



Al Batool Virtual International School

And

**Al Forqan Private School
(Virtual American Program)**

K-12 Private School

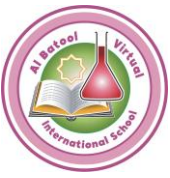
Student Guide to Online Learning





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PART (1)

Student Guide to Online Learning

Virtual learning is a great option for students and can be an effective way to learn. Because taking virtual courses is quite different from taking courses in face-to-face classrooms, however, it's important for students to understand what habits they should have or ought to develop and what support systems they will need to succeed. Research shows that students who are well-prepared and well-supported for this new experience perform better in their courses.

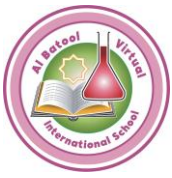
In this Part, we explore answers to the following questions

- What is it like to take an online course?
- What do students enjoy most about taking online courses?
- What challenges might you face in your online course?
- How do you know if online learning is right for you?
- What are the characteristics of successful online learners?
- What should I do to prepare myself for online learning?

Sources of guide with adaptation and permission are:

1. Michigan Virtual
<https://michiganvirtual.org/resources/guides/>
2. Apex Learning Virtual School
<https://www.apexlearningvs.com/>
3. Apex Learning
<https://www.apexlearning.com/>
4. Accelerate Online Academy
<https://accelerate.academy/>

This guide is will be updated and translated into Arabic after the approval and licensing of the National eLearning Center.



Introduction to Online Learning

Online learning is a great option for many students and can be a very effective way to learn. Because taking virtual courses is quite different from taking face-to-face courses at school, it's very important you know what you're getting into and what kind of support you'll need to be successful before classes start. Research shows that students who are well prepared and well supported for this new experience do better in their classes.

Advantages of Online Learning

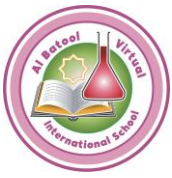
Students want to learn online for a variety of reasons. The Foundation for Blended and Online Learning (2017) published a report on why students choose blended and online schools. The report authors used surveys, focus groups, and interviews with students, along with other data to create the report. The report identified three broad reasons students pursue online and blended learning:

- academics;
- social-emotional health and safety; and
- Interests and life circumstances.

A student's ultimate goal for completing a course significantly impacts their choices. Students are most successful when there is a genuine desire to succeed; i.e., if I pass this course, I will reach my goal of graduation, acceptance to a particular college, a desired occupation, etc. Conversely, students are more likely to fail an online course when there is little motivation; i.e., my counselor made me take this course; I don't need this credit to graduate; it doesn't matter if I pass or fail, so who cares?

From the student's point of view, online learning is attractive because it is:

1. **Personalized to my needs and learning goals.** When students select their courses, they take greater ownership.
2. **Flexible so that I can try different ways to learn.** Online learning allows scheduling to accommodate health, athletic, job and family circumstances.
3. **Interactive and engaging to draw me in.** Students meet people outside their community in a safe environment, and multimedia used in online learning provides different ways of learning.
4. **Relevant to the life I'd like to lead.** Students gain more experience using the 21st century technology tools used in college and in the workplace.
5. **Paced by my own progress measured against goals I understand.** Students can move faster or slower through assignments and track their own progress toward their goals.



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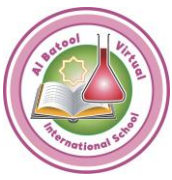
6. **Constantly informed by different ways of demonstrating and measuring my progress.** Educational technology can measure and share student progress quickly.
7. **Collaborative with faculty, peers, and others, unlimited by proximity.** Students can access learning materials and resources – including local, state, and national experts – using online communication tools.
8. **Responsive and supportive when I need extra help.** Communicating outside the typical school day is supported by the online learning culture. Many students – and teachers – report they spend more time interacting online than in the face-to-face classroom.
9. **Challenging but achievable, with opportunities to become an expert in an area of interest.** Online learning reinforces lifelong learning skills and promotes information literacy and communication skills as well as thinking and problem-solving skills.
10. **Available to me as much as it is to every other student.** Online learning can direct the talents of some of the most skilled educators to the most underserved populations. A zip code does not have to determine learning options any more.

The above list is based on previous work of next generation learning challenges.

Profile of a Successful Online Learner

Instructors with years of online teaching experience agree that students who have a successful, satisfying experience learning online share several critical characteristics. Review these characteristics and answer these questions.

- **Good Time Management:** Can you create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher?
- **Effective Communication:** Can you ask for help, make contact with other students and the instructor online, and describe any problems you have with learning materials using email, text messaging, and/or the telephone?
- **Independent Study Habits:** Can you study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule?
- **Self-Motivation:** Do you have a strong desire to learn skills, acquire knowledge, and fulfill assignments in online courses because of an educational goal? Can you maintain focus on that goal?
- **Academic Readiness:** Do you have the basic reading, writing, math, and computer literacy skills to succeed in the class?
- **Technologically Prepared:** Are you prepared to use constantly evolving technology to learn? The International Society for Technology in Education (ISTE) published a set of Standards for Students designed to empower student voice and ensure that learning is a student-driven process.



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Assessing Student Readiness for Online Learning

Learning online is different and takes some additional skills, but virtual courses are just as important as any other course. Your online course grades are part of your permanent school record. Talk with your parents or guardian and guidance counselor about why you are interested in online learning.

Not all students are well prepared for online learning. Use this one-page rubric to help you understand what is required of a successful online learner: Online Learner Readiness Rubric. Be honest and identify those areas you think could be a problem. The rubric asks you to evaluate your basic skills and competencies in the following areas:

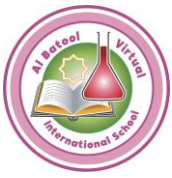
- Technology Skills
- Work & Study Habits
- Learning Style
- Technology/Connectivity
- Time Management
- Interest/Motivation
- Reading/Writing Skills
- Support Services

Strategies for Online Success is an orientation to learning online aimed at preparing students for the transition from taking courses in-person to taking them online. It consists of three modules that include interactive components, such as videos, self-checks, and resources you can download:

- Online Learning Basics
- Skills for Online Learning
- Online Learning Technology

What Kind of Support Will You Have?

When you take a class in school, your teacher and other students are in the room with you if you have questions. You have a place to sit and books and materials to work with close by. Maybe a laptop or tablet, too. When you learn virtually, your school may have another place for you to work on your course (for example, the library/media center or a special lab), but you may be responsible for creating your own space both at school and at home. You also need to know how to contact and ask for help from the people involved in your online learning:



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Course Instructor: The person who is teaching your virtual course is the first one to go to when you have questions about assignments or resources.

Mentor: Students learning online have a person assigned by your school to support you in your online learning experience. If you are homeschooled, this may be your parent or guardian.

Technology Staff: Most schools have people who oversee the computer labs and learning technology and may be able to help with any technology questions or problems you have.

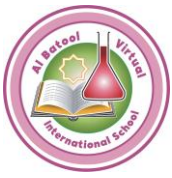
Parent/Guardian: Your parents or guardians may have access to your course, too. It is best if they check in with you regularly to be sure you are keeping up and help maintain the space identified for you to use as a study area. If you are homeschooled, your parent or guardian is probably your mentor.

Peers: Friends who have taken virtual courses can encourage you and be a big help in troubleshooting. Classmates in your online course can also show or tell you about course features or assignments.

Others: Additional staff who support online learners, for example, counselors or the librarian or media center staff.

Conclusion

Many students are finding success incorporating online courses into their academic and career goals. Fully online programs, early college opportunities and other innovative education models are expanding possibilities at a much more rapid pace than ever before. Schools and parents recognize that **students** must influence what and how they learn in the 21st century based on their long-term academic and career aspirations.



PART (2)

Operations and Policies

Academic Integrity

Our schools take academic integrity very seriously; we believe that any form of cheating defeats the purpose of learning and harms students. The goal of our academic integrity policy is to ensure that enrolled students learn the material presented and earn a grade that accurately reflects their knowledge and academic progress.

The International Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility, and courage.**

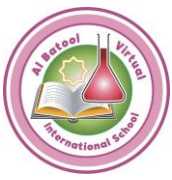
Based on these core values, we believe that academic dishonesty includes, but is not limited to:

- misrepresenting one's knowledge through acts of cheating
- plagiarism—using words, ideas, or work products attributable to another person or source without attributing those elements to the source
- obtaining information about assessment questions (including quizzes and exams) before completing the assessments
- submitting blank assignments purposefully to gain additional time for completion
- using unauthorized notes or outside materials during quizzes and exams
- turning in previously submitted work in response to projects or writing assignments, including those created by the student in other classes or previous attempts at the same course

Teachers at our virtual schools use several anti-cheating tools to verify authenticity of student work. Any student caught violating the Academy's academic integrity policies will be subject to disciplinary action, and the student's parent or guardian will be notified of the infraction. Repeated infractions may result in the student failing the course.

Consequences for academic dishonesty will increase if and as the behavior escalates:

- For a first offense, a student will be allowed to redo the assignment for partial credit up to 70%.
- For the second offense, the student will receive a zero on the assignment.
- After a third offense, the student will be referred to the administration to determine if the student will fail the course



Assignment Reset

To ensure academic integrity, course assignments are set to allow one attempt by each student. Students can request an assignment reset if there are technical glitches or special circumstances. These kinds of requests must be submitted by email to the course teacher.

Course Drop Policy

Students may change their course enrollment (drop classes) up to fourteen days after the scheduled student start date. If a course is dropped within this time frame, our schools will refund 100% of any course fees. A withdrawal notification must be received in writing by our administration before the 14-day grace period ends. After fourteen days, the student will be considered enrolled in the course for the semester; the student will be assigned a grade in the course, and the enrollment fee is non-refundable.

Course Grading

Course assessments are graded by a highly-qualified teacher, by our computer system, or through a combination of computerized scoring and manual grading by a teacher. Thirty to fifty percent of the assessments in a course are graded manually by the teacher—the exact percentage varies by course. Computer-scored assessments are graded as soon as the student completes them. Students may use tools in the learning management system to check their progress immediately, and at any time.

When teachers grade assessments, they provide feedback using commenting features and/or PDF markup tools. The assessment with feedback included is then returned to the student through the learning management system (LMS). For synchronous assessments, such as benchmark tests or oral assessments, the student receives feedback in real time, and the teacher also records feedback with the LMS gradebook. The student may then refer to the feedback as needed. Teachers may also use the LMS gradebook to provide more general feedback, using the "comments" section of each assignment. All feedback is captured and stored within our schools' LMS, and this information remains accessible to the student even after the enrollment period has ended.

Teachers at our schools are expected to deliver a grade within 72 hours of receiving an assignment. If a student submits multiple assignments at once, the time allowed for grading increases by the additional number of assignments times 72. (Teachers need adequate time to provide the kind of rich, thoughtful, and thorough feedback



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that helps students grow academically.) An Instruction Manager ensures prompt assessment turn-around-times by monitoring the course gradebooks.

Graduation Requirements

Each student who is enrolled full-time and plans to graduate from our schools will follow a formal, written Student Learning Plan (SLP) approved by a guidance counselor. The SLP is generally developed with input from the student and the student's parents, guardians, or a designated mentor.

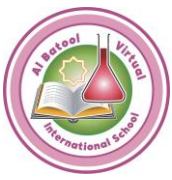
To earn a diploma from our virtual schools, a student must attend at least one full academic year at the school; he or she must also meet the school's minimum graduation requirements and complete a senior project. Any student transferring into our schools from another school must complete an entire academic year at our school to receive a diploma from any of our schools. Transfer credits will be awarded based on information gathered at the time of transfer from student records, course descriptions and syllabi, and any other documentation as requested. Credits earned prior to attending our schools will not be used to calculate the student's GPA.

Total Credits

To earn a diploma, students must complete at least 24 high school credits representing each of the categories listed in the chart below. Each semester-long course represents 0.5 credit. A full-year course (two semesters) is worth 1 credit and the student must complete at least 25% of the courses required for graduation at the school

Subject	Minimum Requirements
English	4 credits
Math	4 credits
Science*	4 credits
Social Studies	4 credits
PE and Fine Arts	2 credits
Computer and IT	2 credit
Foreign Language	2 credits
Electives	2 credits
Total	24 credits

***MUST INCLUDE ONE YEAR OF LAB SCIENCE**



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Grade Point Average (GPA)

To graduate, students must maintain a cumulative Grade Point Average (GPA) of 2.0 or above and a 2.3 GPA in core curriculum courses—courses in English Language Arts, Mathematics, Social Studies, and Science.

Graduation Culminating Project

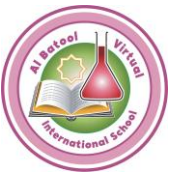
To graduate, all students must complete a culminating project that requires them to demonstrate essential skills for future success in the workplace or in college, such as reading, writing, speaking, and production or performance. Students will learn about the project upon admission and may complete the project at any time prior to graduation.

Technical Requirements

View our hardware and software requirements.

There are minimum hardware and software technical requirements for successfully taking courses offered by our schools.

- **You must have an internet connection and while our courses can be used with dial up we suggest you use broadband for optimal performance.**
- **PC or Mac Browsers Supported:**
 - Google Chrome 46 or higher
 - Microsoft Internet Explorer 11
 - Mozilla Firefox 42 or Higher
 - Apple Safari 8.0 or higher
 - Microsoft Edge
- **Tablet Devices Supported (using native browser):**
 - Microsoft Windows 8
 - Chrome OS
- **Additional Recommendations and Requirements:**
 - Adobe Reader 6.0 or higher and Adobe Flash
 - Player 9.0.115 or higher is required
 - World Language courses require speakers and microphone
 - Our school requires a printer, scanner, and fax where applicable



Technology Use Policy

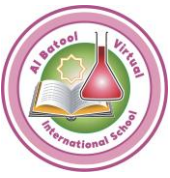
Our information technology resources, including the learning management system, are provided for educational purposes. Adherence to the Technology Use Policy outlined below is necessary for continued access to the school's technological resources.

Students are expected to:

1. Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Not view, use, or copy passwords, data, or networks to which they are not authorized.
 - Not distribute private information about others or themselves.

2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
 - Conserve, protect, and share these resources with other students and Internet users.

3. Respect and protect the intellectual property of others.
 - Not infringe copyrights (no making illegal copies of music, games, or movies).
 - Not plagiarize.



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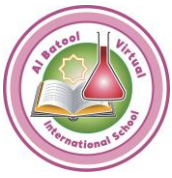
4. Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomforting materials to a teacher or mentor.
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not use the resources to further other acts that are criminal or violate the school's code of conduct.
 - Not send spam, chain letters, or other mass unsolicited mailings.
 - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Consequences for Violation

Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement.



Internet Safety & Respect

✓ Cyber Bullying

Our Schools prohibit harassment, intimidation, and bullying by any means.

This includes but is not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional electronic, oral, written or physical acts physically harm, substantially interfere with a student's education, threaten the overall educational environment and/or substantially disrupt the operation of school.

This includes, but is not limited to, harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, pregnancy, marital status, physical appearance, or mental, physical, or sensory disability.

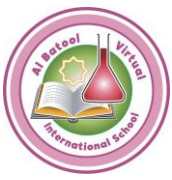
Examples of such bullying include, but are not limited to:

- Sending mean or threatening messages to a classmate via email, IM (instant messaging), or text messages.
- Spreading rumors about classmates through email, IM, or text messages.
- Creating a Web site or social networking page that targets another student.
- Sharing fake or embarrassing photos or videos of classmates with others via a cell phone or the Web.
- Stealing a classmate's login and password to send mean or embarrassing messages from his or her account.

Administration reserves the right to discipline any student for actions taken if they are intended to have an effect on a student or they adversely affect the safety and well-being of student while in school.

Students are expected to:

- Treat each other respectfully, in person and online.
- Refuse to cyber bully or let others be cyber bullied.
- Refuse to participate in or encourage any form of cyber bullying.
- Report cyber bullying to learning coach, teacher or administrator when you become aware of it.



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✓ Online Netiquette

Netiquette means NETWORK ETIQUETTE: the do's and don'ts of online communication or general guidelines for good cyberspace behavior. Communication online can occur via discussions, blogs, texts, chats, emails or online synchronous sessions. Our top ten rules or expectations for online courtesies during any communication you have with staff and students while enrolled at our schools are listed below.

Rule 1: Remember the human

Rule 2: Adhere to the same standards of behavior online that you follow in real life.

Rule 3: Know where you are in cyberspace.

Rule 4: Respect other people's time and bandwidth.

Rule 5: Make yourself look good online.

Rule 6: Share expert knowledge.

Rule 7: Help keep flame wars under control.

Rule 8: Respect other people's privacy.

Rule 9: Don't abuse your power.

Rule 10: Be forgiving of other people's mistakes.

✓ Communication Rules

In addition to online netiquette, there are expectations we have for students regarding written communication. Communication contributes to the relationship between a teacher and student and among students and therefore essential to the success of all students.

✓ Students are expected to:

- Be concise and to the point.
- Use proper spelling, grammar & punctuation.
- Avoid attaching unnecessary files.
- Do not write messages using all CAPS. All CAPS is like shouting!
- Read your message before sending and make any necessary corrections.
- Use a meaningful subject.
- Include all necessary details so the recipient of the message understands what you are trying to communicate.
- Avoid abbreviations and emoticons.
- Do not use profanities or obscenities in any communications.



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Violations of these rules will result in a reprimand from the administrator or teacher. If informed and re-informed of email netiquette, then student will be required to correct email messages and resend.

Anti-Discrimination Policy

Our schools provide for equal opportunities and does not unlawfully discriminate against any person on the basis of gender, age, race, ethnicity, religious creed, color, marital status, national origin, or disability in the educational student programs or activities which it operates and does not tolerate any such discrimination.

Issuing a Complaint

Complaints alleging violation of this policy shall be made to a representative of our school. Any person, student or employee who believes that he or she has suffered unlawful discrimination or harassment shall immediately report the incident(s) to his or her teacher, learning coach, or administrator.

A written filing shall start the formal complaint procedure or oral complaint as set forth below within sixty (60) days of the alleged discriminatory act. Administration shall be responsible for making a thorough investigation of the matter and making recommendations for remedial or affirmative action. All information gathered will remain confidential.



Attendance Policy

Attendance Requirements:

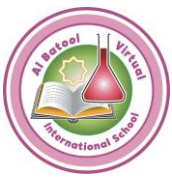
- **Students must log on every virtual class and fulfill the necessary time needed to keep on pace.**
- **Adhering and committing to due dates and participating in the discussion groups and other tasks required by the teachers.**
- The allocation of 20 marks for each quarter. This is to be added to the score of the student for final marks at the end of each quarter.
- Cutting one mark for each day of the repeated absence without an acceptable excuse during the semester
- Cutting two marks for each day of absence without an acceptable excuse in the week preceding the holiday or that follows
- Cutting two marks for each day of absence without an acceptable excuse in the week before the tests
- Cutting half a mark for delay of the morning assembly. The cut is executed after the third time without an acceptable excuse
- Cutting quarter of the degree of delay of the share and starts the discount if he comes late to the class. This is to be executed after the second time

General rules in attendance:

The school administration is responsible for cutting the degrees of attendance after making sure that the grounds for the absence of the student or delay is acceptable

- The need for instant communication with the student's parent for being late or absence
- The student is transferred to the student counselor to study his/her condition in case of repeated delay or absence for five days continuously or at intervals
- If the student reaches absence rate of 25% in the days to be attended during the year without an acceptable excuse, the school will call the guardian to show her/his the actions that will be applied against his son/daughter. the student and parent or guardian have to write a pledge of commitment and attendance at school

Item to be evaluated	Mark
Participation (During virtual Classes)	20
Homework (Online)	20
Quizzes (Online)	20
Attendance Virtual classes	20
Online Exam – Projects and Researches	20
Total	100



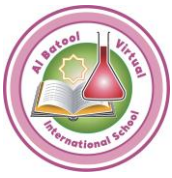
Secure Access

Apex Learning is committed to ensuring that data is protected from unauthorized access and available to the right users at the right times. The online learning platform features a role-based security infrastructure that provides separate levels of access to student information based on predetermined roles: student, mentor, coach, teacher, and site coordinator. Restricting data by role ensures students and educators have access only to the information for which they are authorized. When a new user account is created a temporary password is generated and the user is prompted to change the password upon sign in. Temporary passwords expire after 15 days. Users may update passwords at any time and are required to change passwords every 90 days to ensure security.

Assessment Security

The following integrated security features ensure a high level of academic integrity during assessments.

- **Disallowed Concurrent Access:** Students may not sign in to more than one computer at a time, reducing the opportunity for unauthorized test-taking assistance.
- **Randomized Questions:** Computer-scored assessments are designed so that no two students take the same assessment and any retakes are original to the student. Randomization occurs in three distinct ways:
 - Questions are **randomly selected** from question banks for each learning objective.
 - The **order of questions** is randomized within each assessment.
 - **Answer options** are randomized within each question.
- **Disabled Copy/Paste Functionality:** Students are prevented from copying answers from another web browser or document while an assessment is active.
- **Assessment Management:** Optional features are built into the learning management system to increase academic integrity during assessment.
 - **Proctoring** restricts student access to scored activities. Proctoring can be applied to any scored activity: quizzes, practices, discussions, journals, logs, explorations, and computer-scored tests, teacher-scored tests, diagnostics, and exams.



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- **Auto-Proctoring:** Once a proctored computer-scored assessment is unlocked, students must complete the assessment within the same session. Once the session has ended, regardless of completion, subsequent access to the activity will require a staff member to unlock. In addition, assessments will automatically re-lock after 30 minutes of inactivity and after 90 minutes if the student has not begun.
- **Closed-book Assessments** will prevent students from accessing course content while a computer-scored assessment is in progress.
- **Suppressed Answer Review** is used to prevent student review of completed computer scored assessments including each question and answer option and if the submitted answer is correct or incorrect.
- **Suppressed Question Feedback** controls the display of feedback after each answer is submitted during computer-scored assessments. Feedback informs the student if the submitted answer is correct or incorrect. When the answer is incorrect, the feedback may provide additional prompts for answering the question or display the correct answer.

Classroom Announcements

Announcements are a great way for teachers to post quickly information to one, several, or all their classrooms. Site coordinators can also post announcements by enrolling themselves in classrooms as secondary teachers.

<https://support.apexlearning.com/help/1702>

✓ Alerts for Students

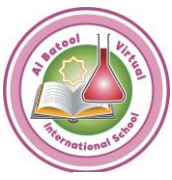
Students may choose to receive alerts for new announcements, a perfect score, and a new message from the teacher.

<https://support.apexlearning.com/help/1289>

Getting Support

For any help and support contact us:

www.batoolforqan.online



Student Code of Conduct

The following rules apply to all activity conducted by students enrolled in Online American School courses. Failure to abide by these rules may result in revoked access as well as consequences.

▪ **Accountability**

Posting anonymous messages is not permitted except for the express purpose of collaborative writing. Impersonating another person is also strictly prohibited.

- ✓ Do not publicly post your personal contact information (address and telephone number) or anyone else's.
- ✓ Do not publicly post any messages that were sent to you privately.

▪ **Passwords**

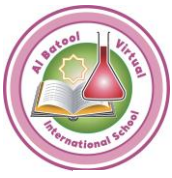
Your access is password-protected and you are responsible for maintaining the secrecy of your password.

- ✓ You agree to use only your own user name and password and do not divulge these to anyone.
- ✓ You agree to not aid anyone in gaining unauthorized access.
- ✓ You agree to sign off from the Apex Learning courses and close your Internet browser window when you have finished accessing and using any Apex Learning course.

▪ **Netiquette**

You agree to abide by these guidelines:

- ✓ Avoid sarcasm and slang. Swear words are unacceptable.
- ✓ Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- ✓ Never use insults, threats or attacks of any kind against another person.
- ✓ Focus your responses on the questions or issues being discussed, not on the individuals involved.
- ✓ Be constructive with your criticism, not hurtful.
- ✓ Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- ✓ Respect other people's privacy and never reveal email addresses.



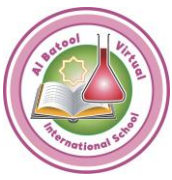
▪ **Plagiarism and Source Citation**

All work submitted by a student is assumed to have been completed by that student. Plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. You agree not to engage in plagiarism when submitting your work. Failure to abide by these standards will be reported to the appropriate school administrative authorities and may result in loss of credit and revoked access.

Without limiting the foregoing, you agree not to:

- ✓ Copy or rephrase another student's work
- ✓ Have someone else rewrite an assignment or rephrase any part of an assignment (not just proofread it)
- ✓ Copy content from student aids (for example, Cliff Notes), critical sources, reference materials, or other materials, in part or in whole, without acknowledgment (including by rephrasing ideas borrowed from such materials).

Any quotations from a source require full citations, including author, title, publisher, date of publication, and page number. If you're citing information found on a website, provide the complete Web page or website title, URL, author if known, page number if applicable, and publication date of the site, if available.



Academic Integrity Best Practices

Promote academic integrity by implementing the following best practices.

1. Set and Communicate Clear Expectations

Student Acceptable Use contracts and staff policies are an effective way to set and communicate academic expectations. Student contracts should define how suspected dishonesty is handled and the consequences for confirmed dishonesty. Staff policies should hold instructors accountable for taking immediate disciplinary action when dishonesty is suspected or confirmed.

2. Prevent Unauthorized Access to Staff Accounts

Methods for preventing unauthorized access to staff accounts include:

- a. Distribute sign in information discreetly.
- b. Avoid writing sign in information down; never keep this information next to your computer.
- c. Sign out of Apex Learning each time you are away from your computer.
- d. Change your password frequently via My Profile. Apex Learning Support will not distribute passwords.

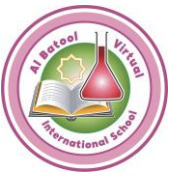
3. Configure Course Settings

The following course settings support teachers and administrators in ensuring academic integrity:

- a. **Enable Mastery-Based learning** to ensure sequential access to course content.
- b. **Limit Assessment Attempts** to prevent students from attempting to preview all assessment items in the question bank. In addition, communicate your policy for the maximum number of teacher resets.
- c. **Enable Closed-book assessments** to restrict students from accessing course content during an assessment.

Do Not Show Question Feedback to prevent students from being shown the correct answers during a computer-scored quiz.

- a. **Proctor Summative Assessments and enable Auto-Proctoring** to prevent students from accessing assessments until they are unlocked and supervised by a teacher or mentor.
- b. **Do Not Allow Course Review** to prevent students from accessing and/or sharing access with other students to completed courses.



Al Batool Virtual International School And Al Forqan Private School (Virtual American Program)



Terms of use of Apex Learning Digital Curriculum

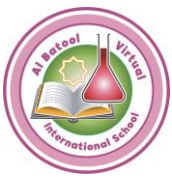
Students in grade 6-12 who are using the digital curriculum from Apex Learning must read, abide and adhere to the term of use listed in the following link:

<https://www.apexlearning.com/terms-of-use>

Privacy Policy of Apex Learning Digital Curriculum

Students in grade 6-12 who are using the digital curriculum from Apex Learning must read, abide and adhere to the privacy policy listed in the following link:

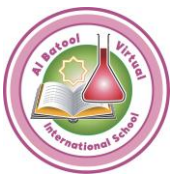
<https://www.apexlearning.com/privacy-policy>



Academic Honesty Policy

The student body and staff are opposed to all cheating, plagiarism, and dishonesty. To support this policy, certain safeguards are in place for academic security. For such a policy to be meaningful, the support of all students and parents is required.

- ✓ **Cheating:** Any intentional giving/discussing/using of external assistance relating to examination, test or quiz without the express permission of the teacher.
- ✓ **Fabrication:** Any intentional falsification or invention of data, citation, or other authority in an academic exercise.
- ✓ **Unauthorized collaboration:** Intentional collaboration of an assignment between a student and another person, if such collaboration is not permitted.
- ✓ **Plagiarism:** Any intentional use of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published/copyrighted material, whether written or visual, and/or the work of other students.
- ✓ **Theft or alteration of materials:** Any intentional or unauthorized taking, concealment, or alteration of student, teacher, office or library materials.
- ✓ **Pattern of test avoidance:** A pattern of absences on test days or major assignment due dates for the apparent advantage of performing better at a later date or for gaining extra working/studying time.
- ✓ **Pressure for unsubstantiated grade changes:** Any student request for a raised grade that is not based on mistakes in correction, recording, averaging, or other clerical error.
- ✓ **Abusive conduct with computers and the network:** Includes, but is not limited to, prohibited use, damage or theft of system hardware or software; the altering of any system software or software configurations; placing unlawful information, computer viruses or harmful programs on any computer; and pirating copyrighted software.



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- ✓ **Prohibited Use** Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, distribution of:
 - Information that violates or infringes upon the rights of any other person.
 - Defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
 - Advertisements, solicitations, or political lobbying.
 - Information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
 - Unauthorized electronic entry: Any entry without permission. Accessing, downloading and/or printing of materials that are considered by staff to be pornographic, unlawful, obscene, or otherwise objectionable.

All students will have due process in the handling of the infractions listed in this policy. Possible penalties for infractions include: parent notification, lowering of academic grade, removal from class with F, detention, suspension, and expulsion. Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) or district security administrator may close an account at any time if deemed necessary.

Acknowledgement

I acknowledge that I have read and understand the Academic Honesty Policy. I realize there will be consequences if the policy is violated.

Student Signature

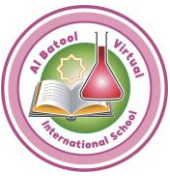
Date

Parent/Guardian Signature

Date

Student Name (Printed)

Parent/Guardian Name (Printed)



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Sources of guide with adaptation and permission are:

5. Michigan Virtual

<https://michiganvirtual.org/resources/guides/>

6. Apex Learning Virtual School

<https://www.apexlearningvs.com/>

7. Apex Learning

<https://www.apexlearning.com/>

8. Accelerate Online Academy

<https://accelerate.academy/>

This guide is will be updated and translated into Arabic after the approval and licensing of the National eLearning Center.