



Student / Parent GSS HANDBOOK 2018 -2019

Inspiration.
Integrity.
Achievement.



| | |
|---|-----------|
| SECONDARY PRINCIPALS' WELCOME | 5 |
| 2018 / 2019 KAUST SCHOOL ADMINISTRATION & TEACHING STAFF | 6 |
| Administration | 6 |
| Secondary School Teachers and Staff | 7 |
| I. GENERAL INFORMATION ABOUT THE SCHOOL | 9 |
| The KAUST School - Mission Statement | 9 |
| The IB Learner Profile | 9 |
| Curriculum Framework | 10 |
| The International Baccalaureate Middle Years Program | 10 |
| The International Baccalaureate Diploma Program | 10 |
| Parent Advisory Council (PAC) | 10 |
| School Colors and Mascot | 10 |
| Student Support Services / School Facilities | 11 |
| ELL | 11 |
| Learning Support | 11 |
| Guidance Counseling | 11 |
| College Counseling | 11 |
| Advisors | 11 |
| Library Media Center | 11 |
| Swimming Pool | 12 |
| Cafeteria | 12 |
| Study Hall | 12 |
| Prayer Room | 12 |
| Accreditation | 12 |
| II. SECONDARY SCHOOL PROGRAM | 12 |
| Calendar – 2018 / 2019 | 12 |
| Progress Reports and Report Cards | 14 |
| Assessment and Grading | 14 |
| Grading Scale | 14 |
| IB Grade Descriptors | 14 |
| Examinations | 15 |
| External Examinations | 15 |
| Internal Examinations | 15 |
| Standardized Tests | 15 |
| House System | 15 |
| Advisory | 16 |
| Co-Curricular Activities | 16 |
| After School Assistance | 16 |
| Academic Support | 16 |

| | |
|--|-----------|
| Academic Probation | 17 |
| Assemblies and Celebrations | 17 |
| Community and Service in the MYP | 17 |
| Creativity, Action and Service (CAS) in the IB | 17 |
| Student Leadership | 17 |
| Trips | 17 |
| III. POLICIES & PROCEDURES | 18 |
| Visitors | 19 |
| Student Visitors in Classes | 19 |
| Health | 19 |
| Medication | 20 |
| Health Records | 20 |
| Communicable Illness | 20 |
| Attendance | 20 |
| Absences | 20 |
| Selective Attendance | 21 |
| Illnesses during the Day | 21 |
| Punctual Attendance | 21 |
| Notes from Teachers | 21 |
| Homework | 21 |
| IB Coursework | 22 |
| Home-School Communication | 22 |
| School Records | 22 |
| Newsletter | 22 |
| Contacting Your Child’s Teacher | 22 |
| Graduation Requirements | 22 |
| Transfers and Withdrawals | 23 |
| Lost and Found | 24 |
| Lost Books & Materials | 24 |
| Lockers | 24 |
| Laptops | 24 |
| Food and Drink | 24 |
| Expectations for Attendance at Formal Performances | 25 |
| Transportation To and From School | 25 |
| Motorized Vehicles | 25 |
| Bicycles & Bicycle Safety | 25 |
| IV. Behavioral Expectations | 26 |
| The KAUST Secondary School Code of Conduct | 26 |
| The Eight Respects | 26 |
| Public Displays of Affection | 27 |

| | |
|---|-----------|
| Behavior at Assemblies | 27 |
| Behavior at Sports Events and Tournaments | 27 |
| Formal Performance Expectations | 27 |
| Mobile Phones, iPods, and similar devices | 28 |
| Headphones & Earphones | 28 |
| Laptop Use During Breaks and Lunch | 28 |
| Academic Integrity | 28 |
| Academic dishonesty includes but is not limited to: | 29 |
| IB Regulations Regarding Academic Integrity | 29 |
| Bullying, Harassment and/or Anti-Social Behavior | 30 |
| KAUST Community Dress Code | 30 |
| The KAUST School Dress Code | 30 |
| Guide to Appropriate Dress at the KAUST School | 31 |
| Consequences | 31 |
| Physical Education and Swimming | 31 |
| Discipline Learning | 31 |
| Philosophy | 31 |
| Discipline Learning Process | 31 |
| Discipline Categories and Consequences – Narrative Version | 32 |
| Detention | 32 |
| Disciplinary Probation | 33 |
| Suspension | 33 |
| Expulsion | 33 |
| Discipline Categories and Consequences – Flowchart (see Appendix) | 33 |
| V. APPENDIX | 34 |
| Academic Eligibility Policy for Participation in Co-Curricular Activities | 34 |
| Academic Probation | 36 |
| Activity Agreement Form | 37 |
| Daily Timetable – 2017-2018 | 40 |
| Discipline Learning Flowchart | 41 |
| Homework Policy | 43 |
| Student & Parent Acknowledgement of having reviewed the Handbook | 46 |
| Study Hall – Learning Objectives & Expectations | 47 |
| Technology Responsible Use Policy | 48 |

SECONDARY PRINCIPALS' WELCOME

August 2018

Dear Students and Parents

We welcome you to Gardens Secondary School (GSS). GSS is an integral part of The KAUST School (TKS).

We are pleased to be able to support the KAUST University by providing a quality education for University families. We believe that the IB programmes, with a focus on inquiry-based, transdisciplinary learning and a holistic approach, benefit our community. The IB emphasis on diversity and an appreciation of multiple perspectives also suits our international community very well.

The purpose of this handbook is to acquaint students and parents with academic and co-curricular life at the Gardens Secondary School. It provides an overview of general school affairs, policies and procedures, student expectations, and the programs offered from Grades 6 to 12.

We believe that schools can be more effective and students learn better if the school and families work together, support each other and communicate effectively. If at any time you have questions or concerns, do not hesitate to contact us. We are ready to work with you in preparing our students for the responsibilities of the future.

Sincerely,

David Tigchelaar
Secondary School Principal
david.tigchelaar@kaust.edu.sa

Dwane Harris
Associate Principal
dwane.harris@kaust.edu.sa

2017 / 2018 KAUST SCHOOL ADMINISTRATION & TEACHING STAFF

Administration

| Position | Name | Email | Telephone |
|---------------------------------|--------------------|--|-----------|
| TKS Director | Leny de Ruijter | neeltje.deruijter@kaust.edu.sa | 808-6401 |
| GSS Principal | David Tigchelaar | david.tigchelaar@kaust.edu.sa | 808-6701 |
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| DP Coordinator | Susan Rhodes | susan.rhodes@kaust.edu.sa | 808-6717 |
| MYP Coordinator | Peter Powell | peter.powell@kaust.edu.sa | 808-6832 |
| Pedagogical Coordinator | Kimberly Halverson | kimberly.halverson@kaust.edu.sa | 808-6839 |
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| Advancement Program Leader | Alanud Alfaqir | alanud.alfaqir@kaust.edu.sa | 808-6295 |
| Grade 9-12 Counselor | Lamin Kamara | lamin.kamara@kaust.edu.sa | 808-6707 |
| Grade 6-8 Counselor | Mahri Wooten | mahri.wooten@kaust.edu.sa | 808-6728 |
| School Psychologist | Paul O'Callaghan | paul.ocallaghan@kaust.edu.sa | 808-6488 |
| Activities Director | Richard Davies | richard.davies@kaust.edu.sa | 808-6778 |
| Activities Coordinator | Ron Gatenby | ronald.gatenby@kaust.edu.sa | 808-6835 |
| Director of Admissions | Dr. Anne Mills | anne.mills@kaust.edu.sa | 808-6248 |
| TKS Registrar | Ziyad Khateeb | zyad.khateeb@kaust.edu.sa | 808-6464 |
| Information Technology Director | Steve Shepherd | steven.shepherd@kaust.edu.sa | 808-6805 |
| Office Coordinator | Lujain Al-Afif | gss.office.coordinator@kaust.edu.sa | 808-6867 |
| GSS Receptionist | Audrey Parker | gss.reception@kaust.edu.sa | 808-6703 |
| Counselor Admin Assistant | Lamyaa Aladwani | lamyaa.aladwani@kaust.edu.sa | 808-6710 |
| GSS Health Office | Lorie Roque | secondary.nurse1@the.kaustschool.org | 808-6812 |

Secondary School Teachers and Staff

We encourage frequent communication between home and school. The appropriate way to contact any of the teachers is via e-mail. All teachers and staff have KAUST e-mail addresses. (firstname.lastname@kaust.edu.sa)
Parents may also make appointments with teachers by calling the School Reception at 808-6703.

| Subject | Subject Team Lead | Teachers | |
|--|--------------------------------|---|---|
| Arabic | Mr. Slim Abed | Ms. Hadiyah Algumayri Mr Mousa Alfaifi | Ms. Nadiyah Alsalmi Ms. Nada Alhegali |
| Arts | Ms. Claudia Kennedy (Drama) | Ms. Sondus Khoja (Art) Mr. Jecton Were (Art) Mr. David Webb (Drama) | Emmalee Johnson (Music) Isabel Norwood (Music) |
| Design | Mr. Aaron Thompson | Mr. Matthew McEwen Mr. Bryan Johnson | |
| English | Ms. Beth Lincoln (L&L) | Ms. Laney Rweyemamu (L&L) Ms. Hannah Greenfield (L&L) Ms. Tiffanie Horne (L&L) Mr. Peter Powell (L&L) Mr. Michael Wooten (L&L) Ms. Ashley Quinn (L&L) Ms. Petra Macleod (L&L) | Ms. Andrea Morris (L Acq) Mrs. Katharine Muschamp |
| French | Ms. Samah Abed | Ms. Marie Lery | Ms. Celine Dary |
| Individuals & Societies | Mr. Rodrigo Telles | Ms. Monica Hall Ms. Caron Olson Mr. Kevin Rees | Mrs. Katharine Muschamp Ms. Ashley Quinn Mr. Logan Birgenheier |
| Islamic Studies | Ms. Nada Alhegali | Ms Hadiyah Algumayri | |
| Library Media Specialist | Dr. Catherine De Levay | | |
| Math | Ms. Narelle Brown | Mr. Francois de Ryckel Mr. Nick Ryan Ms. Kristina Sharma | Ms. Regina Rodrigues Mr. Steven Hubbard Mr. Mark Rossing |
| Physical & Health Education | Mr. Clint Harris | Ms. Te Haurawhiti Teddy Ms. Kelly Maclarn | Mr. Fred Olson |
| Science | Ms. Emma Nason | Ms. Joumana Norseth Ms. Kris Fering Mr. Ben Wylie Mr. Mitch Maclarn | Mr. Alan Treacy Mr. John Danaher Mr. Jerrod Moore Ms. Myriam Abdulbaki |

| | | | |
|--|---------------------|--|---|
| Technology Integration | Mr. Steven Shepherd | Mr. Derek Halverson Mr. Roger Gribbins Ms. Azra Hanif | |
| Learning Support | Ms. Lindy Nichols | Ms. Danielle Danaher Mr. Daniel Hammack Ms. Sarah Craft Ms. Laura Howley | Ms. Lindsay Wright (ILP) Ms. Robyn Collins (Talent Development) |
| PTSA | | Ms. Naseem Akhtar (Art, Design) Ms. Hira Siddiqi (ILP) Ms. Reham Alsantarisi (ILP) Ms. Giulia Lallo (ILP) | Ms. Anjiao Wu (Library) Mr Anwar Ibrahim(Science) Mrs Katie McClements (PE) |
| Coordinators | | | |
| Creativity-Action-Service (CAS) | Ms. Beth Lincoln | Service as Action | Ms. Monica Hall |
| Personal Project | Ms. Laney Rweyemamu | Extended Essay | Dr. Catherine de Levay |

I. GENERAL INFORMATION ABOUT THE SCHOOL

The KAUST School - Mission Statement

Inspiration. Integrity. Achievement

The KAUST School mission is to provide an exceptional International Baccalaureate education that empowers students to be resourceful and responsible global citizens.

We will achieve our mission by providing opportunities for all learners to develop the attributes of the IB Learner Profile.

The KAUST School's vision is to become a beacon school in the region:

- Ensuring each student reaches his or her potential.
- Establishing personalized programming.
- Reaching stature and recognition as a world class international school.

The IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and to make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Baccalaureate Organization 2009

Curriculum Framework

The International Baccalaureate Middle Years Program

Students in Grades 6 – 10 follow the IB Middle Years Program (MYP). The MYP aims to develop internationally minded, independent learners and provides for a balanced and flexible curricular framework. The MYP encourages staff collaboration on teaching methods and stimulates students in independent inquiry and reflection.

The International Baccalaureate Diploma Program

Students in Grades 11 and 12 follow the IB Diploma Program (DP). Students may earn IB certificates or the full IB Diploma. In addition, all students who complete Grade 12 at TKS receive The KAUST School Diploma. Graduation requirements for The KAUST School Diploma can be found in the Policy and Procedures Section of this handbook. For further information about the IB program, visit: <http://www.ibo.org>.

Parent Advisory Committee (PAC)

We believe that education is enhanced by a strong partnership between home and school. The Parent Advisory Committee is designed to facilitate structured communication between the parent community and school administration. The committee is not a decision-making group. Its purpose is to promote discussion and feedback. While parents are always encouraged to dialogue directly with their child's teachers, counselors or principals regarding individual concerns, the PAC structure provides a vehicle for two-way communication of a more general nature. The Principal seeks to ensure that the membership of the committee reflects the diverse nature of the parent community. The committee meets monthly. The email address for the GSS PAC is GSS.PAC@KAUST.EDU.SA

School Colors and Mascot

The KAUST School colors are reflected in The KAUST School logo. Sports teams wear blue and white and the teams are known as the TKS Sharks.

Students who enter The KAUST School must demonstrate the ability to be successful with limited support in a regular academic environment.

Learning Support

The School is unable to offer admission to students who require moderate to extensive support in the following areas: occupational therapy, physical therapy, and/or speech and language therapy. Students who require specialist support for moderate to severe behavioural, emotional or cognitive needs cannot be accommodated in The KAUST School.

The learning support staff collaborates with teachers, parents and administration to provide additional support to students who need accommodations for certain learning differences.

Guidance Counseling

TKS takes a holistic approach to student welfare and achievement. There are two counselors who support students in a variety of ways on a broad range of topics. Students are welcome to visit a counselor when they so wish. Counseling may also be recommended by a teacher or the Principal. In addition, TKS has a school psychologist on site.

College Counseling

Many TKS students aspire to attend college or university after graduating. The high school counselor provides guidance and support in the preparation for, and transition to, this next phase in students' lives.

Advisors

Each secondary student is assigned to an advisor. The advisor serves as a communication link for parents, as the advisor is someone who will know the student well.

Library Media Center

The Library Media Centre (LMC) is a school community resource where the librarian, teachers and students jointly create and maintain a learning environment with access to a wide-range of print and non-print information resources. The Library's purpose is to foster a love of reading and the development of lifelong learning abilities in information literacy. The library media specialist works closely with teachers to support the academic program.

The LMC is open 7:30 am - 4:00 pm each school day.

Use of the Library Media Center Printer / Copier: Students have limited use of the printer / copier in the Library Media Center for academic purposes. Limiting use is important given the printing potential in a 'One-to-One' laptop school and it supports the vision of the university as a largely 'paperless' institution of learning. Students will nonetheless face the need to produce a hard copy at times. The expectation is that students plan time to get such tasks done in advance and know that the majority of tasks need to be taken care of at home.

Health Office

The Secondary School Health Office, located near the Library Media Center, is staffed by qualified nurses who maintain a sick bay and keep limited first aid supplies and a few over-the-counter medicines as approved by doctors at KAUST Health and authorized by parents, as listed on the Student Medical Information form. The Health Office is

open throughout the school day and works closely with KAUST Health. As a general rule, students are encouraged to visit only during break and lunch. If a student needs to be sent home, the Health Office will make a telephone call to the parent, send an email to the student's advisor, teacher(s) and GSS Receptionist - the whole process of assessing, calling parents, etc., usually takes over 30 minutes. Students must not carry medications without permission from the parent. Permission notes need to be submitted to the Health Office.

Swimming Pool

All students in Grades 6 – 10 take swimming as part of their Physical & Health Education (PHE) class. Accommodations are made to support the needs of girls in regards to swimming.

Cafeteria

The cafeteria serves a variety of healthy meals, snacks, fruit juice and water. It runs a cash service during break times. Students are not permitted to order in food from outside the campus.

Study Hall

All students from Grades 6 to 12 have study halls built into their schedule. For Grade 6- 11 this study hall is supervised.

Prayer Room

Students at TKS have access to a designated prayer room that they may use before school, during breaks and lunch, and after school.

Accreditation

The KAUST School is fully authorized in all three International Baccalaureate programs. At the secondary school level The Middle Years Programme (MYP) is for students in Grades 6-10 and the Diploma Program (DP) is for students in Grades 11-12.

TKS is following accreditation processes established by the Council for International Schools (CIS) and the New England Association of Schools and Colleges (NEASC).

II. SECONDARY SCHOOL PROGRAM

Calendar – 2018 / 2019

Please refer to the TKS academic calendar, available on the TKS website for dates of school days and school holidays. The website also includes a calendar with all school events for all divisions. In addition, you can subscribe to the TKS and GSS calendars in your KAUST Outlook program. The *WAVE*, our monthly publication sent to all parents, also publishes dates of events coming up.

Progress Reports and Report Cards

- Selected results of formative assessments will be published on Managebac Gradebook during the course of each unit
- All results of summative assessments will be published on Managebac Gradebook within 10 school days after the date of the summative assessment
- A Progress Report is issued through PowerSchool at the end of Semester One in February.
- An End-of-Year Report is issued at the end of Semester Two in June.

Assessment and Grading

Grading Scale

Teachers evaluate student work in both MYP and DP on a grading scale of 1 – 7 according to prescribed, published criteria that state final levels of achievement in each discipline. The students are also involved in self-assessment of their learning, and they reflect on their own *Approaches To Learning*. In exceptional cases, provisions are made to accommodate students through differentiation of the assessment task (without changing the concepts assessed).

At the end of Semester 1, each student receives a Progress Report. At the end of Semester 2, students receive an End-of-Year Report. This report reflects the performance of the student over the whole year (not just the second semester). Teachers will determine performance levels for each assessment criteria based on the results of assessments over the course of the full year. Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall.

After determining the performance level for each assessment criterion in a subject. An overall grade for the subject will be determined based on the MYP "grade boundaries" guidelines.

IB Grade Descriptors

1 Very Poor

Minimal achievement in terms of the objectives

2 Poor

Very limited achievement against all the objectives

3 Mediocre

Limited achievement against most of the objectives or clear difficulties in some areas

4 Satisfactory

A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations

5 Good

A consistent and thorough understanding of the required knowledge and skills and the ability to apply them

6 Very Good

A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations

7 Excellent

A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations

Passing Grades

For all secondary school courses, Grades 6 – 12, a '3' is considered a passing grade. Middle school students in Grades 6 – 8 who do not earn a grade of 3 or higher in any of their subjects, are placed on academic monitoring status. High school students in Grades 9 – 12 who do not achieve a passing grade will not receive credit for the course. They are placed on academic monitoring and given an action plan, which may include credit recovery.

Transcripts

The transcript is the official record of grades a student receives from Grades 9 to 12. It also shows the total credits earned as well as the annual accumulation of absences. This document is sent to universities and colleges as part of the application packet.

Examinations

External Examinations

Students in Grade 12 may sit for IB Diploma Programme Examinations in May.

Internal Examinations

Students in Grade 12 sit for mock IB Diploma examinations in January/February. These are created, administered, and graded by the teachers.

Standardized Tests

MAP: Each year, secondary students in Grades 6 – 10 take the Measure of Academic Progress test (MAP). These are standardized tests designed and marked by an external body to monitor student progress, inform future instruction, and compare school performance with international norms.

WIDA: For emerging English Language Learners the WIDA* test may be delivered to assist the school in determining appropriate language support strategies. (*World-Class Instructional Design & Assessment)

Qudarat and Tahasili: For members of the Gr. 12 class applying to university in Saudi Arabia, TKS assists with preparation for the National University entrance exams, the Qudarat and Tahasili.

House System

All TKS students are enrolled in one of four 'Houses' that together comprise the TKS House System. All siblings across all school campuses join the same House. The aim of the House System is to foster friendships across age and cultural groups, promote acts of service to school and community and to enhance a student's sense of identity and belonging. This is done through school wide, divisional and grade-level events. House activities are organized and led by students elected to represent their House, guided by two faculty advisors per House.

House names and colors:

Hydra (Green) the Water Serpent – ARABIC: Ash-Shuja'a - The Brave

Orion (Orange) the Hunter – ARABIC: Al-Jabbar - The Giant

Pegasus (Yellow) the Winged Horse – ARABIC: Al-Faras Al-A'adham - The Winged Horse

Aquila (Blue) the Eagle – ARABIC: Al-'Okab - The Eagle

Advisory

All secondary students belong to an advisory group of their grade level peers. Advisory serves as a structure for a relatively small group of students to meet daily with a faculty advisor. Advisors guide students through some of the 'nuts and bolts' requirements of school – clarifying and reinforcing expectations and preparing students for school wide events.

The Advisory programme uses the following structure:

- Sunday: looking back and planning ahead for the rest of the week (special events, due dates for assignments)
- Monday: DEAR (Drop Everything And Read)
- Tuesday: no Advisory
- Wednesday: Service as Action / CAS
- Thursday: Assembly or Advisory

Advisors can be one of the first 'go to' adults when students have academic, social or emotional questions or concerns. Often the advisor helps by linking the student with a teacher, counselor or administrator who can offer specific support.

Co-Curricular Activities

An extensive co-curricular activity program takes place after school each day. Programmes include sports teams, Arts programmes, and Model United Nations (MUN). Students are strongly encouraged to participate in co-curricular programs.

Competitive sports teams at TKS include: badminton, basketball, cross-country, soccer, track & field, and volleyball. The school also offers a range of Student Interest Groups throughout the year. General information regarding all these school programmes can be found on the school website.

Specific information regarding co-curricular programmes will be available through some or all of the following forums:

- Powerschool Parent Portal (via E-collect form)
- Google Classroom (student access)
- Managebac (student access)

After School Assistance

Every day (except Tuesdays) after school, the Library Media Center is open until 4.00 pm for students who want to complete homework independently. Teachers are available most days after school for subject specific assistance. The Mathematics teachers offer ongoing Mathematics booster clubs.

Academic Support

Students who fall behind or fail to meet timeline obligations for coursework may be asked by their teacher to stay after school to catch up. The teacher will work with the student to ensure that expectations are clear and that he or she has the skills and materials to complete the learning tasks. Parents will be informed so they can further support learning on the home front. Academic support usually takes place in the classroom of the assigning teacher in case guidance is needed.

Academic Monitoring

Academic monitoring is a mechanism to provide support for students who are struggling or who received either a 1 or 2 (on the 1 - 7 grade scale) for the final semester grade in any subject. (See Academic Monitoring in Appendix)

Assemblies and Celebrations

School assemblies help create a sense of community throughout the school year and give us a chance to celebrate successes together. Full secondary school assemblies are usually scheduled every two weeks with separate assemblies for Grade 6-8 and Grades 9-12. There are also field days, spirit days, performances, and festivals for all students, faculty, and staff. The major events are mentioned in *The Wave*, the school newsletter emailed to families.

Service as Action in the MYP

The IB Middle Years Program requires students in Grades 6 – 10 to engage in and reflect upon meaningful service learning projects during each of the five years of the program. The scope and sequence of these activities is developed by grade level teams working together. Interdisciplinary global issues units develop student knowledge, attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Creativity, Action and Service (CAS) in the DP

All students in Grades 11 and 12 are required to meet the expectations for CAS in order to receive a TKS diploma. The CAS program challenges students to show significant, meaningful progress against eight defined learning outcomes and to reflect on that learning.

Student Leadership

The KAUST School provides an opportunity for student leadership through the Student Council Association, known informally as "SCA". It includes a General Council, comprised of representatives from each grade level, and an Executive Council which serves the school through seven defined leadership roles.

Elected annually by their peers, the students in SCA strive to make everyone a part of our school's community. This dynamic group of 21 students provides a voice for all and works tirelessly towards creating an inclusive school that welcomes the entire TKS student body. Students in SCA come from across all grade levels in the secondary school.

Seven positions form the Executive Council, including: President, Vice President, Action Liaison, Communications Officer, Tech Officer, Secretary and Recording Secretary. These students organize the rest of the student council and facilitate events and activities developed by SCA. The General Council is made of representatives from each grade level. They work with the Executive Council to design and administer the events developed by SCA.

During the year, SCA organizes student centric events such as Spirit Week and Night School, as well as yearly service events and school assemblies. Through these events, members of SCA learn valuable leadership skills such as discussion, organization, team membership and team management. Being part of SCA involves hard work and a significant commitment of after school time.

The Student Council Association is guided by three faculty advisors.

Trips

The school arranges student trips, both in-country and abroad. These may be of a sporting, academic, or other nature. Part, or all, of the cost of these trips are each family's responsibility. Specific permission is sought from parents for overnight trips or day trips that extend beyond the normal school day. When a student is invited to participate in a sports trip, or similar event that involves missing regular classes, it is with the understanding that students take responsibility for finding out what work they will miss and catch up in a timely fashion.

For students participating in an OOK school trip, parents are required to attend a meeting prior to the trip. The purpose of the parent meeting is to explain trip goals, describe the activities planned, clarify the behavioral expectations, and outline the chaperoning structures that will be in place. Please be aware that the Secondary School Code of Conduct applies on all trips and that any student who misbehaves may be sent home at the family's expense.

Our location affords students a wealth of opportunities to engage in learning opportunities at the University. Given the security on campus and sometimes the short notice of such opportunities, students are not required to fill out parent permission forms for trips to University venues within the academic day.

III. POLICIES & PROCEDURES

Admissions

The purpose of this section is to clearly outline for future employees of KAUST the intake process of The KAUST School. This process is meant to transpire prior to relocation and, ideally, prior to any formal contractual agreement. It is important that parents become familiar with The KAUST School, the grade level their children may be placed in, and the services the school offers, and does not offer, for special needs and language learning.

Students enrolling in The KAUST School are admitted to a grade level based upon previous school experience and chronological age. Assessment of a student's ability to succeed in the program offered at a particular grade level will determine placement. The assessment will involve a review of previous school records and a placement interview. Former schools may be contacted for further information.

It is important that parents begin an early dialogue with the school to avoid any possibility of a family moving to KAUST where successful placement of a child in school might be in question. Therefore, this section is meant to

prompt an early conversation between parents and The KAUST School where questions, concerns, and doubts can be addressed. Please contact The KAUST School Registrar at schooladmissions@kaust.edu.sa well in advance in order to start the registration process for your school-age children.

Though the great majority of applicants qualify for admittance, some students do not. We apologize for any concern or anxiety the policies below may raise. However, we find it necessary to express them in a forthright and clear manner:

- The cutoff date for all grade placement is August 31.
- Students who enter the school must demonstrate the ability to be successful with limited support in a regular academic environment. The school is not able to offer admission to students who require moderate to extensive support in the following areas: occupational therapy, physical therapy and speech / language therapy. Students who require specialist support for moderate to severe behavior, emotional or cognitive needs cannot be accommodated in the school.
- Success in Secondary School requires an adequate level of English proficiency. For students entering Grades 6 to 8, diagnostic testing will be provided to determine the level of English Language Learning support required. For students entering High School (Grades 9 – 12), an English proficiency test will be administered and will guide enrollment decisions. High School students entering with very limited English language ability face a significant risk of not being able to succeed, and as a result, may be denied admission.
- A history of placement in advanced programs or grade promotion will not necessarily determine placement at TKS. Each application is viewed on its individual merits.
- The School reserves the right to evaluate each applicant. All applicants undergo an intake meeting to determine acceptance and appropriate grade placement. Previous school records are reviewed and considered in determining grade placement. Provisional placement is normally in a grade commensurate with age and based upon available past school records, counselor evaluation, and teacher evaluation. Students may be reassigned upon receipt and review of complete previous school records and actual performance.

Daily Schedule

When students arrive at school in the morning before school starts, they assemble in the Flag Pavilion. If they have an appointment with a teacher, they are allowed to go to the classroom of the teacher. TKS runs on a block system of classes. All classes are 70 minutes long.

| Sunday, Monday, Wednesday & Thursday | | LAD (Late Arrival Day) - Tuesday | |
|--------------------------------------|---------------|----------------------------------|---------------|
| Advisory | 7.45 - 8.05 | | |
| Block 1 | 8.10 - 9.20 | | |
| BREAK | 9.20 - 9.35 | | |
| Block 2 | 9.40 - 10.50 | | |
| Block 3 | 10.55 - 12.05 | Block 1 | 10.30 - 11.40 |
| LUNCH | 12.05 - 12.40 | Block 2 | 11.45 - 12.55 |

| | | | | |
|---------|---------------|--|--------------|---------------|
| Block 4 | 12.45 - 13.55 | | LUNCH | 12.55 - 13.30 |
| Block 5 | 14.00 - 15.10 | | Block 3 | 13.35 - 14.45 |
| | | | Block 4 | 14.50 - 16.00 |

On Late Arrival Days (Tuesdays), students arrive late but teachers arrive at school at the regular time. The time from 7:30 to 10:00 is used for staff meetings, including collaborative planning time and moderation of assessment. Collaborative planning is one of the cornerstones of IB schools and reflects our beliefs that students and teachers can learn from each other and benefit from different perspectives.

A Safe and Secure Campus

All students must arrive at school on time and remain within the school building throughout the school day, or outside the building attending a class, such as swimming. During break and lunch, students may be in the following outdoor spaces: the inner courtyard, basketball court, the field and playgrounds. The parking lots and outside entry areas of the school are out of bounds during the school day. Exceptions must be agreed upon in advance with the Principal.

After school hours and on weekends the campus is closed except for scheduled school activities or activities using school facilities booked through KAUST Recreation.

In addition to these organized activities, students may use TKS facilities under direct supervision of a TKS faculty member who will oversee the activity directly and be responsible for securing the school gate.

Unauthorized access by students during non-school hours is considered a category two discipline learning incident.

Visitors

Visitors are required to carry a visitor's pass, issued by the Receptionist on entry to the campus. To visit a classroom, please make an appointment in advance with the teacher.

Student Visitors in Classes

If a student wants to request that a friend or relative attend classes with him/her, permission must be granted at least 48 hours in advance from the Principal. Guests are permitted for a maximum of two days if class sizes and activities allow.

Health

Students who have an accident or become injured or sick during the school day will be referred to the nurse for initial treatment. If more than minor care is required, parents will be called. In a medical emergency, the student will be taken directly to the clinic for treatment and parents will be notified.

Medication

The nurse can issue over-the-counter medication as listed in a student's health record. If a student requires medication, either regularly (i.e., asthma, bee sting, or other allergy), or short term (recovering from infection with antibiotics), parents are asked to contact the school nurse and bring the medication in its original container with prescribed directions to the nurse's office.

Health Records

The nurses maintain student health records. Before any student is admitted to school, parents are required to provide the student's complete, accurate and updated health record.

Communicable Illness

Students showing symptoms of a communicable illness shall be referred to the school nurse. The parent or guardian of any student with a serious, chronic, or communicable illness shall inform the school and shall submit evidence that the student's health and medical care are being supervised by a physician. The school may notify a student's parent or guardian concerning possible exposure to an infectious condition and recommend steps that can be taken to avoid or minimize further infections. The school shall show sensitivity in its treatment of students who may have such an illness. However, the school also has the responsibility to determine who on the staff needs to know about the presence of a communicable illness among the students. This determination will be made by the administration in consultation with the school nurse.

Attendance

Absences

Research has shown that regular school attendance contributes significantly to student success. Each time a student is not present in the classroom there is learning loss and serious difficulties can be created for both students and teachers.

Leaving School Early/Arriving At School Late

If students need to leave before the end of the school the parent must contact the school at the beginning of the school day to explain the reason. A student cannot leave early unless notification has been received from the parent. If parents notify the school in advance of late attendance (due to a medical appointment, for example) the late arrival will be recorded as excused.

Reporting Absence

Parents must notify the school by 7:45 am if their child is going to be absent. Parents should email the student's advisor and the school receptionist. Sickness absence of more than 2 days requires a medical certificate. If parents anticipate that their child may be out of school for an extended time due to illness, they should inform the relevant teacher/advisor, and school reception as soon as possible. If no contact is made 45 minutes after the start of the school day, the school will contact parents to establish the whereabouts of their child.

Accumulated Absences

A minimum level of attendance is required for students to maintain enrollment and ensure promotion. For secondary students, absences should not exceed 10% of the enrolled school days per semester. Students must achieve at least 90% attendance per course per year in order to be eligible to sit for examinations and receive course credits.

Excused Absence

There may be times when sickness or other special circumstances necessitate a student missing school. In certain cases, absences will be recorded as excused by the school. These include, but are not limited to:

- personal illness and recovery
- hospitalization
- family emergency

- bereavement and funeral attendance
- interviews or examinations for a new school or University admission
- college visits
- visa/passport renewal
- medical and dental appointments (when not possible to schedule outside of school hours)
- field trips and co-curricular activities

Unexcused Absence

Absences not covered in the previous section will be deemed unexcused. These include, but are not limited to:

- missing school without notification
- missing school due to oversleeping, poor planning, or forgetfulness
- staying home to catch up on work or prepare for an assessment (unless approved by TKS)
- extended holiday (students are expected to be at school on each day preceding and following school holidays).

Illnesses during the Day

If a student becomes ill during class time, the teacher will give him/her a pass to go to the nurse's office. The nurse will verify on the pass that the student was seen at the nurse's office. If a student is too ill to return to class, the nurse will report to the office so that teachers can be informed.

Students do not need a Hall Pass to visit the Health Office during free times. Students feeling ill at the end of a break report to their next period teacher who can issue a Hall Pass to see the nurse. During class time, students may not visit the Health Office without permission from a teacher.

Punctual Attendance

Punctuality is a vital life habit at TKS. Any student who arrives late requires an admission slip before attending class. Students receive a warning for their first unexcused tardy and parents are notified. The second through fifth unexcused tardies result in detention and further communication home. The sixth through eighth unexcused tardy may involve a parent meeting. Tardies during the school day are addressed by the teacher and involve consequences at the classroom level. Should chronic tardiness develop, parents are notified and disciplinary action taken. Tardies that are out of the control of the parents or the student will not be counted against the student.

Notes from Teachers

During instructional time, students may visit the Library Media Center, other classrooms or the Health Office by requesting a note from their teacher. A teacher note may indicate the time and destination to be visited and the signature of the issuing teacher and other information helpful to the receiving teacher. Students visiting the Library Media Center deliver their note to the circulation desk.

Students who need to leave the classroom for any reason must sign out of the class noting the time and reason. When they return to the classroom, students need to sign in, noting the time of their return.

Emergency Procedures

The School will perform regular emergency drills throughout the year with the cooperation of the KAUST Security, The Fire Department and the Safety Office.

Homework

Please see the [Homework Policy](#) in the Appendix

IB Coursework

In Grades 11 and 12, students submit assignments, which are graded on site (Internal Assessments) and/or sent to the IB for assessment (External Assessments) as part of the official coursework requirements of a particular subject.

Home-School Communication

The school uses the following channels to communicate with parents

- [The KAUST School website](#) contains general information about the school, including information on our college counseling and co-curricular program. The website also includes descriptions of all units of study in Gr 6 - 10.
- [The Parent Portal](#), accessible via the website, includes up-to-date information on your child's performance. Progress Reports, End-of-Year reports and MAP test results, class schedules and information on the co-curricular programme are published on the Parent Portal.
- The Managebac website contains a calendar with all formative and summative assessments of your child as well as results of formative and summative assessments. Students have access. During the course of Semester 1, we will provide direct parent access as well.
- [Google Classroom](#) is a forum for the teacher and the student to communicate. It describes formative and summative tasks, resources and feedback from the teacher. You can subscribe to the *Google Classroom email summaries for guardians*, which gives you a summary of missing work, upcoming work and class activity. Alternatively, if you prefer more detailed information you can obtain access to Google Classroom via your child's account.
- [The WAVE](#) is sent to parents on the last Thursday of every month. The WAVE looks back at important events and looks forward at upcoming events.
- The school organises 3-way conferences in the Autumn and after Semester 1 results are published and Parent-Student Conferences in the spring
- Parents are always welcome to request individual appointments with Teachers, Counselors, IB coordinators, the Activities Director or the Principals.

Contacting Your Child's Teacher

Parents are requested to email teachers directly if questions or concerns arise. We believe 'going directly to the source' is a mainstay of respectful and effective communication. Parents may also contact the [Secondary School Office](#) to arrange a meeting or a phone call with a teacher. Should you not receive a response within 48 hours feel free to contact the Secondary School office to confirm receipt of your request. Alternatively you can contact the relevant IB coordinator or the Principals to discuss your concern.

Graduation Requirements

TKS offers three distinct routes to graduation.

I. The KAUST School DIPLOMA: The KAUST School high school diploma is credit-based. A credit is earned for each year a course is passed. To earn a diploma, a student must earn 26 credits as follows between Grade 9 and Grade 12:

| Subject | Minimum credits |
|---------------------------------|-----------------|
| English | 4 |
| Mathematics | 3 |
| Science | 3 |
| Humanities | 3 |
| Other Language(s) | 2 |
| Art or Music or Drama or Design | 2 |
| Physical Education | 2 |
| Accumulated Additional Credit | 7 |
| Total (Minimum) | 26 |

For The KAUST School Diploma, students need to complete a Theory of Knowledge course and meet the learning outcome requirements for CAS (Creativity – Action – Service).

II. The KAUST School Diploma plus IB subject specific certificates: Students may also opt to sit for the external examinations of the International Baccalaureate Organization. Successful students would then be awarded IB subject-specific certificates in addition to their TKS diploma.

III. The KAUST School Diploma plus the Full IB Diploma: The most rigorous program offered at TKS is the full two-year IB-diploma for eligible Grade 11 and Grade 12 students who sit for, and pass, each required external examination, accumulating at least 24 points. IB Diploma students must pass a Theory of Knowledge course, complete an Extended Essay and meet the learning outcome requirements for CAS (Creativity – Action – Service). The Extended Essay is a 4000-word research paper.

Transfers and Withdrawals

Students may withdraw from school at any time of year, due to transfer or other reasons. If circumstances allow, it is hoped that the school is informed of the withdrawal early enough to allow departing students to bring learning activities to a sensible closure and for proper farewells. Withdrawing students must account for school materials (texts, sports uniforms, laptops, etc.) by completing a clearance form. TKS provides transcripts and other information at the request of the parents and when all school materials have been returned.

Lost and Found

Like punctuality, taking responsibility for and keeping track of one's belongings is a vital life habit. In support of this students are asked to:

- Label belongings – even small items like water bottles and pencil cases
- Secure very small belongings, such as flash drives, on lanyards or ropes with a name tag
- Leave valuables and large amounts of money at home
- Keep their school bags with them or in their locker
- Report any misplaced items right away to the Secondary School Office
- Check the lost and found items in the Flag Pavilion to reclaim belongings

Each month unclaimed lost property is donated to charity.

Lost Books & Materials

Students are responsible to pay for books or materials not found by the end of term, or damaged to the point that continued use is not possible. Report cards are held until the items are paid for.

Lockers

Lockers and locks are issued to all students in the Secondary School. Lock combinations will be listed with each student's advisor. The expectation is that student bags and other belongings will be secured in lockers unless carried by the student. The school reserves the right to open lockers if deemed necessary.

Laptops

As part of the school's One-to-One approach to technology, each secondary student is issued a student laptop for which they are fully responsible. Please see the [Technology Responsible Use Policy](#) in the appendix detailing expectations and rules.

Food and Drink

The school cafeteria offers snacks and lunch. Students may choose from the a la carte menu or select a combination meal with a fixed price. Students are also welcome to bring their snack and/or lunch from home, but they may not order in food from off campus during the day. Chilled water is available in the cafeteria and water fountains in the hallways dispense filtered, tested drinking water. All school community members are encouraged to bring refillable bottles or cups to school with names marked clearly on them.

Gum is not permitted on the school campus. Exceptions may be made as approved by Counseling or Learning Support to meet special learning needs. Exceptions will be for specific learning needs in a classroom and supervised by a teacher.

Expectations for Attendance at Formal Performances

In order to facilitate an environment of respect and to educate students in the norms of formal theater behavior, TKS includes here the expectations for student attendance at formal performances, such as music concerts, plays and commencement. Keep in mind that a quiet atmosphere lets everyone focus on the event itself and honors those performing or graduating.

- Punctual arrival for a punctual start – remember to use the restroom before the performance
- Late arrivals wait at the door until a pause between acts
- In case of an urgent need to leave, wait for pause between acts
- No repeated exit and entry
- Remain silent during performances – okay to whisper between acts
- Respectful applause only – no whistling, shouting, foot stomping or armrest drumming
- Keep feet on floor, not on seats in front
- No food or drink – water bottles okay
- Turn cell phones off or on silent and keep them out of sight
- Follow the dress code for the event. For example at graduation or commencement, the expectation is that those invited will wear smart casual to formal attire. No T-shirts or jeans. No shorts or tank tops or roller blades.
- Seats near the doors are best for parents with toddlers who might start to fuss, and it is perfectly acceptable for parents with infants to stand in the back so they can rock babies.
- Young children must be accompanied by a parent or guardian

Those unable to meet these expectations may be asked to leave and may lose the privilege to attend future events.

Transportation To and From School

Most Secondary School students walk or ride bicycles to and from school. Some families drop off and pick up students by car. Given the low ridership, there are no dedicated school buses serving the Secondary School campus. Those wishing to travel by bus may use one of the three community bus lines that stop at the school.

Witnesses to reckless or dangerous behavior of any kind are asked to report the time, place and nature of the behavior to the school office who can in turn contact KAUST Security if appropriate.

Motorized Vehicles

To drive a motorized vehicle at KAUST, students must be at least 16 years old and hold a valid driver's license. The vehicle must remain in the student parking area in the North Parking Lot during school hours. The West Parking Lot nearest the Flag Pavilion entrance is off limits to student vehicles.

Bicycles & Bicycle Safety

Bicycles are a great way to get to and from school. Bike riders have control over their own transportation without having to wait for siblings, parents or a bus. Bikes are environmentally friendly and can add to a student's strength and endurance.

It is important that students riding bikes to school be safety conscious and mind all right-of-way rules of the road. Helmets are required for riding a bike to and from school. Failure to wear a helmet may result in the bike being held at school until the student brings his or her helmet from home. Bicycles must be parked neatly in the bike parking area.

IV. Behavioral Expectations

The KAUST Secondary School Code of Conduct

The purpose of the Code of Conduct is to ensure a safe learning environment. It is essential that all students, teachers and parents are aware of the school behavioral guidelines to maintain a smooth and efficient operation of the school.

Public Displays of Affection

Students are expected to be **PUBLICLY APPROPRIATE** in their relations with each other, keeping the good of the community at heart and being respectful of our host culture. We avoid public displays of affection. Kissing, romantic hugging and holding hands are not appropriate at school. A kiss or hug between friends or family members when greeting or parting is appropriate.

Behavior at Assemblies

Assemblies are an important part of the learning experience at TKS. At assemblies we celebrate success, introduce important ideas, and reinforce the concepts that bind us as a community. One of these things is our behavior at assemblies themselves. Appropriate behavior in assemblies includes focused, respectful listening and enthusiastic, sincere clapping at appropriate times. At no time is it appropriate to whistle, shout out, or boo.

Behavior at Sports Events and Tournaments

At TKS athletic events we celebrate achievement and good sportsmanship on and off the courts and playing fields. Expectations for good sportsmanship also pertain to those watching and supporting the athletes. Those in the stands and on the sidelines play important roles as ambassadors for TKS and as models of respectful behavior. Appropriate behavior includes respectful, enthusiastic, sincere cheering, clapping and encouragement for all teams involved. At no time is it appropriate to boo, make derogatory remarks or otherwise show disrespect to players, referees, coaches or other supporters. TKS teams may or may not end a tournament with a trophy or medals, but one constant is our expectation that all involved exhibit a high level of sportsmanship

Laptops, Mobile Phones, iPods, and similar devices

During classes, students can use their school laptop or their own personal electronic devices only when the teacher gives explicit permission. As a rule of thumb, laptops can be on the table but other devices should be out of sight in a bag or locker and turned off or on 'silent'.

During break times and lunch times and before and after school, both school-provided devices and personal devices may be used in designated areas only: downstairs in the Flag Pavillion, the GSS Library and the Grade 12 Room. In addition to the acceptable device use outlined in the [Responsible Use Policy](#) (see appendix), the following are also permitted in these designated areas:

- Listening to music (headphones only)
- Educational use of movies or videos
- Instant messaging, chatting, or social networking
- Educational use of online games
- Accessing age appropriate and copyright free media from the Internet

Device use during this time must not conflict with the responsible use guidelines.

The consequence for using a device without explicit permission or outside the areas described above may include the loss of the device for the day (*first warning*) or the loss of the privilege to bring a personal device to school - see [Discipline Learning Flowchart](#) – Appendix.

The appendix of this handbook includes the TKS Responsible Use Policy relating to the use of technology. All students and parents are expected to read this policy, sign it and return a signed copy to the school office.

Academic Integrity

The following paragraphs are taken from the IB Publication *Academic Honesty in the IB educational context (2014)*.

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.

Such transparency needs to be taught and supported throughout a child's education. In order to fully master the technical aspects of academic honesty, such as accurately citing and referencing, students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding.

The IB uses extremely strict expectations for academic honesty and we implement these expectations consistently throughout the school. Teachers spend time in classes to explore terminology we use in relation to academic dishonesty including practices like collusion, plagiarism, cheating, falsifying.

Academic dishonesty includes but is not limited to:

- Copying homework or class assignments from another student
- Allowing another student to copy from one's own test or assignment
- Copying during a test, using cheat sheets or electronic devices
- Fabricating, inventing, or falsifying research or other findings
- Handing in assignments or coursework which has been downloaded in full or in part from the Internet, or used for another current or previous class
- Borrowing/copying passages from books, magazines and other print sources or the Internet without indicating that it is borrowed information from someone else
- Paraphrasing pages, sentences, paragraphs or phrases from another source without citation

Students unable to meet these expectations face academic and disciplinary consequences. Students are expected to use any resources necessary to insure academic work is their own, including anti-plagiarism software on the web. If academic misconduct is suspected, a committee will review the case to determine documentation, reporting and consequences.

IB Regulations Regarding Academic Integrity

- I. The TKS DP coordinator must inform the IB if he/she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IB. In such cases, or when an examiner suspects malpractice, the school will be required to conduct an investigation and provide the IB with relevant documentation concerning the case.
- II. Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defense.

- III. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigation to be made.
- IV. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.
- V. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
- VI. If a case of malpractice is very serious either because of its nature or because the candidate has already been found guilty of malpractice in a previous session the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future sessions.
- VII. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

Consequences could include (but are not limited to) the student's removal from The KAUST School.

****Malpractice regarding academic work will be recorded in the semester/year-end report card.***

Bullying, Harassment and/or Anti-Social Behavior

All reported incidents of bullying, harassment or other forms of antisocial behavior by an individual or group of students will be taken seriously and dealt with sensitively. Students and parents are asked to bring their concerns to the teacher, advisor, counselor or principal. A rule of thumb when reporting incidents is, 'when possible go to the source', which in most cases is the classroom teacher. In all cases, a school counselor or the Principal will become involved as required. A clear case of bullying or intimidation is a Category Three discipline learning incident and may result in suspension.

KAUST Community Dress Code

At The KAUST School, we are part of a larger organization, and so we must fit into the expectations and ideals of the University community. Our dress code is simple and easy to understand, and it blends well with the University's own, summarized below. Students are expected to wear clothing that is appropriate for the activity, the climate, and for the expectations and customs of our host country and the KAUST community.

School staff will address students who wear inappropriate clothing on an individual basis.

Dress at Work (university buildings and other workplaces)

As different cultures have different norms, KAUST generally encourages a “smart casual” appearance. The University would expect that the appearance, personal hygiene and dress of faculty, staff, and students will be professional and appropriate to the functions they perform at the University.

Dress While Using Community and Recreational Facilities

Modest and non-revealing dress is required at all times. Out of respect for some cultures, wearing revealing clothing or transparent garments is not acceptable in public areas.

Swimming Pools/Beaches/Boating Areas

Conservative, non-revealing swimsuits are considered appropriate at communal swimming pools, beaches and boating areas. Uncovered swimwear should not be worn outside the swimming areas.

Guide to Appropriate Dress at the KAUST School

The school does not approve of clothing, hairstyles and jewelry or makeup that, in the judgment of the faculty and administration, distracts or interferes with the social and learning climate at school. In order to offer guidance on what we mean by appropriate dress at school, we offer the following guidelines:

- Revealing clothing is not appropriate for school. This includes shorts or skirts that are shorter than a hand width above the knee. Other unacceptable clothing includes, but is not limited to, trousers that sag below the waistline, pajamas, beachwear, outfits that bare midriffs, tank tops, exposed boxer shorts, briefs, and lingerie. Shirts should cover the shoulders.
- Leggings need to be solid, not see through. A top over leggings, jeggings or tights must be loose fitting and come down the thighs to fingertips.
- Clothing should be clean and should not have excessive rips, tears or shabby edges.
- Clothing, hats and jewelry with slogans or logos that refer to sex, race, violent behavior, drugs, alcohol or other illegal items are not appropriate for school wear.
- Hats are appropriate for outside-wear only.
- For safety reasons, TKS strongly encourages closed-toe shoes; however, sandals may be worn.
- Close-toed shoes are required for all science classes. Athletic footwear is required for PE.

Consequences

Students who are not dressed according to the school code will be asked to change into more appropriate attire or cover unacceptable clothing. For any subsequent infraction, parents will be informed and normal disciplinary procedures will be followed.

Physical Education and Swimming

A change of clothes is required for physical education classes, namely the TKS PE uniform and good running shoes. Appropriate swimwear, a towel, and sunscreen are required for swimming lessons. Protective sunscreen and a hat are recommended for PE.

Discipline Learning

Philosophy

At TKS we view discipline as learning. We believe all members of the learning community find purpose in doing the right thing. We believe students are proud to live up to clear, reasonable expectations for behavior. We also believe in the value of applying clear, consistent consequences when expectations are not met.

Listening to students share their understanding of what happened and their understanding of school expectations for behavior is central to the learning process. Our approach is to seek first to understand, remain learning-centered, and deal with misconduct using progressive, age-appropriate methods that match the level of the misbehavior.

Discipline Learning Process

1. Expectations, process and possible consequences are made clear to all
2. Misconduct is identified and stopped and referred to administration if appropriate
3. Students are given the opportunity to explain and ask questions, both about events and the disciplinary learning process
4. A decision is made about next steps, including possible consequences and creation of an action plan.
5. Parents and appropriate faculty are informed in cases above category one misconduct

Discipline Categories and Consequences – Narrative Version

1. **Category One** incidents of misconduct might involve behaviors as simple as running in the hall or forgetting to turn off a cell phone, or it may involve behavior that is disruptive or contrary to a strong sense of community, such as pushing in line or failing to clear a table in the cafeteria. The disciplinary learning for the student typically involves coaching by schoolmates, friends and teachers. This may take the form of reminders, suggestions and explanations that give the learner a clearer understanding of the context and implications of his or her actions. Consequences following category one incidents often include time taken out to review what happened, reflection on the lessons an incident might offer, and apologies, if appropriate.

Some examples of Category One incidents include, but are not limited to disruptive behavior, dress code violations, minor technology violations, copying homework, tardies following a warning, unsafe play, and littering.

2. **Category Two** incidents of misconduct include more serious or persistent failures to meet expectations. The misconduct is referred to the Principal or Assistant Principal and possibly the Director. The Advisor and Counselor and Parents are notified and faculty as appropriate. Consequences at the second level may range from a loss of privileges to detention to suspension.

Some examples of Category Two incidents include, but are not limited to a pattern of repeated Category One incidents, rude or dangerous behavior, intentional plagiarism, technology use violations, inappropriate displays of affection, smoking, skipping, recurrent tardies, and profanity.

3. **Category Three** incidents include cases of extreme misconduct or concerns that persist over time despite the best efforts of the school to employ a variety of strategies to address them. Individual incidents represent a clear and significant breach in the school's core values.

Some examples of Category Three incidents include, but are not limited to: fighting, intimidation/bullying, leaving campus without permission, major technology violations, extreme academic dishonesty, excessive tardies, recurrent skipping, vandalism, drug/alcohol possession or use, stealing or forgery. Category Three also includes cases involving a pattern of repeated Category Two incidents. Such concerns represent an extended failure in learning over time. Category Three misconduct can also include a persistent pattern of significantly harming or holding back the learning of others in the community. Category Three incidents result in suspension and consequences may include expulsion.

Detention

Students may be assigned disciplinary detention as a consequence for failing to meet behavior expectations. Detention happens from 3:15 - 4:00 pm (except on Tuesdays) in a predetermined classroom or office space. Detention follows the same expectations for quiet, productive study time employed in Study Hall. (See guidelines in appendix) Parents will be notified so that appropriate transport and other necessary arrangements may be made. Attendance in a disciplinary detention will take precedence over other concurrent after-school activities.

Disciplinary Probation

Disciplinary probation is a warning to students and parents that any further misconduct within a defined period will result in suspension and may lead to expulsion. It may involve restricting student privileges and/or removal of lunch or break times.

Suspension

Suspension may be employed in two forms: 'In-School Suspension' removes the student from classes and free time while remaining at school in a supervised area. 'At-Home Suspension' removes the student from school altogether. A student at home cannot return to classes until a conference is held involving school administration, student and parent.

Expulsion

Expulsion means the student is no longer enrolled at the school. Extremely serious or protracted, unaddressed misconduct may lead to expulsion. A decision to expel is made by the Director as recommended by the Principal.

[Discipline Categories and Consequences – Flowchart](#) (see Appendix)

IV. APPENDIX

Eligibility Policy for Participation in Co-Curricular Activities

The KAUST School is committed to providing a wide range of co-curricular opportunities for our students. We believe that co-curricular activities and academics form a partnership in educating the whole child and reinforce the school's mission statement.

Students are eligible to participate in co-curricular activities if the following criteria are met:

1. The student is in good academic standing or working to the best of their ability
2. The student meets all deadlines for handing in summative assessments.
3. The student remains in good standing in terms of the school's attendance policy and behavioral code of conduct.
4. The student remains in good standing in terms of the behavioral code of conduct of any organisations the school is affiliated to Eg. SAIKAC.

If a student does not meet any of the criteria above, the Principal may, after evaluating the student's academic, attendance and behavioural record, and after consulting the Student Support Team, revoke a student's right to participate in the co-curricular programme until the above criteria are met again.

In addition, If a student fails to submit a summative assessment in time, the student will be suspended from co-curricular practices on the same day. The student can re-enter the programme as soon as the work has been submitted. If a student will travel to participate in a co-curricular programme, before any travel bookings are made, we will evaluate the academic, attendance and behavioural standing of each student. Only in exceptional circumstances will the school suspend students from an event after travel bookings have been made.

In exceptional cases, if the student is not in good academic standing and/or is not working to the best of their ability but is working towards meeting the requirements of the arranged support/corrective plan, the student may be eligible to participate in co-curricular activities.

Decisions regarding eligibility to participate will be made by the Principal after gaining the perspective of the Student Support Team.

Academic Monitoring

“Students who enter The KAUST School must demonstrate the ability to be successful with limited support in a regular academic environment. Continued enrollment is dependent upon the student’s ability to meet the demands of the academic curriculum as well as the behavioral and disciplinary standards established by the School.”[1]

Academic monitoring is a mechanism to provide support for students who are struggling in any of their subjects. Students will be placed on academic monitoring if their performance level is either a 1 or 2 (out of 7) for the final semester grade in any subject. Academic monitoring status lasts for a minimum of one full semester. Students who continue on academic monitoring without significant progress after two consecutive semesters may be asked to withdraw from the school.

All students on academic monitoring will have their progress reviewed at the middle and end of each semester. At the end of two consecutive semesters during which a student has been on academic monitoring, a decision will be made by the Principal to either withdraw the student or continue the enrollment. Under this status, the student’s case will be reviewed at the end of the semester. If it is concluded that TKS does not offer a program that meets the needs of the student, or if a student is not making the progress necessary to improve his or her academic standing, the student may be asked to withdraw from TKS.

Co-curricular Agreement Form

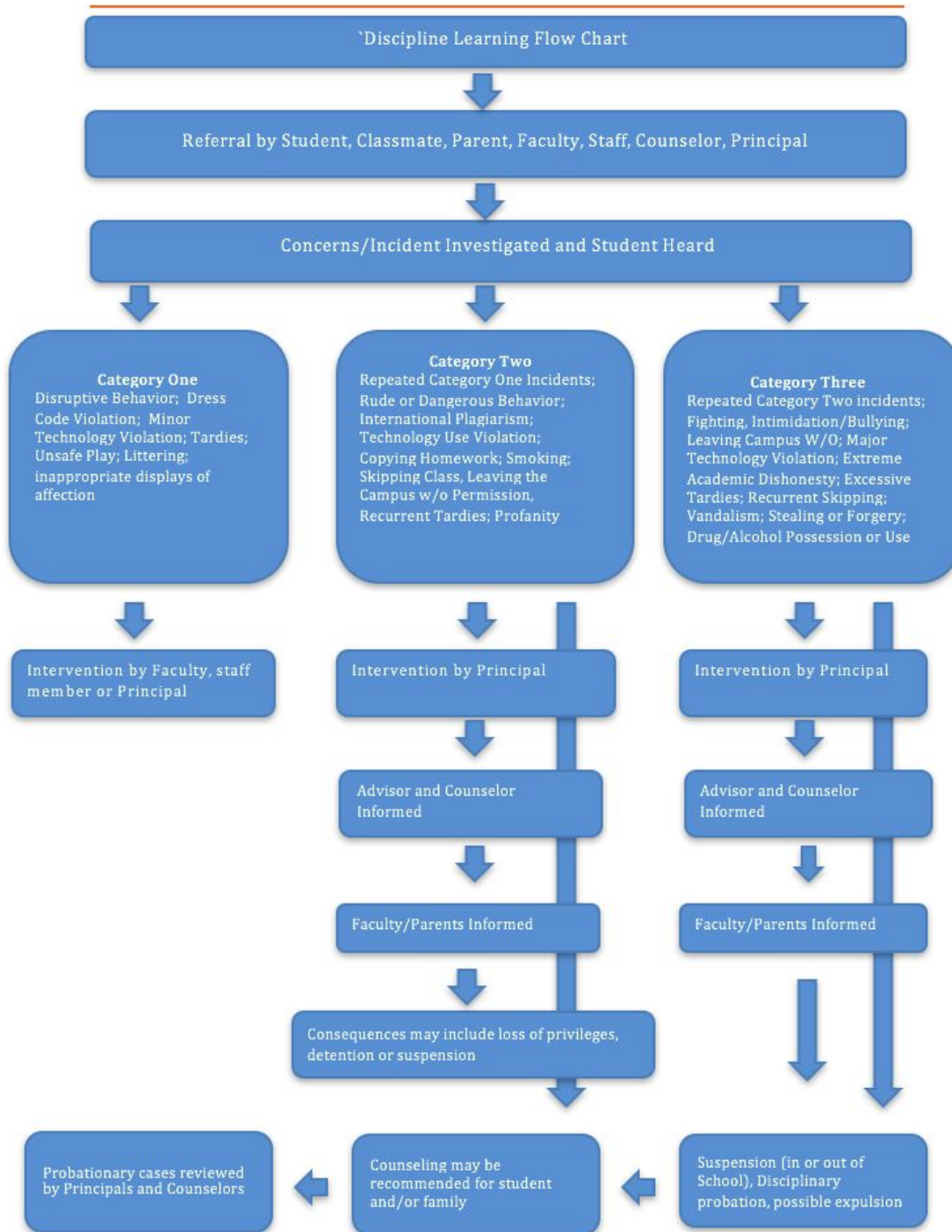
It is an honor to represent The KAUST School, not a right. Students participating in co-curricular programmes are considered to be in positions of leadership. They represent the school and the greater community.

All students who wish to participate in co-curricular programmes are required to have their parents complete an agreement form consenting to their participation and acknowledging understanding of all requirements associated with committing to the programme.

Students will register interest in a co-curricular programme by 'signing up'. At the appropriate time, the relevant agreement form will be shared with (currently an E-collect form on Powerschool) students and parents to complete. Students will not be able to participate in a programme until the relevant agreement form has been completed and submitted.

Co-curricular agreement forms have deadlines for completion. If the form is not completed by the given deadline, the student will not be able to participate in the programme.

Discipline Learning Flowchart



Rationale

The KAUST School values a balance of academic learning and non-academic activities. We find it important that students engage in activities other than academic learning. There is also a wealth of research evidence that suggests that homework in lower secondary has very limited impact on student achievement.

We realise that our multicultural community have different perspectives on homework and that some parents use homework as an opportunity to engage in dialogue with their children about what they are learning. We give homework to students but limit the amount of time that Gr 6, 7 and 8 students need to work at home. If students work effectively in the class, they do not need to spend much time on their homework at home. Likewise, if students work effectively at home, the amount of time they spend on their homework should be limited. If parents feel that the amount of time their child spends on homework exceeds the guidelines in this handbook, they are invited to inform the school or a specific teacher.

Characteristics

The best homework tasks exhibit four characteristics:

1. **Purposeful** - The homework is meaningful and instills a sense of competence. The task has a clear academic purpose directly connected to learning objectives.
2. **Efficient** - The task efficiently meets the learning objectives. Homework is not 'busy work'.
3. **Flexible** - The homework task is flexible and differentiated to challenge learners with a variety of needs and abilities.
4. **Relevant** - The homework task is engaging and promotes ownership by offering choices within the assignment and being personally relevant.

Time Guidelines

The times below are guidelines rather than fixed and uniform targets. The daily limits posted below are based on a five day work week. However, it is recognized that weekends represent a flexible time to complete work assigned on Tuesday or Wednesday as well as long term projects and assessments. Many factors determine how long any given task may take a student, among them: reading speed, amount of preparation done in class, and a student's knowledge base and skill level. Also, students with significant ELL challenges or skill deficits may require more time on average and may need support outside of school.

| | |
|------------|----------------------------------|
| 6th Grade | 60 minutes daily + free reading |
| 7th Grade | 70 minutes daily + free reading |
| 8th Grade | 80 minutes daily + free reading |
| 9th Grade | 90 minutes daily + free reading |
| 10th Grade | 100 minutes daily + free reading |

11th and 12th Grade 2 to 3 hours daily + free reading

Notes

1. For students from Grade 6 - 10, homework, other than reading, is not assigned on extended holidays such as Eid, Winter Break or Spring Break.
2. For students in Grades 10, 11 & 12, homework may be assigned during holiday periods, a prime example being work on Personal Projects and Extended Essays over the summer break.
3. Tests are not given, nor long term assignments due on the first day back to school after a long holiday weekend or school vacation.
4. Students are responsible to see their teacher to make a reasonable plan for making up missed or incomplete work.

Strategies for Success

- Communicate with the teacher if any questions or concerns arise about the quality, purpose, or expectations of homework. Feedback from students and parents is essential for guidelines to serve students best.
- Keep a log of how long homework assignments are taking and communicate results.
- Use organizational tools such as personal calendars, homework calendars, and class websites.
- Do homework on the night it's assigned to allow a full day to see classmates and teachers for help.
- Establish a 'Clean, Well Lighted Place' for homework, a place with no distractions.
- Establish a home routine for your school bag and supplies to minimize time hunting for things.
- Work in energized chunks of times with short breaks in between.
- Schedule and limit a set time for social networking (Facebook and chats) AFTER homework is complete. Minimize or set limits on possible distractions: TV, gaming, texting.
- Establish set bedtimes.

Study Hall – Learning Objectives & Expectations

Learning Objectives:

1. The value of a punctual arrival and a quick start to work.
2. How to respect the efforts of others, including your proctor, through serious, silent focus.
3. How to prioritize your work - eg. Don't leave complex homework requiring collaboration until the day before it is due. Schedule that for out-of-school time and get an early start. Do big, important things first.
4. How to make optimal use of limited individualized study time to allow for sleep, exercise and family time at home.

Expectations

Punctual Arrival

Students 100% prepared to work

Individual academic work and reading only

No electronics other than a calculator or computer

Computers for Academic work only approved by proctor with screens visible by proctor.

No Sleeping

No food or drink

Respect the need for all in the room to get their work done, including the proctor.

Grade 12 Study Halls

Grade 12 students with an open block in their schedule are free to meet teachers, study in the senior room or library and visit the cafeteria when open. Grade 12 students may not be in unsupervised areas of the campus during an open block. Grade 12 students requiring particular academic support may be assigned to a supervised study period. Grade 12 students with open blocks at the start or finish of the day are required to sign in or out at the office for attendance. Grade 12 students' free study hall is viewed as a privilege earned through responsible behavior and may be removed as a discipline learning consequence or in cases where the time is not used responsibly.

Student Responsibilities

Independent access to devices and the Internet is provided to students who agree to act in a considerate and responsible manner and in accordance with all TKS and KAUST policies and procedures. Access carries responsibility.

Device Care

Students are responsible at all times for taking care of their devices and are strongly cautioned about leaving them unsupervised. Device care includes but is not limited to:

- Carrying devices with care. Laptop lids should be closed when being moved.
- Ensuring devices are kept free of areas where food and drink are present.
- Backing up any data on the device that is not in Google Drive. The KAUST School provides students with Google Drive storage.
- Ensuring that all passwords are secure (e.g. at least 8 characters long, a mixture of upper and lowercase and contains a special character and a number) and are never shared with others.
- Ensuring that the quantity of non-school related data does not hamper the usability of the device.
- Running Managed Software Centre Updates.
- Informing The KAUST School End User Support if there are any technical issues with the device.
- Shutting down the device daily.

Damaged or Lost Devices

- Devices issued by the School that are broken or fail to work properly must be taken to the TKS End User Support for an evaluation of the equipment.
- The student/parent will be responsible for loss or damage of the device as a result of negligence whilst in their care. This also includes peripherals (eg. charger).

Acceptable Device Use

Teachers may make additional decisions regarding the use of technology in their classrooms. These may include technology such as handheld devices (e.g. smartphones) and earphones. These decisions must be respected at all times.

Social Media

If permitted to do so by the classroom teacher, students may use age appropriate social networks to communicate responsibly for educational use during lesson times. Social media use is also permitted during break and lunch times. The KAUST School students are expected to be responsible and to set and maintain high ethical standards in their use of social networking. Students are accountable for their own actions.

- The KAUST School reserves the right to request school-related images or content posted without permission to be removed from the Internet.
- If a student sees anything of concern on a fellow KAUST School student's social networking page or account,

they should immediately contact their teachers, another adult within the school, and or the school's administration.

Break Times and Lunch Times *

Both school-provided devices and personal devices may be used during break times and lunch times. These devices may only be used in designated areas; downstairs in the Flag Pavillion, the GSS Library and the Grade 12 Room. In addition to the acceptable device use outlined above, the following are also permitted:

- Listening to music (headphones only)
- Educational use of movies or videos
- Instant messaging, chatting, or social networking
- Educational use of online games
- Accessing age appropriate and copyright free media from the Internet

Device use during this time must not conflict with the unacceptable device use guidelines.

*Device use during break times and lunch times is a new initiative at The KAUST School to introduced in August 2017 and will be periodically reviewed. The KAUST School reserves the right to change this based on the outcomes of the review.

Personal Devices

Personal devices may be used during break times and lunch times only, unless directed to use them by a teacher as part of a class (e.g. Using the GPS function on a smartphone in Math). At other times during the school day (7:45 am – 3:10 pm) personal devices should be out of sight in a bag or locker and turned off or on 'silent'. Students in need of contacting home during the school day are encouraged to use the telephone at the main office or at reception. Under exceptional circumstances, they may use their device with teacher approval.

Unacceptable Device Use

Unacceptable use for school issued and personal devices includes but is not limited to the following:

- Using the Internet to access, store, share, or display information that is inconsistent with The KAUST School's mission (e.g. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, profanity).
- Attempting to access another person's account or device in any form.
- Online gaming and downloading music/videos/software from the Internet on the school's device unless explicitly instructed to do so by the teacher.
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions, or other networks that are connected to the Internet
- "Jailbreaking" the school's device or loading software that bypasses the system's original security measures or normal mode of operation.
- Installing software or apps on the school's device that have not been approved by The KAUST School.
- Attempting to remove any pre installed software or apps from the school's device.
- Cyberbullying - any malicious attempt to harm others through derogatory, obscene, or otherwise inappropriate email exchanges, instant messages, digital images, videos or web postings.
- Any violation of the The KAUST School Academic Honesty Policy, including the installation or transmission of copyrighted materials.
- Use of the school's internet/E-mail accounts for financial or commercial gain or for any illegal activity
- Participation in fraud, electronic forgery or other forms of illegal behavior
- Bypassing the The KAUST School's web filter through a web proxy (VPN)
- Sharing a document or e-mail with a class, an entire grade level, or any group within the school without the

express permission of a faculty member.

- Downloading torrents.
- Any action that violates existing school policy or public law.

Students will be responsible for their actions on the Internet and will be held accountable according to The KAUST School Code of Conduct and the laws of Saudi Arabia. TKS will assume no liability in the case of illegal activity on the part of a student. Students and their families will be liable for any financial damages resulting from misuse of the Internet at TKS. When applicable, the police may be involved.

Consequences

The KAUST School may limit, suspend or revoke a student's access to the school's technology systems or the network upon violation of the Responsible Technology Use Guidelines. In the event of any violations, the computer device will be re-imaged. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image.

Disciplinary Action (personal devices)

- First violation will result in a Powerschool log entry and a final warning issued, depending on the severity of the violation.
- A second violation will mean additional disciplinary action. Depending on the severity of the violation, this may result in restricted access to the personal device while at school, or suspension or expulsion from school, in accordance with the TKS Student Handbook.

Disciplinary Action (school issued devices)

- First violation will result in restricted access for an indefinite period of time and possible suspension from school.
- A second violation will mean additional disciplinary action. Depending on the severity of the violation, this may result in restricted access, suspension or expulsion from school, in accordance with the TKS Student Handbook.

Parent Responsibilities

Parents are responsible for ensuring that devices are used at home in accordance with the guidelines in this document. This includes discussing the values and standards their child should follow that pertain to the appropriate use of the Internet and all other digital media resources.