



K12 International Academy

STUDENT AND PARENT HANDBOOK

SCHOOL YEAR 2017-2018





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SECTION 1: WELCOME AND SCHOOL OVERVIEW

Welcome to K12 International Academy

K12 International Academy is an accredited, private institution serving students worldwide. While K12 International Academy is a diploma-granting school in itself, we also partner with other schools to provide opportunities for students in our part-time and full-time student models. K12 International Academy is accredited by AdvancED and is recognized by the Virginia Council for Private Education. Accreditation means that our programs and curriculum have been reviewed and meet rigorous standards that are recognized by colleges, universities, and employers.

K12 International Academy is staffed by highly skilled, state-certified teachers spanning kindergarten through grade 12 with experience and training to teach K12 courses using our own national instructional model tailored for the virtual environment. K12 has dedicated the most experienced and qualified team members to provide extensive support for families. You will be well cared for through the extended efforts of your support team—composed of teachers, Academic Success Coaches, Student Experience Coordinators, counselors, administrators, Admissions Advisors, registrars, enrollment consultants—and customer service and technical support representatives. All teams work collaboratively and consistently to provide the proper support and guidance students need to flourish educationally. K12 International Academy team members truly share a common passion for educating young people.

Providing support to students is a priority for K12 International Academy. 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 K12 International Academy and its teachers expect from students as well as what you can expect from us. At K12, every staff member and teacher is focused on helping you be successful.

Welcome, from the entire staff of K12 International Academy!

If you wish to contact the K12 International Academy, please feel free to reach out to the school at:

K12 International Academy
2300 Corporate Park Drive
Herndon, VA 20171

Phone: 855.564.0170

Fax: 866.728.3086

E-mail: inadmin@icademy.com

K12 International Academy reserves the right to modify, discontinue or add policies and procedures as it deems appropriate at any time and without notice. K12 International Academy does not require student or family acknowledgment or consent to enforce the policies herein.



The K12 International Academy Mission and Values

Mission Statement

At K12 International Academy, we are committed to bringing individualized learning to all kinds of minds, and removing barriers that keep children from reaching their true potential.

We encourage our students to:

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

School Values and Commitments

The following values and commitments describe how K12 International Academy and its students will work together to meet the above mission.

School Culture

All K12 International Academy 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 K12 International Academy 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 have the opportunity to be involved in clubs and organizations.
- Parents, guardians, and school officials are engaged with their students' education.
- Students have the opportunity to actively communicate with teachers and school community.

Instruction

All K12 International Academy 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.
- K12 International Academy ensures student success by providing continued supervision and support of faculty and analysis of instructional strategies.

Achievement

All K12 International Academy 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.
- K12 International Academy conducts regular programmatic evaluations of student performance to inform school improvement.
- K12 International Academy works with the parent organization to enhance organizational collaboration in support of student achievement.

K12 International Academy staff leverages opportunities for sharing, communication, and collaboration to develop a broader sense of the K12 community.

K12 International Academy and K12 Incorporated

K12 International Academy powered by K12 offers curriculum from K12, a leading provider of online education for grades K-12 in the U.S. and around the world. We have a commitment to deliver world-class, individualized education with the singular goal to help each student reach his or her true, personal potential. As such, K12 International Academy can offer its students and families the strength of K12 curriculum and school design. For more information about K12, please visit www.k12.com .



SECTION 2: GENERAL SCHOOL INFORMATION

Glossary of Key Terms and Acronyms

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

OLS - Learning platform for grade K-5 courses

OLMS – Desire to Learn (D2L) learning platform for grade 6-8 courses

OLHS or D2L – Desire to Learn learning platform for courses offered for high school credit

Class Connect - "Live" class sessions held and recorded in our Blackboard Collaborate "classroom" tool.

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, and is defined in later portions of this handbook.

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

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

Student Support Team – Assigned team for the non-instructional support needs of students. Each student support team consists of an ASC and an SEC.

ASC - Academic Success Coach is the Student Support Team member who supports the Strong Start (orientation) of students in grades 6-12 to the online instructional program and tools, and provides intervention and support for students who are off pace in their courses, and need additional support to get on track.

SEC - Student Experience Coordinator is the Student Support Team member who can answer most non-instructional questions, is the non-instructional point of contact for students who are not working directly with an ASC on Strong Start or intervention, and works with all students on any course changes, enrollment needs, and re-enrollment.

Homeroom Teacher – This is the role of teachers for the K-5th grade students, and is the 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 bi-weekly on an individual basis.

K12IA – Is one shortened version of the school name, K12 International Academy. You may also see it referred to as iCad or iCademy.



Family Connection - Is the name for the college/career planning and documentation tool provided by K12IA, also referenced by its proprietary name, Naviance®.

Enrollment and Holiday Calendars

In response to the needs of families, The K12 International Academy has developed flexible enrollment cohort options throughout the fall, spring, and summer, which maximize enrollment flexibility. Each enrollment cohort includes multiple start date options with a common end date. Students can begin on any of the designated start dates within a cohort and have a path to course completion that allows completion by the scheduled end date.

- Lower School (grades K-5) courses follow a 180 day cohort schedule, which represents an entire school year. Lower School students continue working in their courses throughout the year.
- Students in grades 6-12 enroll in courses that represent half a school year*. 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.

***World Language 6-8 courses are full-year, 180 day courses.*

Students are not permitted to overlap fall semester and spring semester courses. Unique scheduling needs should be discussed with the Admissions Advisor, Academic Success Coach (ASC) or Student Experience Coordinator (SEC) as early in the year as possible so that appropriate adjustments can be made. K12IA 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 ASC or SEC, who will start the process.

**Advanced Placement (AP®) courses are offered in Fall Cohorts 1, 2, and 3. Fall Cohort 3 follows a condensed calendar where students will complete their coursework to end with Fall Cohort 2. The B or spring sections of AP® courses are only offered in Spring Cohorts 1 and 2 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.*

Cohort Schedules SY 17-18

Summer cohorts are available for grades 6-12 only and represent full length semesters. K12IA also offers more traditional condensed summer school options. Summer school course offerings and cohort dates for both the full-length and condensed summer cohorts are typically available by May 1st each year.



2017 Summer Cohort Dates

Full Semester 2017 Summer Cohort	Course Start Date	HS & MS End Date (semester)
May Cohort	5/3/2017	9/22/2017
	5/10/2017	
	5/17/2017	
June Cohort	6/7/2017	10/26/2017
	6/14/2017	
	6/21/2017	
July Cohort	7/5/2017	11/28/2017
	7/12/2017	
	7/19/2017	

**Fall 2017 and Spring
2018 Cohort Dates**

FALL 2017	Course Start Date	HS & MS End Date (semester)	Lower School End Date (full year)
August Cohort	8/2/2017	1/5/2018	5/8/2018
	8/9/2017		
	8/16/2017		
	8/23/2017		
September Cohort	9/6/2017	2/9/2018	6/12/2018
	9/13/2017		
	9/20/2017		
October Cohort	10/4/2017	3/12/2018	7/11/2018
	10/11/2017		
	10/18/2017		
November Cohort	11/1/2017	4/16/2018	8/8/2018



	11/8/2017		
	11/15/2017		

SPRING 2018	Course Start Date	HS & MS End Date (semester)	Lower School End Date (full year)
January Cohort	1/3/2018	6/1/2018	9/25/2018
	1/10/2018		
	1/17/2018		
	1/24/2018		

February Cohort	2/7/2018	7/6/2018	10/30/2018
	2/14/2018		
	2/21/2018		

March Cohort	3/7/2018	8/2/2018	11/30/2018
	3/14/2018		
	3/21/2018		

April Cohort	4/4/2018	8/27/2018	1/7/2019
	4/11/2018		
	4/18/2018		

Academic Calendar School Year 17-18

The following school holidays and in-service days are observed during SY17-18.

<i>Holiday</i>	<i>Date</i>
<i>Labor Day</i>	September 4, 2017
<i>Teacher In Service</i>	November 10, 2017
<i>Thanksgiving Break</i>	November 22–24, 2017
<i>Winter Break</i>	December 22, 2017 – January 2, 2018
<i>Martin Luther King Day</i>	January 15, 2018
<i>Presidents Day</i>	February 19, 2018
<i>Spring Break</i>	March 26-30, 2018
<i>Memorial Day</i>	May 28, 2018
<i>Independence Day</i>	July 4, 2018

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 K12 International Academy 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 Academic Success Coach or Student Experience Coordinator.

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 Lower School Homeroom teacher (K-5) 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 school work will not be waived.

Full-Time Enrollment

For full-time students, K12IA is typically their school of record. The full-time program at K12 International Academy 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 K12 International Academy 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). Admissions Advisors and the student support team at K12IA 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 K12 International Academy 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 K12 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 standard school counseling services are reserved for full-time students.

Pacing and Attendance Requirements

K12 curriculum allows students flexibility in the amount of time spent on schoolwork. K12 International Academy 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 K12 International Academy

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 on a daily basis.

Enrollment and Admissions

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

Academic Support

K12IA 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 Class Connect sessions, study halls, and other synchronous opportunities as possible. Teachers are also available by e-mail, phone and Skype for individual questions.



Non-Academic/Engagement Support

Every K12IA student is assigned to a student support team, consisting of an Academic Success Coach (ASC) and a Student Experience Coordinator (SEC). General questions and questions related to pacing, re-enrollment, using systems and tools, and other topics are best directed to the student support team. If they don't know the answer, they will get you in touch with the best resource to help.

SECs are the non-instructional single point of contact for students who are regularly on-pace and working successfully with minimal additional support needed. ASCs are the non-instructional single point of contact for students who need additional intervention and support to stay on pace or get back on pace. Placement with an ASC or SEC is determined on a quarterly basis, or more frequently as needed to ensure that each student gets the level of support needed to be successful.

Students will be placed into an online “classroom” with their assigned ASC or SEC, so they will always know who their point of contact is for all non-instructional needs. SEC's and ASC's 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.

Partner Program Support

Account Managers assist our students in partner programs with their non-instructional needs.

Registrar's Office

K12IA 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@icademy.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 OLS or D2L can be resolved by calling 866.512.2273 (866-K12-CARE) or International- 606-274-2341.

The following link gives students and parents access to a support site where some articles and messages about technical support issues are located.

<https://www.help.k12.com/s/article/ka90B000000k9sGQAQ/Customer-Support-Provided-for-International-Academy-Families>

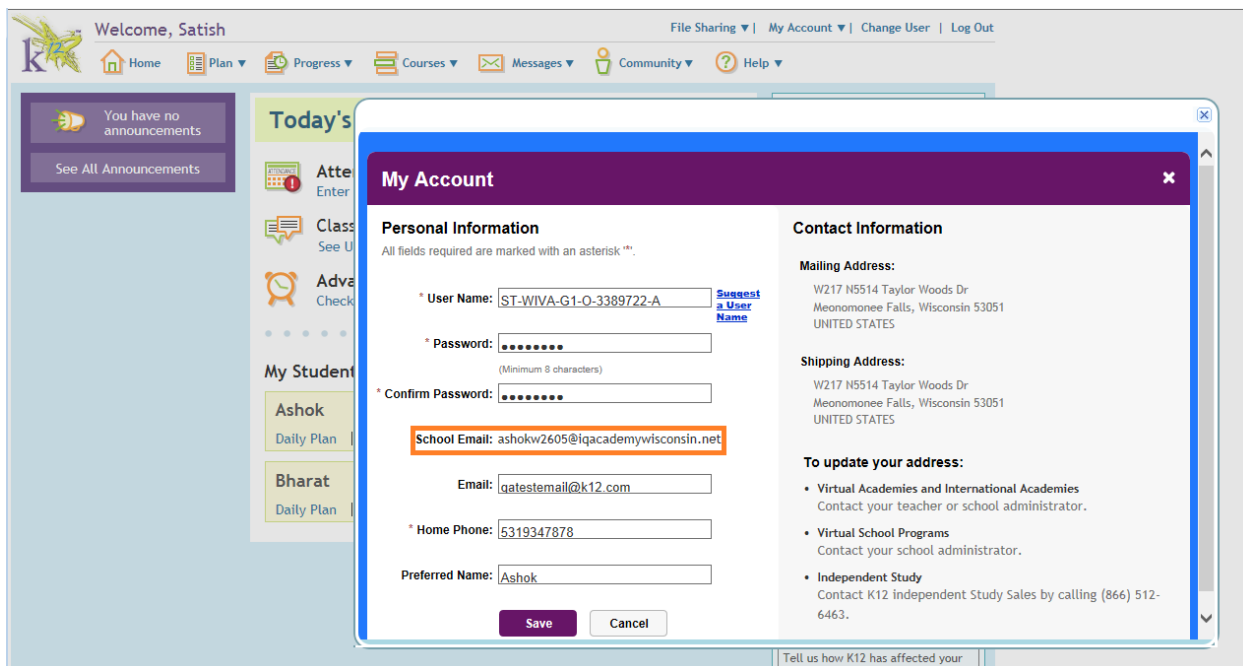
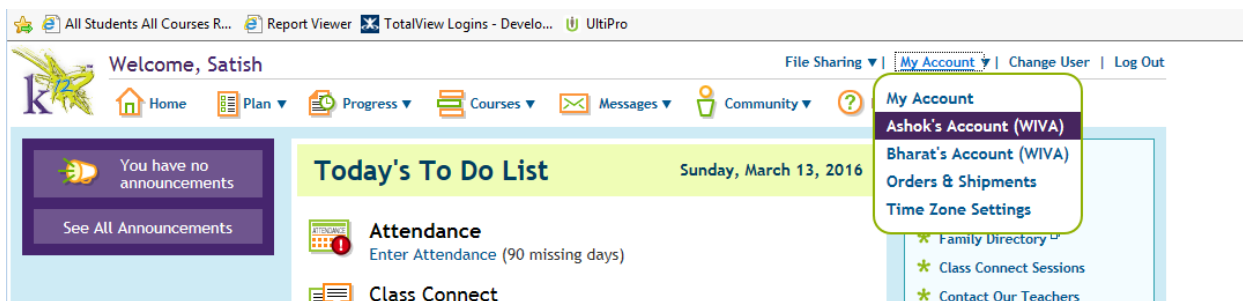


Communication Tools

School Provided Email

School Email, powered by Microsoft Office 365 (O365), is a mail system provided to students and school staff, and is the e-mail that should be used to communicate and to receive communication from K12IA.

The student's Username is the student email address (assigned after enrollment approval); and the password is the same as the password for the Student email address can be found in 'My Account' in the OLS or OHS.



Skype Accounts

We understand that students and Learning Coaches have busy schedules. All K12 International Academy staff use Skype and are available during posted hours. We encourage students and



Learning Coaches to set up the free version of Skype to use as an academic communication tool. This allows students to quickly ask questions or provide updates. Teachers and other staff post their Skype addresses for students and Learning Coaches to add to their Skype accounts for easy access.

When setting up skype accounts, we recommend that students use their real age, which will create a child-friendly account that automatically employs safety measures. Students can use an adult's account, for example the parent account, but these safety measures will not be in place. For Skype's information on child Skype safety see:

<https://support.skype.com/en/faq/FA10548/what-security-measures-do-you-have-in-place-to-help-protect-children-on-skype?q=kids>

Telephone

All teachers, ASCs, SECs, and counselors have telephones with voicemail. Teachers, 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.

Texting

Many teachers, ASCs, SECs and Counselors have GoogleVoice accounts that allow for sending and receiving text messages for less formal communication needs. If you are interested in communicating via text message, ask the ASC or SEC and they can provide you with the Texting Agreement as well as inform staff of this option. Text messaging is not appropriate for instructional support, but it can be a great way to check in or get a quick question answered. Instructional support is best accessed by phone or skype, or by attending a scheduled Study Hall or Class Connect session.

Standardized Assessment

Standardized assessments are an important part of any school in that they are an objective measure of student learning. The K12 International Academy 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. K12 International Academy does not require individual state testing; however, we assess student progress and achievement in the curriculum and participation in the pre and post versions of these assessments aid in the individualization and support for our students. The following standardized tests are utilized:

AIMS Testing

Administered to full-time students in grades K-1 (and upon discretion to some students in 2nd and 3rd grade), AIMS is used as a diagnostic tool to ensure that our students have a strong foundation in literacy. The AIMS test is a required assessment administered to our students 3 times each year at the beginning, middle and end of the terms. The results provide immediate data for the Learning Coaches and students to target areas of need and monitor student growth. Teachers use these results to create goals for our students and communicate with Learning Coaches about student achievement.



NWEA MAP Assessment Pilot (Lower School)

K12 IA is piloting the use of a new standardized assessment tool in the Lower School during the fall of 2017, NWEA MAP assessment. The pilot will involve 3rd grade students, and the full implementation of the assessment is planned to be expanded to more Lower School Grades in the 2018-19 school year. There is nothing specific that students in the pilot will need to do, as all students participate in taking these exams as part of course completion. The pilot is focused on collecting, analyzing, and reporting on student overall outcomes. Standardized assessment is an important requirement of accreditation, and gives parents an objective measure of student performance and progression.

End of Course Assessment Pilot (Upper School)

The Upper School assessment pilot is designed to demonstrate in a formal way that students have achieved the learning of the course objectives in the core courses. The pilot will occur in the 2017-18 school year, and will provide analysis of student performance on the end of course final examinations as proof of student performance and progression in grades 6-12. This methodology has been approved by accreditation as an appropriate objective measure of program quality. More details about the pilot and expansion into full implementation in the 2018-19 school year will be available later in the school year.

SAT/ACT/PSAT

Other examples of standardized assessment taken by students in K12 International Academy are the college entrance examinations. The College Counselors 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 K12 International Academy CEEB code at the time of testing in order for their results to be shared with our College Counselors.

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 the K12 International Academy. They are offered at testing locations in all states in the United States but are not offered in every country. Students who plan to sit for the AP® exam must contact the College Board at 888.225.5427 to find available testing locations in their area. The K12 International Academy CEEB code needed for AP® exam registration is 471067. This will ensure that the K12 International Academy receives the score report for each student.

School Community and Student Life



Online Clubs

K12 International Academy 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 ASC to investigate national clubs, or opportunities to start a new club. Honor clubs include the National Junior Honor Society, the National Honor Society and the Mu Alpha Theta Math honor club.

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

K12 National Clubs

IA students also have the option of joining a wide variety of clubs offered by the larger K12 organization at the national level. In-year clubs are one hour sessions, one to two times a month from September through May. Students and parents can go to <http://www.k12.com/k12-student-clubs.html> for a list of clubs and to register for your favorite ones. Once you have been registered for one or more clubs, students will begin receiving e-mails from the club teachers. Club sessions will appear on a student's Class Connect schedules.

Special Events

K12 International Academy teachers also plan and lead additional avenues for student enrichment and engagement through special events such as our school's virtual music recital and art show "Celebration of the Arts." Students are able to share their talents with their peers, in a virtual live environment when participating during these successful events. Additionally, students from around the world get a unique opportunity to interact, learn and gain valuable knowledge from successful guest speakers from a vast array of fields.

Advanced Learner Program

Any student seeking enrichment in grades K-8 is welcome to take part in the K12 Advanced Learner Program (ALP). The ALP has been developed in close coordination with the National Association for Gifted Children.

Through the program's National Learning Circles, students can explore an exciting spectrum of topics that help enhance reading, writing, research, critical thinking, and other skills. ALP coordinators meet every other week to share best practices on exercises and projects for the gifted and talented.

Unlike typical "gifted" programs, the K12 Advanced Learner Program is uniquely inclusive of motivated students at all levels who seek extra academic enrichment and stimulation.

School-sponsored Publications and Productions

K12 International Academy may sponsor student publications and productions as a means by which students can learn, under adult direction, the skills required for such activities as well as the rights and responsibilities of public expression in a free society.



The school administration reserves the right to exercise editorial control over school-sponsored publications or productions or to prohibit such publications or productions in their entirety if deemed necessary.



SECTION 3: PREPARING FOR STUDENT SUCCESS

Role of the Parent or Other Adult as Learning Coach

In the online school environment, teachers, coaches, 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 this need for “on site” support, K12IA 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, 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 and coaches plan a more direct role in guiding students. As students move into the upper middle grades and high school, ideally 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 Upper 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

Strong Start Program

To facilitate a successful virtual education experience for students, K12 International Academy implements the Strong Start Program for 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 the K12 International Academy throughout their first cohort (semester) of enrollment. The focus of Strong Start is to empower students to reach high levels of learning and engagement in the online platform by providing orientation, support, and resources based on best practices for student success.

The program begins upon enrollment and includes differentiated support depending upon the student’s academic needs. Outreach includes individualized non-instructional support, live group online sessions, progress monitoring, pulse checks, and Learning Coach support. All new students receive information regarding the Strong Start program during the enrollment process, which will equip them to start strong, stay strong and finish strong. Strong Start is facilitated by an assigned Academic Success Coach. Students enrolled through partner schools receive a modified Strong Start facilitated by the account manager.

Strong Start in the Lower School

The homeroom teacher will host an open house 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 a “Welcome to Online Learning” course one week



before the cohort begins to give the student and Learning Coach time to gain hands-on experience with the online platform.

Learning Coaches and students in grades K-5 are required to participate in scheduled virtual conferences with their K12 teacher. The conferences are conducted bi-weekly throughout the year at dates and times mutually agreeable for the Learning Coach and teacher. The conference is an opportunity for Learning Coaches and/or students to voice concerns, relay good news about the student, obtain enrichment ideas, and discuss attendance and progress through the curriculum. For the teacher, the conference is also the time to discuss the student's mastery of skills and objectives for their course(s). The conferences are vital for tracking student accomplishment of assignments and attendance. Since regular attendance is required to stay enrolled in K12 International Academy, it is expected that students and Learning Coaches attend all scheduled conferences and provide 24-hours' notice if a cancellation is required; a rescheduled conference time will be determined by the teacher. Full-time students who fail to participate in the conferences may be removed from the program or grade level retention for the academic school year.

Strong Start in the Upper School

Academic Success Coaches serve as the main point of contact for all non-instructional related questions, support, and general help throughout the Strong Start program. Prior to the first day of school, students will take a required one-day Online Learning Course to introduce them to the virtual classroom environment. Students will spend the majority of their orientation time (two to four hours) working asynchronously in this course. There are required online assessments to complete within the course. 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 Online Learning Course (ORN) with their student. All portions of the ORN course must be completed prior to students starting their subject-specific classes.

On or before the first day of school, the Student Support Team will also host a 45-minute orientation session with students. This will be a virtual presentation on how to log in to the K12 system, expectations for the term, as well as a high-level discussion on how to use our system. All students, new and returning, must 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. Although students will have access to all of their courses on their cohort start date, K12 International Academy teachers pace the start of each course during the first week of school to ease into the online learning experience. Some students may only be taking one course if they are part-time, while full-time students may be taking a full load of courses. The list below is an example of K12 International Academy's staggered start schedule of courses during the first week; each subject-specific course equates to roughly 60-90 minutes of activity per school day.



- Day 1: Complete Online Learning Course
- Day 2: Begin English, World Language and AP® Courses
- Day 3: Begin Math and History Courses
- Day 4: Begin Science and Electives 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 4: PROGRAM INFORMATION, LOWER AND UPPER SCHOOL

Students and parents with K12 International Academy 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 robust, yet 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. We help you take control and stay in control like never before.

K12IA has two distinct school levels, Lower School and Upper School. Lower School encompasses students in grades K-5, while grades 6-12 are part of the Upper School. Grades 6-8, the middle grades serve as a transition for both students and Learning Coaches, to the high school grades. It is during the high school that credits, graduation requirements, grade point average, and college readiness become the focus.

Students use the online learning system to access their daily lessons, which include all of 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 and virtual field trips

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 K12 online curriculum includes courses in the four core subjects—language arts, math, science, and social studies. Students also have access to music and art courses at each grade level, plus world language options.

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. Plus, our regular math and our reading remediation courses feature advanced "adaptive" technology that intelligently adjusts to your student's skill and knowledge level, offering practice in topics where it's needed most.

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 bi-weekly basis. Students also receive weekly Class Connect sessions in Math and



Language Arts. 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 K12 International Academy 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 single "homeroom" teacher—a highly qualified professional 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. At the end of the academic year, one of the following letters will be assigned to each course on the student's Report Card for grades K-5:

M: Mastered

An "M" indicates that the student has completed the course with the highest possible level of mastery. To earn an "M," students must have mastered and achieved the goals set by their K12 International Academy Lower School teacher (95%-100% completion of the curriculum).

C: Completed

A "C" indicates that the student has mastered between 80%-94% of 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. The Lower School course can be carried over to the next school year at K12 International Academy.



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 school year with a grade of INC in either math or language arts can carry their course over into the 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 K12 International Academy Administration. Student progress, participation in conferences with teachers, submission of work samples, attendance and future course progression are all taken into account when considering the request. K12 International Academy 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 work samples that must be submitted to the teacher).

Course Completion

Grades within the Lower School are contingent upon Work Samples being submitted. Instructions for submitting work samples are included in the lower school courses. A grade of "INC." or "Incomplete" will be given if work samples are not submitted.

Course Documentation

Documentation of and success in prior coursework helps our Admissions Advisors 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. Official school records are those which come in a sealed envelope directly from the school of record.

Report Cards

Each year, students receive report cards, documenting their successful completion of their K12 IA courses. These report cards become part of a student's permanent record.

Formal report cards will be issued to students twice per school year: at mid-cohort (90 school days) and year-end (180 school days). Students who withdraw during the school year will be issued a withdrawal report that can be used for enrolling in a future school. While official report cards will be issued twice a year, students and their Learning Coach have continued access to the displaying 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.



Upper School, Grades 6-12

In some schools, grades 6-8 are considered Middle School. Because both the middle grades and the high school courses are now contained in the same K12IA learning management system, we are incorporating students in grades 6-8 as into the Upper School. In most cases the policies below are the same for all upper school students. However, we have more flexibility in assignment deadlines for students taking middle school level courses. The differences will be called out as you read through this section.

Enrollment flexibility to meet the needs of students at all levels is one of the benefits at K12 International Academy. 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 upper 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

Upper 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 upper school students are encouraged to take a pro-active 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 K12IA, 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 K12 International Academy 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, students are 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 Upper School teacher takes on a definite lead role in the instructional process in a way that is very different from Lower School. Upper School Learning Coaches are not expected to actually teach any course concepts to students. K12 International Academy ensures teachers are experienced in every subject to support and provide guidance to students.

Upper 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 Class Connect sessions, and to view the recordings of these sessions for review or when a live session is missed. Teachers in the Upper School also conduct online Study Halls which allow students to "drop in" with questions. Please note – teachers will respond to any Skype messages, voicemails, and school e-mail 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 K12 International Academy [Course Catalog](#) for a listing of course prerequisites to guide course selection.

Standard Upper School Grading Scale

Most upper school courses follow exactly the same grading scale and completion requirements. The only exception are middle grade art and music courses, which do not generate traditional letter grades. Students enrolled in these courses will receive a P (progressing) or N (not progressing) depending on how much of the course is completed at the end of the term. 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 of a course in grades 6-12, a passing grade of D or higher in both semester 1 and 2 of the course must be earned.

Course Credit (High School)

High School credit is earned on a semester basis. In order for students 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 K12 International Academy 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 ordered using the eScrip service. For more information on setting up an account or placing an order, please view the [Request of Official Transcript](#) process information.

High School Graduation Requirements

To be eligible for a K12 International Academy 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 K12 powered 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 K12 International Academy 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 K12 International Academy.
- Students must fulfill all graduation requirements by August 31, 2018 in order to earn a diploma in the 2017-2018 school year.

K12 International Academy 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 Forensic Science or Environmental Science course(s) may use this course to fulfill science graduation requirements. Students who successfully completed either of these courses prior to SY14/15 will receive elective credit for these courses.*

Course Selection and Transfer Credit

Course selection was 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 Admissions Advisors 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 Upper School course credit). All received documents were reviewed upon receipt and placed in the student's file. Official school records are those which come in a sealed envelope directly from the school of record. 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 K12IA, relevant documentation should be sent to registrar@icademy.com or faxed to 866.728.3086. More specific transfer credit information is included in the [Transfer Credit Policy](#).

NCAA Eligibility

Many K12 International Academy 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 K12 International Academy courses, please visit the NCAA website and use CEEB code 471067.

Dual Enrollment at a College or University

Full-time students can take dual credits in their junior and senior years. Details about the policy regarding Dual Enrollment are included in the Dual Credit Policy. This means that students are dually enrolled with K12 International Academy and a college or university. Before enrolling in a course for dual credit, students should speak with their college counselor, Academic Success Coach or Student Experience Coordinator for pre-approval.

K12 has relationships with a number of partner schools for dual enrollment, including the University of Maryland University College (UMUC). Students choosing to enroll in one of the K12 partner schools for dual enrollment have a streamlined enrollment and approval experience, and receive an additional level of support to help ensure success in the college course(s). Academic Success Coaches, Student Experience Coordinators, and the school counselor all have details about the partner schools for dual enrollment.

Destinations Career Program



The K12 International Academy Destinations Career Program offers the opportunity to take an interconnected series of Career and Technical Education courses while earning elective credits. Currently we offer two pathways, consisting of four courses each: Administrative Support (Business) and Programming and Software Development (Information Technology). Students who complete an entire pathway will receive a special notation on their official transcript.

School and College Counseling for Full-Time Students

K12 International Academy 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.

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

- One on one counseling to help students develop their post-secondary plans
- Assist students with the college application process
- Weekly group college counseling Class Connect sessions delivered by K12 International Academy school counselor
- SAT/ACT test prep resources available through Family Connection
- Synchronous advisement and support with our school counselor. College and career workshops delivered by K12, Inc.

College Planning

K12 International Academy is committed to offering families the help they need navigating within the upper school and through the college admissions process. Throughout the Upper School students are invited to small group meetings focused on College Planning as well as 1:1 sessions offered during grades 11-12 to ensure the student is able to successfully achieve their post-graduate goals. The Naviance program is also utilized to assist families. Naviance is a comprehensive college and career readiness solution that helps align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.

Community-Wide Workshops

We invite grade 6-12 full time students to weekly and monthly live sessions focused on the development of many skills that will assist them in the successful completion of their school year and upper school experience.

Middle Grades (6-8)

Monthly online sessions are offered, recorded and available to all full time students. The focus is on the development of interpersonal skills, building positive relationships with peers, adults, community, recognizing individual strengths and challenges, and career awareness.



Grades 9-10

Monthly online sessions are offered live with student participation and recorded with access to all full time students. The focus of the sessions for these grades are goal setting, four-year course planning, time management, learning styles, career interests and aptitudes, introduction to PSAT/SAT/ACT, AP[®] and dual enrollment planning, and financial aid/scholarships.

Grade 11

Monthly online sessions are offered live with student participation and recorded with access to all full time students. The focus of the sessions for this grade are graduation planning with an eye on college plans, test prep tips for SAT/ACT; test prep options, college application overview (volunteering/service, leadership experiences, essay writing), AP[®] and dual enrollment options and benefits, focused career/college planning, and financial aid/scholarships.

Grade 12

Monthly Small Group online sessions are offered live with student participation and recorded with access to all full time students. The focus of the sessions for this grade are pre-assign students to small groups, selecting colleges, finalize applications, assistance with application components, and scholarship/financial aid planning. Students also sign up for 1:1 appointments (offered once per quarter).

Naviance and Family Connect

Our full time students and parents are trained to utilize the many resources within the Naviance and Family Connection portals. These include career planning, college searches, application building, and scholarship/financial aid searches. We offer 1:1 and small group guidance with these resources. Students in grades 6-12 will have an account on Family Connection, a comprehensive online tool to assist in post-secondary planning and career exploration. Family Connection is the premier software program to engage students, enhance communication between the school and families, and support the “college-going culture.” More than 5,000 schools worldwide use Family Connection to support student success.

Advocating for Students

K12 International Academy students enter the college admissions process well-prepared for college. Our college counselors 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 colleges and help manage student documents via Naviance.

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.

Contacting the School Counselor

Your school counselor is available through email, skype and phone. Regular Office Hours will also be established and accessed through the Contact Your Teacher under the email icon of the OLMS/OHS.

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 Upper School courses taken with K12 International Academy.

As noted earlier, K12IA utilizes weighted grading for some high school courses (honors and AP[®] courses), resulting in a weighted GPA. Not all high school 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

K12IA does not automatically compute high school class rank. If a class rank is required by legislation or 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 K12 International Academy, and the student must have been enrolled for at least two consecutive terms on a full-time basis.

The K12 International Academy Honor Roll

At the conclusion of each fall and spring semester, Full-Time students grades 6-12 who earn a 3.5 GPA or higher (weighted or un-weighted) will be placed on the honor roll. A letter from the Head of School and College Counselors will be emailed to each student awarded honor roll.



SECTION 5: SCHOOL POLICIES

K12IA 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](#)

[Program Withdrawal](#)

[Reshipping Materials](#)

[Responsible Use of Technology](#)

[Student Code of Conduct](#)

[Transfer Credit Policy](#)



Policy: Absence/Inactivity/Truancy

Effective Date: January 1, 2017

Summary:

Regular online attendance, including logging in regularly and maintaining required pacing in K12IA 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 K12IA 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 according to course schedules to be successful online students with K12IA. Inactivity is always a concern, and will be monitored by the ASCs and SECs. Truancy is more serious, and there are specific procedures followed for students who are truant, up to and including removal from K12 IA. 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 Success Coach or the Student Experience Coordinator 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.
- If the student and/or Learning Coach do not respond to this letter, a final letter will be sent, and the student will be administratively withdrawn from all courses and the program; in the case of inactivity, students will be removed from the affected courses in which they are inactive.
- Students who are administratively withdrawn for truancy will not be eligible for a tuition refund, nor will future payment obligations for the cohort be suspended.
- Students withdrawn for truancy or other administrative reasons will receive W's on their transcript in all the courses they were enrolled in at the time of withdrawal.

Illness/Extended Inability to Participate

If a student is going to be out (unable to log in) for a period of 3 or more days, his or her Lower School Homeroom teacher (K-5) or Academic Success Coach (6-12) 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 school work will not be waived.



Policy: Academic Integrity

Effective Date: January 1, 2017

Summary:

Academic Integrity, including the authenticity of all student submitted work is of paramount importance in all educational settings. K12IA has an obligation to inform students about academic integrity, including plagiarism, cheating, and the proper use of citations to credit sources, while holding students accountable for meeting the academic integrity standards. This policy is designed to both inform students and to identify the consequences of this very serious requirement. All K12IA teachers and coaches are well informed on the requirements for Academic Integrity, and can answer questions or give clarification at any time to students.

Academic Integrity Definitions

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

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

- Copying a classmate's work. This may be an answer to an essay question, any written assignment, or an entire exam.
- Copying from course feedback provided by the school.
- Copying answers to exams found in other sources (such as entering the question into a search engine and copying the response found online).
- Collaboration between two students which results in the submitting of identical answers on assignments.
- Using online translators for assignments in language courses.
- Posting K12 content onto the internet.
- 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. K12 International Academy recommends using the MLA style for resource citation. You can find information about this by going to www.mla.org and clicking on the MLA Style link.



Use of Copyrighted Materials

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

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials or materials protected by trade secrets or other protections using K12 International Academy computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Policy:

- All work submitted by K12 IA is assumed to have been completed only by the individual student.
- Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work.
- Students who fail to abide by these standards will be reported to the appropriate administrative authorities, which may result in a conference with the Learning Coach, failure of the course assignment or exam, loss of credit for Upper School courses, revoked access to course(s), and suspension or expulsion from K12 International Academy.
- Upper School students will have the authenticity of their submitted work verified with two important tools – **Turnitin.com** and **Respondus Lockdown Browser**. The software programs help to prevent cheating for some written assignments and tests.
 - If Turnitin detects an exact match from a student's submitted work, the student will receive an academic integrity incident, along with a zero on the assignment, even if the submitted work was proctored.
 - Turnitin compares the work the student is submitting to other student's work submitted to our school and any content on the Internet.
 - If a match is found Turnitin makes the teacher aware prior to submitting a written assignment or taking an assessment, you may be prompted to install and/or use academic integrity software (Respondus Lockdown Browser) on your computer.
 - You will be required to install this piece of software before continuing on to take the assessment. Once you access the test, you will be unable to copy, paste, or open new browser windows or programs during the assessment. If you have trouble, contact K12 Customer Care for assistance. Contact us immediately if Customer Care cannot resolve your issue.
- **Academic Integrity Violations**
 - At the discretion of the instructor and administration, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reprimanded according to the following guidelines:



- **The first incident** will be handled between the teacher and the student; the teacher will provide additional instruction as to what constitutes plagiarism and/or cheating via phone and email. The Academic Coach or Student Experience Coordinator and Academic Integrity Coordinator will be informed. The student will be required to watch a recording, answer questions about academic integrity, and sign the honor code. Once the student has completed these requirements and returned the questions and signed honor code to the teacher, he/she may make up the assignment or assessment. This incident will be noted in the student's online account/file by the teacher.
- **A second incident** will result in a phone call to the Learning Coach from the Department Chair providing additional instruction and feedback regarding the incident. The student's Academic Coach or Student Experience Coordinator will also be informed. The student will receive a zero on the assignment, with no opportunity to make up the work. This incident will be noted in the student's online account/file by the Department Head.
- **A third incident** will result in a meeting with the student, Learning Coach, Department Chair, and Academic Integrity Coordinator. The Academic Integrity Coordinator will call the student and family providing additional instruction and feedback regarding the incident, and will schedule a live session with student, Learning Coach and Department Chair. The student will receive a zero on the assignment, with no opportunity to make up the work. The incident will be noted in the student's online account/file by the Academic Integrity Coordinator.
- **In the case of a fourth incident**, the Academic Integrity Coordinator will convene a meeting with Head of School, Department Chair, student and Learning Coach. The fourth academic integrity meeting may result in the student being removed from all K12 International Academy courses with loss of credit and denied readmission.



Policy: Course Change/Add/Drop Requests

Effective Date: January 1, 2017

Summary:

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

Policy:

- Students wishing to add, drop, or change courses within the first 30 calendar days from their course start date may do so without academic penalty*. After this time period, no course changes will be allowed.
- Dropping a course after the 30 calendar day window will be handled according to the Course Withdrawal Policy.
- All course changes/adds/drops require the approval of K12 International Academy 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.
- Books and materials cannot be returned or refunded. Making course changes may result in the necessary purchase of additional books and materials at an additional cost to the student.
- Course change requests should always start with a request to the student's homeroom teacher (K-5) or the ASC or SEC (6-12).
- Part-Time students may request a course drop through a teacher (K-5) or the ASC or SEC (6-12), but they must contact an enrollment consultant to add or purchase an additional course.
- No credit is granted for dropped courses, and they will not be calculated into a student's GPA.



Policy: Course Completion

Effective Date: January 1, 2017

Summary:

K12IA courses are designed to meet rigorous content standards and are designed with the goal of requiring approximately 90 hours to complete a Core or Comprehensive level half-year course, and 180 hours to complete a core or Comprehensive full year course. Honors and AP level courses require considerably more work to complete. K12IA teachers prepare course calendars to guide students as to their course pacing to finish the course on time. Appropriate pacing and adherence to assignment due dates is a requirement in the high school courses. Middle grade 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, so establishing those habits early is highly beneficial.

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

Policy:

- It is the student's responsibility to access and complete daily assignments as outlined in each course calendar.
- Due dates for assignments are posted in each course calendar to ensure students are informed of appropriate pacing.
- Students should reference the [Late Work Policy](#) for work submission requirements.
- Students in the Lower Grades (K-5) may need to repurchase a course that is not completed during the established school year in order to receive a grade report that reflects grade level completion.
- There will be a posted "last day to submit work" for each course according to the student's cohort start date; no assignments will be accepted after 11:59 PM (Eastern Time) that day.
- For assignments not submitted, or assignments skipped, grades will be reflected as a zero in the student's grade book.
- 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 Coach of their 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.
- Course accelerations and extensions are possible, with approval from the appropriate school administration. Please see the [Course Accelerations and Extensions](#) policy for more details.



Policy: Course Accelerations and Extensions

Effective Date: January 1, 2017

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. K12IA has developed a policy to cover these situations, but the policy must be followed in order for the acceleration or extension to be approved. This is an important part of maintaining 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
 - Must be on pace with course assignments
 - Must have a “C” average or better in all active courses
 - Upper school students who wish to request an acceleration, must contact their Academic Success Coach or Student Experience Coordinator to discuss a plan for accelerating courses.
 - Acceleration requests must be submitted no later than two weeks prior to the end of the term.
 - 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 are allowed to request course extensions*.
- Several criteria apply for approval of an extension request:
 - Only students who have completed at least 50% or more of the course are eligible
 - A student can be granted up to a maximum of 10 instructional days for an extension
 - All assignments and final exams the student is permitted to complete must be submitted on or before their extension end date
 - Work submitted will be limited to items with a permanent zero date of the last day to submit work, and the final exam. Once the final exam has been submitted, no work or extra credit can be submitted.
 - In order to be considered, the Learning Coach and/or student must submit the Extension Request Form prior to the last day to submit work for the term. Forms are available from the ASC or SEC assigned to support the student.
 - All course extensions must be complete before a student can move into the next level of a course and any extension request for more than 10 days will require additional administrative approval.
 - If the student is enrolling in 2 or more courses for the next semester, their cohort start date for these courses will be moved to the next available term.



- Upper school students who wish to request an extension should contact their ASC or SEC.
- 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 per individual course or \$250 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

Effective Date: January 1, 2017

Summary:

Successful completion of courses with K12IA signifies that students have learned and mastered the specific course objectives as established within each course. K12IA'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.
- Grade retake for D or F grades is permitted under these circumstances:
 - Student must have earned a D or an F; no grade retake for anything higher than a D grade is permitted
 - The course is offered, and the student enrolls in the identical course (course name and course number) 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 occurs in the next consecutive term
- Other considerations regarding the grade retake policy:
 - All course attempts will be recorded on the transcript.
 - No grade retake offered during summer school
 - No grade retake is offered for courses in which a W grade was issued
- Where the identical course is not available for any reason (for example, the identical course number may no longer be offered or is not available in the consecutive term) a student will not be permitted to utilize grade retake.
- After a student utilizes grade retake, only the higher of the two grades earned for a course will be awarded credit and quality points. The course with the lower of the two grades earned will still appear on the transcript, but will not be awarded credit or be factored into quality points.



Policy: Course Withdrawals

Effective Date: January 1, 2017

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, financial implications, and final grade.)
- Credit will not be granted for withdrawn courses and will not be calculated into the student’s GPA. The gradebook will reflect zeroes for any unfinished work at the time of the course withdrawal.
- For lower school students, this will appear as a comment on their report card and “W” in the grade table. For upper school students, it will show as a “W” on the transcript

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

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

The Chart on the next page shows the withdrawal dates for the 2017 summer terms and the 2017-18 school year.



K12 International Academy - Withdrawal Dates Summer 2017 and 2017-18 School Year

Full Semester 2017 Summer Cohort	Course Start Date	Classroom Start Date	Last Day To Drop/ Withdraw for Refund (NO W)	Last Day To Drop/ Withdraw for W- no refund (HS/MS)	HS & MS End Date (semester)
May Cohort	5/3/2017	5/3/2017	6/2/2017	8/10/2017	9/22/2017
	5/10/2017		6/9/2017		
	5/17/2017		6/16/2017		
June Cohort	6/7/2017	6/7/2017	7/7/2017	9/14/2017	10/26/2017
	6/14/2017		7/14/2017		
	6/21/2017		7/21/2017		
July Cohort	7/5/2017	7/5/2017	8/4/2017	10/11/2017	11/28/2017
	7/12/2017		8/11/2017		
	7/19/2017		8/18/2017		



<i>K12 International Academy – Withdrawal Dates 2017-18 School Year</i>						
FALL 2017	Course Start Date	Classroom Start Date	Last Day To Drop/ Withdraw for Refund (NO W)	Last Day To Drop/ Withdraw for W- no refund (HS/MS)	HS & MS End Date (semester)	Lower School End Date (full year)
August Cohort	8/2/2017	8/2/2017	9/1/2017	11/8/2017	1/5/2018	5/8/2018
	8/9/2017		9/8/2017			
	8/16/2017		9/15/2017			
	8/23/2017		9/22/2017			
September Cohort	9/6/2017	9/6/2017	10/6/2017	12/18/2017	2/9/2018	6/12/2018
	9/13/2017		10/13/2017			
	9/20/2017		10/20/2017			
October Cohort	10/4/2017	10/4/2017	11/3/2017	1/26/2018	3/12/2018	7/11/2018
	10/11/2017		11/10/2017			
	10/18/2017		11/17/2017			
November Cohort	11/1/2017	11/1/2017	12/1/2017	2/26/2018	4/16/2018	8/8/2018
	11/8/2017		12/8/2017			
	11/15/2017		12/15/2017			



K12 International Academy –Course Add/Drop/Withdraw Dates 2017-18 School Year						
SPRING 2018	Course Start Date	Classroom Start Date	Last Day To Drop/Withdraw for Refund (No W)	Last Day To Drop/Withdraw for W- no refund (HS/MS)	HS & MS End Date (semester)	Lower School End Date (full year)
January Cohort	1/3/2018	1/3/2018	2/2/2018	4/19/2018	6/1/2018	9/25/2018
	1/10/2018		2/9/2018			
	1/17/2018		2/16/2018			
	1/24/2018		2/23/2018			
February Cohort	2/7/2018	2/7/2018	3/9/2018	5/23/2018	7/6/2018	10/30/2018
	2/14/2018		3/16/2018			
	2/21/2018		3/23/2018			
March Cohort	3/7/2018	3/7/2018	4/6/2018	6/20/2018	8/2/2018	11/30/2018
	3/14/2018		4/13/2018			
	3/21/2018		4/20/2018			
April Cohort	4/4/2018	4/4/2018	5/4/2018	7/16/2018	8/27/2018	1/7/2019
	4/11/2018		5/11/2018			
	4/18/2018		5/18/2018			



Policy: Grade Appeals

Effective Date: January 1, 2017

Summary:

K12IA 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 level.
- Decisions by the Department Chair regarding assessment or assignment level grading is final.
- **Course grade** appeals require a more formal process. Course grade appeals simply because the student or parent is dissatisfied with the grade earned will not be approved. Appeals will only be considered based on the following situations:
 - The grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appealing student. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records, mistaken grade entries, and the like.
 - 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 are permitted once per student per term, and all decisions are final.
- Grade appeals meeting these requirements can be submitted to icadrequests@k12.com or faxed to 866.539.8631.



Policy: Grade Level Assignment and Promotion

Effective Date: January 1, 2017

Summary:

Students frequently transfer into the K12 International Academy from other schools or from a traditional homeschool environment. For high school students, the Credit Transfer Policy describes how credits are transferred in and counted. For students in lower and middle grades, the following policy describes the placement of students into the appropriate grade level, and the requirements for moving to the next grade level.

Policy:

- During enrollment, a full-time student's grade level is assigned based on age and/or prior course completion and is evaluated by the registrar for final consideration at the end of each term.
- The Registrar's Office reserves the right to request and review all student academic records and any other items pertinent to making an informed grade level and promotion decision.
- The Registrar's Office also reserves the right to move grade levels based on the below allocation of credits.
- Upper school grade level assignment is evaluated at the end of every cohort for full-time students. At the upper school level, grade level assignment is based on the following accumulation of credits per grade level.

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 mid-year course promotion by contacting their homeroom teacher or the Middle School Academic Success Coach in writing up to eight (8) weeks before the student's year-end date. Requests must be approved by K12 International Academy administration. Student progress, participation in conferences with their teachers, submission of work samples, and attendance are considered when reviewing the request. K12 International Academy 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 work samples that must be submitted to the teacher).



Policy: Holding Academic Records

Effective Date: January 1, 2017

Summary:

K12IA reserves the right to withhold the release of academic records according to specific requirements as stated in the policy below.

Policy:

- Student registration may be declined and student records, including but not limited to report cards, transcripts and diplomas, withheld for the following reasons:
 - Breach of Financial Agreement, which results in unpaid tuition balances (?). Learning Coaches are informed of financial obligations while enrolled through the K12 International Academy by the Billing Department. Questions can be sent to icademybilling@k12.com
 - Insufficient compliance because for example, submitted items are incomplete or not official



Policy: Late Work Policy

Effective Date: January 1, 2017

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 (Eastern 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 Upper 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

Effective Date: January 1, 2017

Summary:

K12IA recognizes that parents come from different backgrounds, have different beliefs and values, and at times, 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) 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 necessary 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 Head of School directly if they feel appropriate alternatives have not been implemented.



Policy: Program Withdrawal

Effective Date: January 1, 2017

Summary:

A program withdrawal from K12 International Academy refers to discontinuing the program prior to the completion of the semester or year in which the student is enrolled. Students are encouraged to complete the courses and term they are enrolled in to get the maximum benefit in terms of credit for courses and grade level advancement. If an in-term program withdrawal is necessary, the following policy applies.

Policy:

- Students can withdraw from the program at any time but will be subject to the course add/drop and withdraw policy and [payment and refund terms](#) on the website and found within the payment and refund terms that the parent/Learning Coach signed upon enrollment. Admissionsoffice@k12.com
- Parents/Learning Coaches of students who are withdrawing from K12 International Academy must contact their student's homeroom teacher (K-5) or Academic Success Coach/Student Experience Coordinator (6-12) and notify him/her of their desire to withdraw in writing (e-mail or fax)
- The homeroom teacher or ASC/SEC notifies the Admissions and the Registrar's office of the withdrawal request
- Admissions reviews families start date and signed payment and refund terms document and determines if the student is eligible for refund, stopping payments, or continuing to charge payments
- Any refund or payment status change is processed
- 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 (K-5), Academic Success Coach or Student Experience Coordinator (6-12) prior to the withdrawal request being processed. Exit interview information is critical to improving the student experience at the K12 International Academy. Families can request an exit interview with the Head of School if desired.



Policy: Reshipping Materials

Effective Date: July 1, 2017

Summary:

When materials are required for a course, the purchase and shipping of those materials is handled at the time of course enrollment. Occasionally there is a need to reship materials. This policy explains the responsibilities associated with the reshipment of materials.

Policy:

If customer encounters missing or damaged item(s), customer is responsible for notifying K12 Sales Support at (salesupport@k12.com) within 30 days of receipt of shipment.

- If the missing or damaged item(s) are a result of a K12 or K12 vendor error, K12 will replace the item(s) at no cost to the Customer.
- If K12 is notified of missing or damaged item(s) after 30 days of receipt of shipment and/or the item(s) missing or damaged is not the fault of K12 or K12 vendor error, customer will be sent a replacement and charged a replacement fee as well as the cost of shipping the replacement materials.*

**** Customers are responsible for verifying shipment contents per the packing list. Customers will be responsible for paying any applicable shipping fees.***



Policy: Responsible Use of Technology

Effective Date: January 1, 2017

Summary:

Technology is at the center of learning at K12IA. Using technology responsibly keeps the learning environment and the learning process meaningful and safe for all. The following policy describes important expectations and violations related to the responsible use of technology in K12 International Academy.

Policy:

- All students are expected to be responsible representatives of the school at all times, 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 for as long as students have a valid network account and password, including the summer months and/or any time students use the school's technology resources.
- Students are responsible and liable for maintaining the confidentiality of their assigned passwords and access codes.
 - They agree not to disclose assigned passwords and access codes or allow other persons or students to use them or attempt to circumvent the school's security system.
 - Students may not interfere with other users' ability to access K12 International Academy or 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 all academic work 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 Policy)
- Students may only access information that belongs to that they have been given permission to use by the owner.
- 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 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 K12 International Academy 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

Effective Date: January 1, 2017

Summary:

K12 strives to maintain a positive learning environment where students, families, teachers, and staff are treated with respect and where they respect the personal rights and property of others. All staff members are expected to meet key standards of work performance: achieving committed goals, meeting deadlines, having a positive effect on others, and continuously seeking ways to enhance and improve the school. Students and families are expected to contribute likewise to create the most effective educational environment possible.

Policy:

The K12 International Academy Honor Code is found within the K12 International Academy Orientation Course (ORN) to be completed by each student, and informs students of behavioral expectations. In addition, students enrolled in K12 International Academy should be aware of the following guidelines and expectations. Communication and interaction with faculty and staff are governed by this code of conduct. This code of conduct is applicable to the online school environment as well as for any on-site/in-person school events. Any activity that is not listed here that violates local or country laws is considered a violation of the Student Code of Conduct and Terms of Use.

Failure to follow these guidelines could result in the following:

- A grade of zero points for the specific activity, assignment, or exam which violates the Code of Conduct.
- Failure of the course or courses in question.
- Removal of student access to K12 International Academy instructional computing resources, which could result in the student's inability to complete learning activities
- Suspension or expulsion from K12 International Academy and loss of paid tuition
- Involvement with law enforcement agencies and possible legal action

Reporting of Incidents

- K12 International Academy encourages the individual to escalate harassment or bullying incidents to their teacher, Academic Success Coach or Student Experience Coordinator.
- However, the student is encouraged to go directly to the Head of School if discussing harassment with other staff members is believed unsuitable.
- The school will take immediate action to investigate complaints of harassment and will take steps to stop it and prevent it from occurring in the future.
- Witnesses to harassment or bullying are responsible to report the behavior immediately to a faculty member or administrator.
- The school will follow up with all administrative files.



Definitions and Explanations of Behavior That is Covered by this Policy

Inappropriate Behavior

K12 International Academy is committed to maintaining a learning environment that is free from inappropriate behavior and harassment. Inappropriate behavior includes the following:

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

Harassment

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

Bullying

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



- Verbal: taunting, making fun of, malicious teasing, insulting, name-calling, making threats
- Psychological: spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation
- Physical: hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, 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 “off-campus” – meaning outside of school activities.
- K12 International Academy reserves the right to address in conference students and their families whose off-campus interactions have impacted the on-campus community.



Policy: Transfer Credit

Effective Date: January 1, 2017

Summary:

Many new K12IA students come from other public and private school, or from a homeschool environment. K12 reviews and recognizes transfer credit for high school students and recognition of completion of coursework in the lower grades according to this policy. Appropriate documentation of homeschool courses completed requires submission of a Homeschool Portfolio to be appropriately placed in lower grades, or to receive credit for high school level work. Students who transfer in mid-year have specific requirements to submit documentation that will assist in the placement of students into the correct courses and the correct place within those courses.

The Transfer Credit policy also addresses credit for outside courses taken while a student is enrolled in K12IA, including Dual Enrollment in college courses and supplemental courses taken which may not be offered by K12IA.

Policy:

- K12 International Academy 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 K12 International Academy's diploma requirements found in this policy handbook. Accreditation requirement is that 25% of the graduation requirement credits be taken as K12IA courses.
- An unofficial credit analysis is completed during enrollment to assist in course placement.
- Full time students must fill out/submit the [Transfer Credit Request form](#) (found on the website) and request official transcripts sent to the Registrar's office.
- Official transcripts are analyzed by the Registrar's Office, and students will receive notification of transfer credit decisions and posting of credits.
- Official transcripts from other institutions that have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Mid-Year Enrolling Students

- For students in grades K-8 enrolling in the mid-year term, prior school records must be submitted to the Admissions department prior to placement in the first or second semester of the curriculum.
- High school students enrolling mid-year (not at the start of a term) can be placed into courses which are in progress, as long as there are still 8 weeks left in the term, per accreditation requirements. If there are less than 8 weeks remaining the student will need to be placed into the next cohort.



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

Homeschool Portfolio Credit

- Students enrolled in K12 International Academy 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.
- K12 International Academy 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.
- Parents and students should review the [Homeschool Portfolio Evaluation Form](#)
- Families can discuss requirements for an acceptable homeschool portfolio with the Admissions Advisor, Registrar, Academic Success Coach, or Student Experience Coordinator.

Dual Enrollment Credit

The following stipulations should serve as a guideline for accepting credit under dual enrollment for K12 International Academy:

- K12IA has relationships with some colleges and universities for dual enrollment. Students can request dual enrollment from any college or university, but working through a partner school can streamline the process and give students access to additional support.
- Students should notify K12 International Academy prior to enrollment in the concurrent program.
- A pre-approval form is required for any program other than The University of Maryland University College (UMUC). NOTE: UMUC requires an approval letter from the College Counselor.
- Students seeking dual enrollment will need to provide a course description that includes the credit value that will be earned for approval.
- Number of credits awarded for each college course taken will be determined on a case-by-case basis. Typically three or four (3) college credits equate to one (1) K12IA Credit
- Only credits that count toward the K12 International Academy diploma will be awarded on the official transcript.
- Students should be aware that dual enrollment will not always count as college credit at other post-secondary institutions. Students should check college policies on transfer credits.

Transfer Credits Taken While Enrolled

- Fully matriculated full-time upper school students must request pre-approval prior to taking courses outside of K12 International Academy, if they intend to transfer credits back into the school.
- Interested students should discuss this with their Academic Success Coach or Student Experience Coordinator and fill out the [Credit Acceptance Form](#).



Transferring Credits Taken with K12 International Academy

- Course credits earned at K12 International Academy 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 K12 International Academy who wish to transfer credit to another school of record are encouraged to gain pre-approval for these courses. Students can fill out a [Credit Acceptance Form](#) to take back to the school of record to verify credit acceptance prior to enrolling.