic Advisor and the Academic Integrity Counselor will be informed. The student will be required to attend an Academic Integrity Instructional session. If the student cannot attend, he/she can watch the recording and submit closed notes to the session moderator. Once the student attends an Academic Integrity Session, the student will have an opportunity to make up the assignment or assessment in question.

- A second incident will result in a phone call to parents/guardians from the Academic Integrity Counselor providing additional instruction and feedback regarding the incident. The student's Academic Advisor and the Academic Integrity Counselor will also be informed. The student will receive a zero on the assignment, with no opportunity to make up the work.

- A third incident will result in a meeting with the school administration. The Academic Integrity Counselor will call the student and family providing additional instruction and feedback regarding the incident. The Academic Integrity Counselor will schedule a live session with student, family and Department Chair. Students will have no opportunity to make up questionable work. The grade of zero will prevail. Further action may be taken as needed following the discipline policy.

- In the case of a fourth incident, the Academic Integrity Counselor will convene a meeting with Head of School, Department Chair, student and family. The result of this meeting may result in the student being removed from all iCademy Middle East courses with loss of credit and denied readmission.

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 iCademy Middle East administrative staff.

- In most cases, the student will be placed in the next cohort start 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 iCademy Middle East administrative staff. Subsequent course changes will be charged at 370 AED. No refund will be provided if the new course fee is less than the fee for the previous course. (does not apply to P/T students)

- Course change requests should always start with a request to the student's Homeroom Teacher or Academic Advisor. Part-Time students may request a course drop through the Homeroom teacher or Academic Advisor, or contact their Enrollment Counselor to purchase an additional course.

- No credit is granted for dropped courses, and they will not be calculated into a student's GPA.

POLICY: COURSE COMPLETION

Summary: iCademy Middle East 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 Middle East teachers prepare course calendars to guide students as to their course pacing. Appropriate pacing and adherence to assignment due dates is a requirement in the high school courses. Lower and Middle School courses have slightly more flexibility with due dates, but parents and students should keep in mind that taking responsibility for pacing will be a requirement in high school and college; establishing those habits early is highly beneficial.

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

Policy:

- It is the student's responsibility to access and complete daily assignments as outlined in each course calendar.

- Due dates for assignments are posted in each course calendar (MS and HS) to ensure students are informed of appropriate pacing.

- Students should reference the Late Work Policy for work submission requirements.

- Students in the Lower Grades (K-5) may need to repurchase a course that is not completed during the established school year to receive a grade report that reflects grade level completion.

- There will be a posted "last day to submit work" for each Middle School and High School course in accordance with the student's cohort start date; no assignments will be accepted after 11:59 PM (GMT+4/Dubai time) that day.

- For assignments not submitted, or assignments skipped, grades will be reflected as a zero in the student's grade book for Middle School and High School.

- Working ahead is perfectly acceptable and preferred if a student is going to be absent. A student is required to inform his or her teacher(s) and Academic Advisor of travel plans before a trip occurs.

- Special exceptions to the established course completion policy will not be considered for students who do not communicate their travel plans to school staff.

- Please see the Course Accelerations and Extensions Policy for more details on requesting an acceleration or extension.

POLICY: COURSE ACCELERATIONS AND EXTENSIONS

Summary: At times students have a need to end their course earlier the course end date or find themselves needing a little extra time to finish a course. iCademy Middle East has developed a policy to cover these situations, but the policy must be followed for the acceleration or extension to be approved. This is an important part of maintaining academic rigor and quality.

Policy:

Course Accelerations

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

- Must be in the course for a minimum of eight (8) weeks

  o Must be on pace with course assignments

  o Must have a "C" average or better in all active courses

  o Upper school students who wish to request an acceleration must contact their Academic Advisor to discuss a plan for accelerating courses.

  o Acceleration requests must be submitted no later than two weeks prior to the end of term.

  o Because our Lower School courses were designed to be self-paced, requesting a course acceleration for lower and middle school is not required or necessary.

Course Extensions

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

- Several criteria apply for approval of an extension request:

  o Only students who have finished 50% or more of the course are eligible

  o A student can be granted up to a maximum of 10 instructional days for an extension

  o All assignments and final exams the student is permitted to complete must be submitted on or before their extension end date

  o Once the final exam has been submitted, no additional work or extra credit can be submitted.

  o For the request to be considered, the Learning Coach and/or student must submit the extension request at least one day prior to the last day to submit work for the term.

  o All course extensions must be complete before a student can move into the next level of a course and any extension request for more than 10 days (not to exceed 15 instructional days) will require additional administrative approval.

  o Middle School and Upper School students who wish to request an extension should contact their Academic Advisor.

  o Lower school students needing an extension should contact their Homeroom Teacher.

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

The fee for approved course extensions is $100 (AED 367) per individual course or $250 (AED 918) to extend three or more active courses. Fee waivers will be considered for extenuating circumstances outside the student's control including:

- Suffering a serious illness or injury

- The death or critical/significant illness of a close family member/dependent

- A significant family crisis leading to acute stress

- A natural disaster or catastrophe

- Moving

POLICY: COURSE FAILURE AND REPEAT CREDIT

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

Policy:

- Students are permitted to retake failed courses or courses in which a D has been earned.

- Failed courses will be recorded as an F on the student's transcript, and a zero quality point will be computed for the course in determining the GPA.

- Courses required for graduation must be retaken if failed and must be passed before being eligible to graduate with an iCademy Middle East diploma.

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

- Student must have earned a D or an F; no grade retake for anything higher than a D grade is permitted 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 requested from school administration.

- Enrollment in the identical course must occur in the next consecutive term

- Other considerations regarding the grade retake policy:

  o All course attempts will be recorded on the transcript.

  o No grade retake offered during summer school

  o No grade retake is offered for courses in which a W grade was issued

- Where the identical course is not available for any reason (for example, the identical course number may no longer be offered or is not available in the consecutive term) a student will not be permitted to utilize grade retake.

- After a student utilizes grade retake, only the higher of the two grades earned for a course will be awarded credit and quality points. The course with the lower of the two grades earned will still appear on the transcript, but will not be awarded credit or be factored into quality points.

POLICY: COURSE WITHDRAWALS

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

Policy:

- After the course add/drop period, all course changes become subject to course withdrawal procedures. (See the table below for specific information regarding time period and final grade.)

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

- For Lower and Middle School students, this will appear as a comment on their report card and "W" in the grade table. For High School students, it will show as a "W" on the transcript.

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

POLICY: GRADE APPEALS

Summary: iCademy Middle East 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:

  o 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).

  o 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 Middle East 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 homeroom teacher or the Middle School Academic Advisor in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by iCademy Middle East administration. Student progress, work samples, and attendance are considered when reviewing the request.

POLICY: HOLDING ACADEMIC RECORDS

Summary: iCademy Middle East 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:

  o 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.

  o The Enrollment Team and Registrar will make every effort to follow up with the Learning Coach on required compliance documentation. This documentation may include, but is not limited to, passport and identification documents and prior school records. Student records may be withheld on the basis of compliance, if submitted records are found to be insufficient, unofficial or misrepresented.

  o Withheld records will be released once any financial obligations have cleared and/or compliance documents have been provided.

POLICY: LATE WORK

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

Policy:

- Computer-Scored (CS) Assessments and Teacher-Graded Assignments (TGA) must be completed and submitted no later than 11:59 pm (GMT +4/Dubai Time) on the Wednesday after the posted due date found in the course calendar.

- Temporary zeroes are entered as grades for every assignment not received by the Wednesday deadline. The temporary zeroes will be calculated into the overall course scores.

- Students are permitted to complete CS Assessments after the Wednesday deadline and up to "the last day to submit work" for the term. Thereafter, the temporary zeroes already entered for all CS Assessments not received become permanent and are calculated into the final course score.

- Students are permitted to complete TGAs up to 4 weeks after the Wednesday deadline. The new grade will then replace the temporary zero in the grade book. The four-week allowance is approximate and will not extend past the "the last day to submit work" for the term. Refer to the information on your course's main page for "permanent zero" dates found in Course Materials and Class News.

- TGAs received after the permanent zero deadline due date will not be accepted or graded unless prior approval has been granted. Thereafter, the temporary zeroes already entered for TGAs not received will become permanent.

- Due date extensions on assignments are permitted under some extenuating circumstances with advance approval from the High School Department Chair. Extensions must be requested on a school day before the actual due date of the assignment.

- Please note that assessments including both computer-graded questions and teacher- graded questions are considered TGAs.

POLICY: OBJECTIONABLE MATERIALS

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

Policy:

There may be times that a parent or the student's designated Learning Coach (if different than the parent, and not directly employed by iCademy Middle East) finds certain lessons, books, or materials objectionable for various reasons.

- If a Parent or Learning Coach finds objectionable material, he/she should contact their teacher via school email.

- Teachers will listen to the concern and determine if an alternate lesson/plan is available, or can be created, to meet the lesson objectives.

- The assessment for the lesson must be completed to show that the objectives have been met.

- The Parent or other designated Learning Coach with the concern can also notify the Department Chair and/or the Head of School directly if they feel appropriate alternatives have not been implemented.

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

POLICY: PROCTORED FINAL EXAMS (HIGH SCHOOL)

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

Policy:

- 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.

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

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

- If the student performs to a satisfactory standard, he or she will be allowed to take the final semester exam as usual, within the final eight weeks of the course, as per the course acceleration policy.

- If the student is not able to demonstrate a level of knowledge commensurate with his or her grades on assignments and quizzes, the teacher and Department Lead will escalate the situation to the Head of School for review and further deliberation.

- The student may be required to sit his or her final exams in a proctored environment such as the Knowledge Hub or another proctored environment in his or her country of residence as determined by the Head of School. At the discretion of the Head of School, the student may be required to score a minimum of 50% on the final exam, along with a final course grade of 60% or higher, in order to be awarded credit for the course.

POLICY: PROGRAM WITHDRAWAL

Summary: A program withdrawal from iCademy Middle East 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 Middle East must contact their student's Homeroom Teacher or Academic Advisor and notify him/her of their desire to withdraw, in writing, via email.

- The Homeroom Teacher or Academic Advisor notifies the Registrar's office of the withdrawal request.

- Registrar's office reviews student start date and signed and determines if the student is eligible for refund under the Payment and Refund Terms.

- Any refund or payment status change is processed by the Finance department.

- Registrar is notified of terms, sends withdrawal letter to family

Upon withdrawal, Parents/Learning Coaches will be asked to complete an exit interview with their assigned Homeroom Teacher) or Academic Advisor prior to the withdrawal request being processed. Exit interview information is critical to improving the student experience at iCademy Middle East. Families can request an exit interview with the Head of School if desired.

POLICY: RESPONSIBLE USE OF TECHNOLOGY

Summary: Technology is at the center of learning at iCademy Middle East. 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.

    o 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.

    o 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 e-mail account. Students will use school e-mail 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 e-mail. (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 Middle East administration.

- Using any recording device, including but not limited to video and digital cameras or camera phones to record videos or take pictures to slander, bully, or denigrate any student, visitor, staff member, faculty member, and/or administrator on or off campus at any time is prohibited.

- Unauthorized access to the school's website is strictly prohibited.

POLICY: STUDENT CODE OF CONDUCT

Summary: iCademy Middle East strives to maintain a positive learning environment where students, families, teachers, and staff are treated with respect, and where students respect the personal rights and property of others. All staff members are expected to meet key standards of work performance: achieving committed goals, meeting deadlines, having a positive effect on others, and continuously seeking ways to enhance and improve the school. Likewise, students are expected to contribute to most effective educational environment possible.

Policy:

The Honor Code is found within the Handbook. Students enrolled in iCademy Middle East should be aware of the following guidelines and expectations. Communication and interaction with faculty and staff are be governed by this code of conduct. This code of conduct is applicable to the online school environment as well as for any on-site/in-person school events. **The Knowledge Hub and our partner schools have additional rules for student conduct**. Any activity that is not listed here that violates local or country laws may be considered a violation of the Student Code of Conduct.

Failure to follow these guidelines could result in the following:

- A grade of zero points for the specific activity, assignment, or exam in which the Code of Conduct has been violated

- Failure of the course or courses in question

- Removal of student access to instructional or computer resources

- Suspension or expulsion from iCademy Middle East and loss of paid tuition

- Involvement with law enforcement agencies and possible legal action

Reporting of Incidents:

- iCademy Middle East encourages students to escalate any harassment or bullying incidents to their teacher, Academic Advisor or School Counselor.

- The student is encouraged to go directly to the Head of School or Knowledge Hub Learning Manager as applicable, if discussing harassment with other staff members is believed unsuitable.

- The school will take immediate action to investigate complaints of harassment and will take steps to stop it and prevent it from occurring in the future.

- Witnesses to harassment or bullying are responsible to report the behavior immediately to a faculty member or administrator.

- The school will follow up with all administrative files.

Definitions and Explanations of Behavior Covered by This Policy

Inappropriate Behavior

- iCademy Middle East is committed to maintaining a learning environment that is free from inappropriate behavior and harassment. Inappropriate behavior includes the following:
- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment, continually posting unwelcomed messages to another person, or use of threats.
- Posting material that is obscene or defamatory or that is intended to annoy, harass, or intimidate another person. This includes distributing spam mail, chain e-mail, viruses, or other intentionally destructive content.

- Knowingly and intentionally reporting or giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school
- Intentionally destroying, damaging, defacing, or stealing records or property (whether physical or electronic) owned by the school or school staff
- Exhibiting lewd, indecent, or obscene behavior and/or activity, either in person or online.
- Possession, sale, distribution, or use of controlled substances, including alcohol at any school-sponsored event. Students traveling abroad are required to adhere to this policy regardless of local regulations.
- Possession of knives, firearms, lighters, explosives, or any other object used or construed as a weapon at school events.
- Any conduct that disrupts the education process in any environment related to the education process, including but not limited to in person and online.

Harassment

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

Bullying

- Bullying is defined as a situation when a person willfully and repeatedly exercises power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Acts of bullying can be physical, verbal, and/or psychological and are in violation of the school's Standards of Conduct.
- Verbal: taunting, making fun of, malicious teasing, insulting, name-calling, making threats
- Psychological: spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation
- Physical: hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcomed physical contact

Off-Campus Behavior

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

POLICY: TRANSFER CREDIT

Summary: Many new iCademy Middle East students come from other schools, international curricula, or homeschool. iCademy Middle East 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 Middle East, including supplemental courses taken outside iCademy Middle East.

Policy:

iCademy Middle East 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 Middle East graduation requirements. A minimum of 6 High School credits must be earned at iCademy Middle East, in order to meet requirements for our diploma.

An informal credit analysis may be completed during enrollment to assist in course placement. High school transcripts from schools which do not follow a US, UK, Australian or IB curriculum are usually evaluated by an independent transcript evaluation company. iCademy Middle East uses Arizona International Credential Evaluators (AZICE) to assist us in correctly converting international credits to the US-based system. An additional fee applies.

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

Mid-Year Enrolling Students (K-8)
For students in grades K-8 enrolling mid-year, prior school records must be submitted to the Enrollment Department prior to placement in the first or second semester of the curriculum. Records will be reviewed to ensure that a mid-year enrollment is appropriate.
Enrollment will need to be delayed to the next cohort start date if the required school records are not submitted prior to the desired cohort start date. This helps to ensure that students will be placed correctly and will be successful in the curriculum.

Homeschool Portfolio Credit
Students enrolled in iCademy Middle East may be offered credit for previous homeschool or independent study courses that are consistent with the high academic standards and policies of the school. The school recognizes the value of supervised independent study to enrich students' academic experience. Families should submit detailed documentation or student assessment documents as part of their request, along with the Homeschool Portfolio Evaluation Form. iCademy Middle East will carefully evaluate and assess the student's previous homeschool or independent study work to determine how that work may be accepted as upper school credit.

Transfer Credits Taken While Enrolled
Fully matriculated full-time upper school students must request pre-approval prior to taking courses outside iCademy Middle East 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 Middle East
Course credits earned at iCademy Middle East are transferrable at the discretion of the receiving school. Typically, schools accredited by one of the six major accrediting bodies will accept credits from other schools

accredited by those same organizations. It is the right of each school to award or deny credit transfer based on its policy. Students who are taking one or more courses at iCademy Middle East 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.