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High School  
Student – Parent Handbook  
2023–2024

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## HIGH SCHOOL PRINCIPALS' WELCOME

Dear Students and Parents,

We welcome you to High School, part of The KAUST School (TKS). We are pleased to be able to support the KAUST University by providing a quality high school education, encompassing grades 9 through 12, for children of our University families.

The high school (HS) at TKS - including the International Baccalaureate (IB) Diploma Programme (DP) and Middle Years Programme (MYP) - offers a focus on inquiry-based, transdisciplinary learning within a rigorous and collaborative context. We apply a holistic approach to support individual pathways and aspirations while promoting well-being and a sense of belonging. Our emphasis on diversity, inclusion and an appreciation of multiple perspectives 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 High School. Among other things, it provides an overview of general school affairs, policies and procedures, student expectations, and the programs offered from Grades 9 to 12.

All high school families are asked to read the contents of this handbook with care - and reference it as needed throughout the course of the school year - and all high school students at TKS are expected to follow the expectations and live by the guidelines herein. This handbook defines who we are as a learning community, including our shared values, school culture and aspirations.

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,

Robert Blanchard  
High School Principal  
robert.blanchard@thekaustschool.org

David Webb  
High School Associate Principal  
david.webb@thekaustschool.org

## 2023-24 KAUST SCHOOL ADMINISTRATION & TEACHING STAFF

### Administration

HS Position	Name
HS Principal	Rob Blanchard
HS Associate Principal	David Webb
HS Office Coordinator	Tasneem Al Sharif
IB DP Coordinator	Greg River
IB MYP Coordinator	Michelle McLay
HS Counsellor (Academic and College Advising) Last Names A-G	Brett Bowring
HS Counsellor (Academic and College Advising) Last Names H-Z	Tara Madrigal
HS 9-12/Social-Emotional Counsellor	Isabel Pacios
MS/HS Pedagogical Coordinator	John Simpson
MS/HS Pedagogical Coordinator	Elizabeth Swanson

TKS K-12 Position	Name
TKS Director	Michelle Remington
Director of Learning and Innovation	Julian Edwards
School Psychologist	Fatima Rehman
MS/HS Health Office	Rana Bahamdan
Information Technology Director	Donovan Hall
Director of Admissions and Engagement	Leigh Martin
TKS Registrar	Ziyad Khateeb
Director of Student Support	Zachary Berezowski
MS/HS Activities Director	John Amosa
Operations, Business and Facilities Manager	Hussain Sorooji

### High School Teachers and Staff

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

Subject	Head of Department	Teachers	
Arabic Language and Literature	Abdelgani Shadeed	Dena Al Saud	
Arts	Eduardo Regula (Music)	Robin Banks (Art) Irene Farronato (Music) Phume Ngcobo (Drama)	Rita Sabiiti (Music) Jecton Were (Art) Padraig Downey (Drama)

<b>Design</b>	Jesse Remington	Matthew McEwen Pim Arora	Aaron Thompson Tony Knox Mery Tellez
<b>High School English</b>	Bob Norris	Chloe Edwards Kelly Bobrowsky	Avan Mahmood
<b>High School Individuals &amp; Societies</b>	Kevin Rees	Kari Beck Michael Flaim	Tony Knox
<b>Language Acquisition</b>	Diego Gonzalez	Wejdan Khan (Arabic) Rasha Shaker (Arabic) Shorooq Alhazmi (Arabic) Marie Lery (French)	Jeremy Palmer (Fr. & Sp.) Celine Dary (French) Laura Castro (Spanish)
<b>Library Media Specialist</b>	Andrea Bravin	Anjiao Wu	
<b>High School Mathematics</b>	Rodrigo Pacios	Fernanda Ferreira David Burton	Stephan Beck Cherish Akaraiwe
<b>High School Science</b>	Heather Rodriguez	Emma Nason Dorothy Knox	Myriam Abdulbaki Mitch Maclarn
<b>Physical &amp; Health Education</b>	Fernando Bermudez Kelly Maclarn	Jessica Knapp	
<b>Technology Integration</b>	Donovan Hall	Mery Tellez	
<b>Theory of Knowledge</b>	Michael Flaim	Avan Mahmood Aymeric Marty	Kevin Rees
<b>Learning Support</b>	Brian Auckland	Kim Zatarga Daniel Hammack	Jenna Wagner Samantha Pryce
<b>Teaching Assistants</b>		Tamar Condat (Design) Margarita Bravin (Art) Geoff Bowery (PHE) Roland Agnero (PHE) Anjiao Wu (Library)	Badriah Al-Ghamdi (Arabic and Islamic Studies) Anwar Ibrahim (Science) Assel Bimurzayeva (LS) Jiangsong Gong (LS)
<b>Coordinators</b>			
<b>Creativity-Activity-Service</b>	Emma Nason	<b>Service as Action</b>	Poonam Merchant
<b>Personal Project</b>	Michelle McLay	<b>Extended Essay</b>	Andrea Bravin
<b>Team Leads</b>			
Gr 9 Kelly Bobrowsky	Gr 10 Avan Mahmood	Gr 11 Fernanda Ferreira	Gr 12 Dan Hammack

## I. GENERAL INFORMATION ABOUT THE SCHOOL

### The KAUST School - Mission Statement and Values

**Mission Statement.** Together we ignite curiosity, inspire creativity and investigate solutions. Within a nurturing environment, we empower learners to skillfully and confidently leverage opportunities to thrive and contribute in a complex world.

### TKS Values and the TKS Values Code of Conduct

#### Adaptability

- We face change confidently as global citizens.
- We promote resilience and growth to adapt to ever-changing conditions.
- We engage in a reflective thought process to promote change.

#### Inclusivity

- We create a sense of belonging within our community.
- We provide equitable access to opportunities and resources.
- We encourage the pursuit of personal aspirations.

#### Innovation

- We diversify our thinking as we engage in problem solving.
- We cultivate a spirit of inquiry to guide learning and discovery.
- We play with endless curiosity.

#### Responsibility

- We contribute to and benefit from our collective learning.
- We rise to challenges, own decisions and overcome failures.
- We recognize our impact on the world and act sustainably.

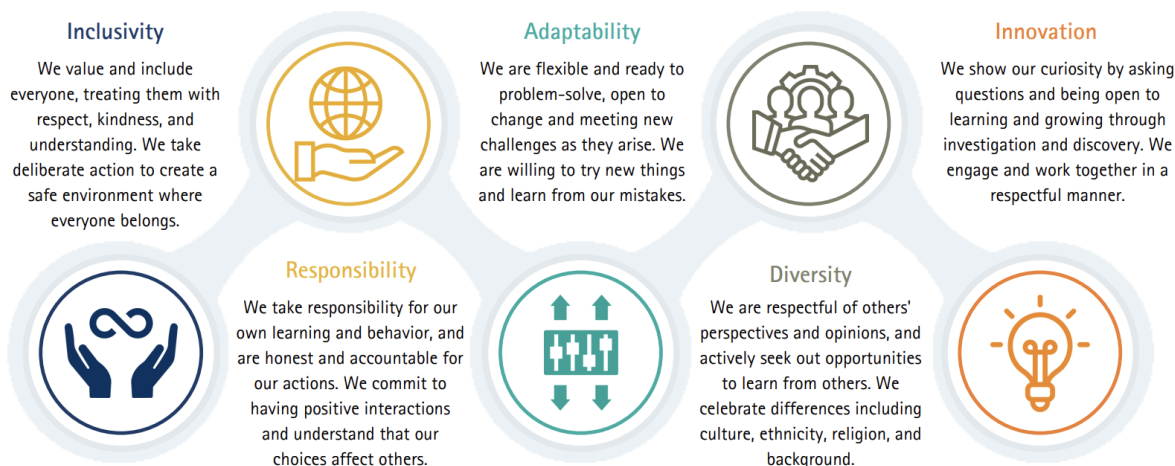
#### Diversity

- We embrace uniqueness in people, cultures, languages and beliefs.
- We seek multiple perspectives to deepen our understanding.
- We draw upon our differences to strengthen collaboration.



## TKS Values Code of Conduct

At TKS we believe that learners thrive in a safe environment where their social, emotional, and physical well-being is nourished. TKS is committed to creating an inclusive and welcoming learning environment where all students can belong, regardless of their cultural background, ethnicity, religion, or other personal characteristics. This commitment is centralized in our TKS Values Code of Conduct.



### 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 (MYP)

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 (DP)

Students in Grades 11 and 12 may follow the IB Diploma Program (DP). Within the IB DP, students can choose to pursue IB courses or the full IB Diploma. In addition, all students who complete Grade 12 at TKS receive The KAUST High 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>.

## Personalised Approach

We recognise that our school includes a heterogeneous student population with a wide range of abilities and interests. We have therefore created different pathways within our programme to accommodate these needs.

In Grades 9 and 10 these pathways are:

1. General MYP curriculum, including TKS courses
2. General MYP curriculum with access arrangements for specific subjects. These access arrangements could include scaffolding, extra time, organisational devices, different resources. Access arrangements are described in the IB Publication [Access and Inclusion Policy](#). These arrangements can also apply to students who are English Language Learners below a certain proficiency level.
3. Personalised Pathways: A modified curriculum within a dedicated classroom environment within the school building for mathematics, language and literature, science and individuals and societies.

In Grades 11 and 12 these pathways are:

1. Full IB Diploma

2. IB Diploma courses combined with TKS courses
3. TKS courses: For English, Individuals and Societies, Science, Mathematics and The Arts, the school has its own high school courses. Separate Course descriptions are available for each TKS High School Course.
4. TKS courses with modifications: If modifications to the TKS High School courses are required, they will be documented individually and referenced on the reports and transcripts. Whether or not a student will study a modified course will be discussed with parents but ultimately the school makes the final decision.

### **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, counsellors 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.

### **School Colours and Mascot**

The KAUST School colours are reflected in The KAUST School logo. Sports teams primary colours are blue and white and the teams are known as the TKS Sharks. The TKS mascot is Sami the Shark.

### **Student Support Services**

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

### **Learning Support**

Learning Support Services (LSS) are available to students who may benefit from additional support in one or more academic areas. These services can be accessed by a referral process which incorporates collecting data, meeting with a multidisciplinary team and identifying a plan for a cycle of observation, intervention and reflection. Students who access LSS will typically benefit from a level of mild to moderate support. Students will be assigned a case manager to oversee their learning plan and work in collaboration with parents, teachers and students. LSS works in partnership with parents and teachers to develop a range of teaching and learning strategies to assist students with being successful within an inclusive context.

TKS admits students who can be successful with limited support. Support is available for students with mild-to-moderate learning or behavioural needs, however the academic requirements remain the same for all students. The KAUST School does not offer admission to students with learning or behavioural support needs which are beyond mild-to-moderate.

To be eligible for admission and continued enrollment students must:

- Be residents of the KAUST Community
- Meet the age requirements for the grade
- Possess a level of English required for the grade
- Demonstrate the ability to be successful, with limited learning support (standard service), in a general academic environment. If additional support is required that exceeds the standard level of service provided in the school, the school may require parents to fund some or all of the costs associated with this. This cost will be determined by the level of individualised service needed by the student, subject to the recruitment of suitable staff and specialised resources.

### **Modified Courses**

In exceptional situations, the school offers modified courses for selected subjects to address specific learning needs. These modified courses can be studied in the regular class or in a dedicated setting within the school. A decision to offer a modified course to a student is always taken very carefully and based on a range of well-defined criteria, including MYP / DP / MAP / WIDA student performance data as well as recommendations made by the educational psychologist and a student review team. A placement in a modified course will always be discussed with the parents and is ultimately the decision of the school.

### **Supporting Students Through Enrichment**

We believe that talented students should, in principle, be challenged within the regular classroom setting. The MYP and DP curricula are challenging and promote open-ended tasks that allow students to perform at a high level. For students for whom the regular curriculum in certain subjects offers limited challenge, we will, in collaboration with the parents, design a tailor-made programme that may include one or more of the following elements

- Acceleration within the same course
- Participation in certain courses at a higher grade level
- Online courses at a higher level
- Participation in research internships at the KAUST University
- Participation in the SRSI (Research Internship in the summer after Grade 11)
- Participation in WISE (Workplace Internship in the summer after Grade 10 or Gr 11)
- Additional Courses in Grade 11 and 12. These courses can be studied as part of the required 6 TKS Diploma subjects or in addition to the 6 IB Diploma subjects.

TKS has an agreed upon identification criteria for identifying and supporting students within the talent and enrichment program.

Saudi students may also be able to participate in the Saudi MoE sponsored Mawhiba Enrichment Programs including internships, summer programmes and mentor programmes. This is not part of the school program.

### **Speech and Language Therapy**

TKS Speech and Language Services identifies and addresses students who have communication delays or disorders that are impacting their academic and social performance. The school can offer speech and language therapy for specific students following a referral and assessment programme.

### **School Counselling**

TKS takes a holistic approach to student growth, welfare and success. There are three counsellors in the High school who support students in a variety of ways on a broad range of topics, including college placement, social-emotional learning, and academic advising. Students are welcome to visit a counsellor when they wish. Counselling may also be recommended by a teacher or the Principal. In addition, TKS has an educational psychologist on site.

### **College Counselling**

Many TKS students aspire to attend college or university after graduating. The College Counsellors provide guidance and support in the preparation for, and transition to, this next phase in students' lives. As part of the university application process, universities request schools to provide them with predicted grades. It is the school's policy not to share individual predicted grades with families. In some cases, when a minimum grade is required for a specific subject, to be admitted to a university study, the school may disclose the grade for a specific subject.

## School Facilities

### Library Media Centre

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 and media 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. On Tuesday the LMC closes at 1:15 pm for students.

**Use of the Library Media Centre Printer / Copier:** Students have limited use of the printer / copier in the Library Media Centre 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 High School Health Office, located near the Library Media Centre, 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 authorised 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 and without completing the Medication Self-Administration Form which can be requested from the school nurse. The form needs to be submitted to the School Health Office.

### Swimming Pool

All students in Grades 9 and 10 take swimming as part of their Physical & Health Education (PHE) class. Student use of the swimming pool is restricted to PHE classes and school-sponsored co-curricular activities. Students may not use the pool outside of these restrictions.

### Cafeteria

The cafeteria serves a variety of healthy meals, snacks, fruit juice and water. It runs a cash service during break times. A snack cart is also available to students in the lower Flag Pavilion during morning break. Students are not permitted to order food from outside the school grounds.

### Study Hall

Study hall is designed to support independent work and learning within a structured environment. Students in Grade 9 and 10 have a study hall automatically built into their schedule as part of the CORE Block. Study hall for Grades 9 and 10 will occur during CORE Blocks and are assigned a room and a supervisor. Grade 11 and 12 students simply sign-in in the library at the beginning of study hall and indicate where they will be during the study hall. In some cases, students in Grades 11 and 12 may be assigned a study hall within their course schedule at the counsellor's or principal's discretion. The change in approach between Grades 10 and 11 is designed to help students develop independence and take greater ownership for their learning as they prepare for the transition beyond high school.

## 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 authorised in three of the International Baccalaureate programs. At the High 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 also accredited by the Council for International Schools (CIS) and the Middle States Association (MSA).

## II. HIGH SCHOOL PROGRAM

### Calendar – 2023 / 2024

Please refer to the TKS academic calendar, available on the TKS website (<https://tk.s.kaust.edu.sa/>) 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 Google calendars. The *WAVE*, our quarterly publication sent to all parents, also publishes dates of events coming up.

### Graduation Requirements

TKS offers three pathways for high school students

**I. The KAUST School DIPLOMA:** All students enrolled in Grade 12 are automatically enrolled for the TKS high school diploma. The KAUST school believes in the value of concurrency of learning: the principle under which students deal each year with a balanced curriculum in which the TKS-required subjects are studied simultaneously. We also believe in the value of engagement outside the required subjects (TOK, CAS, Research Paper). In order to graduate TKS, students need to meet all the requirements below:

- earn 26 credits between Grade 9 and Grade 12 (see table below)
- demonstrate sustained effort in all required subjects from Grade 9 - 12
- complete a single semester of Theory of Knowledge course
- meet the learning outcome requirements for CAS (Creativity – Action – Service)
- complete the TKS Research Paper (2000 words) or Extended Essay (4000 words)
- a minimum attendance of 90% to ensure continued enrolment (or 85% in the case the student participated in co-curricular trips during school days)
- adequate management of all school materials (details below)
- participation in annual and end-of-year routines (details below)

The following table shows the minimum number of required credits. Normally, a credit is earned for each year a course is passed (see the high school program of studies guide for details about credits and the TKS transcript).

Subject	Minimum credits*
English	4
Mathematics	3

Science	3
Individuals and Societies	3
Other Language(s)	2
Art or Music or Drama or Design	2
Physical Education	2
Accumulated Additional Credit	7
Total (Minimum)	26

*\*The minimum grade required to earn a credit is a 3*

If a student fails a course because of a failing grade or because of low attendance, the student will not receive a credit for the course. In this case the student is offered the opportunity for credit recovery with the University of Nebraska. These options must be discussed with the counsellor. The credits must be recovered before 15 August of the next school year. If the student is not on track for graduation and has not accumulated enough credits, the school will not re-enrol the student. In High School, we do not offer the opportunity to retain students in the same grade.

**II. The KAUST School Diploma plus IB subject specific certificates:** Students may also opt to sit for the external examinations of the International Baccalaureate Organisation. 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. The IB has a set of requirements to obtain the Diploma, including a minimum number of overall points, a minimum number of points for HL subjects and requirements for the Theory of Knowledge course, the Extended Essay and CAS (Creativity – Action – Service).

### Progress Reports and Report Cards

- Results of selected assessments will be published on the e-Gradebook during the course of each unit
- A Progress Report is issued through PowerSchool after the completion of Semester One.
- An End-of-Year Report is issued at the end of Semester Two.

### Subject Choice

The program of studies and all subject choices for high school students at TKS are extensively documented in our publication the TKS *High School Program of Studies*.

### Assessment and Grading

#### Grading Scale

Teachers evaluate student work in both MYP and DP on a grading scale of 1 – 7 according to IB 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*. Provisions may be made

to accommodate students through differentiation of the assessment task (without changing the concepts or criteria assessed). In exceptional cases, we may modify the content of the curriculum of the students to suit their learning ability. Such modifications will be discussed with the parents and will be clearly stated on the report.

At the end of Semester 1, each student receives a Progress Report. This reflects students' progress to date and is not normally considered a final grade, except in some specific cases such as semester-long courses. 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 according to the IB prescribed criteria. Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgement to select the level descriptor that best matches the student's demonstrated performance 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.

### Grade Descriptors

1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

### Passing Grades

Students who do not achieve a passing grade (a passing grade is a "3" or higher) 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. 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. Students in Grade 10 may sit for IB MYP e-Assessments in May. The dates of these external examinations are set by the IB and cannot be adjusted by the school.

### Internal Examinations

Students in Grade 12 sit Mid Year Exams in December or January. TKS Diploma students who are not sitting the full IBDP will also sit end of year internal exams in May. Students in Grade 11 sit end of year exams in June. Internal exams are created, administered, and graded by the teachers in line with external criteria and expectations.

### Diploma Programme Internal and External Assessments and Orals

DP students must submit Internal Assessments, External Assessments or participate in Oral Exams during the course of Grade 11 and 12. If a student misses an IA or EA deadline or an Oral, she or he will receive a letter of warning. The second time a student misses an IA, EA or an Oral, the student will automatically be withdrawn from the DP programme.

### Standardised Tests

**MAP:** Each year, students in Grades 9 take the Measure of Academic Progress test (MAP). These are standardised tests designed and marked by an external body to monitor student progress, inform future instruction, and compare school performance with international norms.

**PSAT:** Each year, all Grades 10 and 11 students take the Preliminary Scholastic Aptitude Test (PSAT). The PSAT measures readiness for college, access scholarships, and provides practice for the SAT.

**SAT:** The Scholastic Aptitude Test (SAT) test measures and supports college and career readiness and connects students to valuable opportunities and resources. The school offers optional SAT tests 5 x a year for Gr 11 and 12 students, on Saturdays. Many universities in the US require applicants to submit an SAT score.

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

**CAT4:** Students in Grade 9 take the Cognitive Abilities Test (CAT4). The CAT4 comprises a series of short tests that assess a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. Results help teachers evaluate whether the students' performance matches their ability, whether the pace of learning is right for a student and whether additional support or challenge is needed.

### House System

All TKS students are enrolled in one of four 'Houses' that together comprise the TKS House System. All siblings across the three 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 organised and led by students elected to represent their House, guided by two faculty advisors per House.

### House names and colours:

**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

Advisory serves as a structure for students to meet with a faculty advisor twice a week. Advisors guide students through a Character Strong program to support social-emotional learning, ATL skill development and growth, as well as clarifying and reinforcing community values and expectations. Each High School student is assigned to a staff advisor. Advisors can be one of the first 'go to' adults when students have academic, social or emotional questions or concerns. Advisors also take on an advocacy role for students when needed. Often the advisor helps by linking the student with a teacher, counsellor or administrator who can offer specific support.

### Athletics and Activities

An extensive athletics and activities program takes place after school each day. Activities are offered within four program areas: Health & Wellness; Creativity; STEM; and Life Skills, Leadership & Service. Examples of some activities include sports teams, Arts activities, Model United Nations (MUN), robotics and the Duke of Edinburgh International Award. Students are strongly encouraged to participate in co-curricular activities.

Competitive athletic teams at TKS include: badminton, basketball, cross-country, football, golf, tennis, track & field, swimming and volleyball. Students are encouraged to take on leadership roles within activities and also have the opportunity to propose activities they would like to lead throughout the year. General information regarding the co-curricular program can be found on the [Athletics and Activities website](#) which is also linked on the school website.

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

- Powerschool Parent Portal (via E-collect form)
- HS Principal's Student and Parent Newsletters
- SchoolsBuddy (student & parent access)
- MS / HS Athletics and Activities website (linked on the school website)

### After School Assistance

Every day (except Tuesdays) after school, the Library Media Centre 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 - while students may find a teacher available for support at this time, it is recommended that the student notify the teacher in advance to request time to meet.

### 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 she or he 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

High school and grade-level assemblies help create a sense of community and belonging while providing the opportunity to celebrate successes together. There are also spirit days, performances, and festivals for all students, faculty, and staff. Major events are mentioned in *The Wave*, the Parent Newsletter, the Student Newsletter and school-sponsored Social Media platforms.

## 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 service activities are recorded in *Toddle*. The scope and sequence of these activities is developed by grade levels, in order to meet all seven learning outcomes by the end of MYP Year 5. 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. Advisors write a comment about student engagement in Service As Action on the progress and end of year reports.

## Creativity, Activity and Service (CAS)

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 seven defined learning outcomes and to reflect on that learning. Advisors write a comment about student engagement in CAS on the progress and end of year reports.

## Student Leadership

The KAUST School includes student leadership opportunities to engage with students at TKS, other students, the community, and beyond. It aims to promote dialogue with the school leadership, develop student leadership skills, including an understanding of processes and tools in organisations. The following student leadership opportunities are key to giving students voice at school while they also demonstrate care for others:

- The Student Advisory Committee meets with the school leadership to raise issues of concern and represent the student voice.
- The Effect Club serves as the Service Committee and supports groups of students getting involved in service activities.
- The School Spirit Committee organises special events that raise the school spirit and allows students to get together.
- The Pals Program serves as the Student Care Committee and provides care for students transitioning in and out of the school and on other occasions when care is needed.
- All these organisations are represented in a Student Cabinet that monitors the organisations and establishes connections between the organisations.
- The Communications Team supports all organisations by ensuring that the student body is aware of the initiatives and projects and events are published and promoted.

Students can express an interest in any of these organisations and interviews will be held to determine the members of the Service Committee, the School Spirit Committee and the Student Care Committee. The Student Advisory Committee is elected by the student body. The Student Cabinet is elected from within the committees. The Student Organisations are guided by faculty advisors.

## **Trips**

The school arranges student trips, both in-country and abroad. These may be of a sporting, academic, or other nature. The cost of these trips are each family's responsibility. Specific agreements are sought from parents for overnight trips. 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 checking with each of their teachers to understand what work they will miss and ensure they catch up in a timely fashion.

For students participating in an out-of-country school trip, parents and students are required to attend a meeting prior to the trip. The purpose of this meeting is to explain trip goals, describe the activities planned, clarify the behavioural expectations, and outline the chaperoning structures that will be in place. Please be aware that the High School Code of Conduct applies on all trips and that any student who does not adhere to behavioural expectations 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](mailto: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 admission, some students do not. We apologise 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.

The KAUST School (TKS) welcomes students from a wide range of countries, backgrounds and abilities who wish to study an international curriculum and receive an English-language education.

TKS admits students who can be successful with limited support. Support is available for students with mild-to-moderate learning or behavioural needs, however the academic requirements remain the same for all students. The KAUST School does not offer admission to students with learning or behavioural support needs which are beyond mild-to-moderate.

To be eligible for admission and continued enrollment students must:

- Be residents of the KAUST community
  - Meet the age requirements for the grade
  - Possess a level of English required for success in the grade
  - Demonstrate the ability to be successful, with limited learning support (standard service), in a general academic environment. If additional support is required that exceeds the standard level of service provided in the school, the school may require parents to fund some or all of the costs associated with this. This cost will be determined by the level of individualised service needed by the student, subject to the recruitment of suitable staff and specialised resources.
- 
- As part of the admissions process, students are required to write a
    - MAP test when there is no academic report with grades or upon counsellor recommendation
    - WIDA test when the previous school was not in English and / or English proficiency is not fluent

- When a student wants to study French or Spanish and has taken a language course in one of these languages prior to enrolling in TKS, the student needs to participate in an assessment to determine the proficiency in that language to assist us in determining the right placement level
- Students wanting to study Arabic will need to complete an Arabic proficiency assessment prior to enrollment to determine the right placement
- 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 participate in a family 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, counsellor 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 academic classes (except on Tuesdays) are 75 minutes long.

TKS Schedule 2023 - 2024			
Sunday, Monday, Wednesday, Thursday		Tuesday	
H/S Opening M/S Advisory	7:50 - 8:00	Opening	7:50 - 8:00
Passing	8:00 - 8:05		
Block 1	8:05 - 9:20	Block 1	8:00 - 9:00
Passing	9:20 - 9:30	Passing	9:00 - 9:10
Block 2	9:30 - 10:45	Block 2	9:10 - 10:10
Break	10:45 - 11:00	Passing	10:10 - 10:20
Block 3	11:00 - 12:15	Advisory	10:20 - 10:55
Passing	12:15 - 12:20	Break	10:55 - 11:10

HS CORE MS LUNCH	12:20 - 1:05	Block 3	11:10 - 12:10
HS LUNCH MS CORE	1:05 - 1:50		
Passing	1:50 - 1:55	Passing	12:10 - 12:20
Block 4	1:55 - 3:10	Block 4	12:20 - 1:20
Office Hours HL Extension	3:10 - 4:00	Staff LUNCH	1:20 - 2:00
		PLC 2:00 - 4:00	(Teachers Only)

On Tuesdays, students leave school early. Teachers stay at school the full day and use the afternoon for staff meetings, including collaborative planning time and moderation of assessment. Collaborative planning is one of the cornerstones of effective high schools and reflects our beliefs that students and teachers can learn from each other and benefit from different perspectives in the learning process.

### A Safe and Secure Campus

All students must arrive at school on time and remain on campus until dismissal at the end of the day (3:10 pm each day except Tuesday with a dismissal at 1:20 pm). During breaks and lunch, students may be in the following outdoor spaces: the inner courtyard, basketball court, and the field. The parking lots and outside entry areas of the school are out of bounds during the breaks. Exceptions must be agreed upon in advance with the Principal, and upon approval the student will be issued a Campus Pass. Exceptions may include:

- An approved internship or learning experience at the university.
- Grade 11 and 12 students can apply for special privilege to be off campus when they do not have an assigned class or advisory (e.g. come to school for second block that day if they have first block free, go home in the middle of the day for lunch if they have no CORE block commitments).

If awarded a campus pass, students must still sign in and sign out. Campus passes are issued at the discretion of principals and can be rescinded by the principal at any time. More information about special privileges and applying for a campus pass can be obtained from the high school office.

After school hours and on weekends the campus is closed except for scheduled school activities or activities using school facilities booked through TKS Operations. In addition to these organised activities, students may use TKS facilities under the direct supervision of a TKS faculty member who will oversee the activity directly.

Unauthorised access to the school campus by students during non-school hours is considered a category two disciplinary incident.

## Visitors

All visitors must be pre-authorized. 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 visit school and attend classes with him/her, permission must be sought from the school principals at least 48 hours in advance. If approved, guests are permitted for a maximum of one day.

## Health

KAUST Health has a health clinic inside the school. Students who 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 main KAUST Health clinic for treatment and parents will be notified.

## Covid-19 Safety

The school adheres to KAUST HSE Covid19 safety guidelines. For information on this please see the [Keeping KAUST Safe website](#).

## 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 stings, or other allergies), or short term (recovering from infection with antibiotics), parents are asked to contact the school nurse and to fill the Medication Authorization form and to 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. Parents are also required to update the health record as changes arise.

## Immunisation

All students must be up to date with TKS required immunizations. The school nurse will reach out to parents when a student requires further vaccines. Parents will be required to provide the updated immunisation record to the school nurse with the completed immunizations.

## Care Plans

Parents must contact the school nurse if a student has a medical condition that requires a care plan while at school. Care plans must be completed before starting school and to be updated as needed.

## 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 minimise 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**

### **Punctual Attendance**

Punctuality is an important life habit. Students must be in the classroom ready to learn at the start time of the lesson. Students will be marked tardy if they are late. Tardies during the school day are addressed by the teacher and may involve consequences at the classroom level. Should chronic tardiness develop, parents are notified and disciplinary action taken. Tardies that are beyond the control of the parents or the student will not be counted against the student.

### **Absences**

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

### **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 the high school office has been notified by 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. 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**

For High School students, absences should not exceed 10% of the enrolled school days per semester. Students must achieve at least 90% attendance per class in order to be eligible to sit for examinations and receive course credits. A threshold of 15% will be used if the absences are due to circumstances such as:

- personal illness and recovery
- hospitalisation
- family emergency
- bereavement and funeral attendance
- Participation in TKS/KAUST curricular and co-curricular activities

The school will notify the student and family when a student's absence record is putting them at risk of failing to receive credit for a course. When a student's absences exceed the permitted number, the family will be notified that the student will no longer receive credit for the course, instead continuing the course on an audit only basis. A special review of the case will be held with the principal to determine if the student will still be allowed to receive credit for any courses where the threshold has been exceeded.

### **Parent supervision at home**

We expect that parents will be at home with children as much as possible. We understand that in exceptional circumstances both parents may be away from home for a number of days and nights and leave the care of their children to an 'in loco parentis' trusted adult who stays with the children. Parents should inform the counselling office beforehand if both parents will be away from home without the children.

### 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.

### Notes from Teachers

During instructional time, students may visit the Library Media Centre, other classrooms or the Health Office by requesting a note from their teacher. A teacher note should 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 Centre 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 / Independent Learning at Home

#### Rationale

The KAUST School values a balance of academic learning and co-curricular activities. We realise that our multicultural community has different perspectives on homework and that some parents may use homework as an opportunity to engage in dialogue with their children about what they are learning; having said TKS emphasises the 4 key characteristics of homework tasks that support student learning:

1. **Purposeful** - The homework is meaningful, instills a sense of competence, and 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 task is engaging and promotes ownership by offering choices within the assignment while 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, some students may require more time on average and may need support outside of school.

Here is a guideline:

- 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 9 - 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, independent learning 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. If unique personal circumstances hinder the ability to meet a deadline, the student is responsible to communicate with their teacher in advance to make a reasonable plan for completing the learning.

### **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 organisational 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 minimise time hunting for things.
- Work in energised chunks of time with short breaks in between.
- Schedule and limit a set time for social networking (Facebook and chats) AFTER homework is complete. Minimise or set limits on possible distractions: TV, gaming, texting.
- Establish set bedtimes.

### **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 counselling and co-curricular program. The website also includes descriptions of all units of study in Gr 9 - 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 grade 12 assessments of your child as well as results of assessments. Students and parents both have access to Managebac.
- [Toddle](#) is a Learning Management System for the teacher and the student to communicate. It contains tasks, resources and feedback from the teacher. This platform is new to TKS and will replace ManageBac and Google Classroom for Gr 6-11. Students will be automatically signed up and will be trained to use it. Parents will receive an email on how to sign up and receive notifications.
- [The WAVE](#) is sent to parents quarterly. The WAVE looks back at important events and looks forward to upcoming events.
- The GSS Parent Newsletter is included in the TKS weekly newsletter sent out on Thursdays.
- [SchoolsBuddy](#) is used to communicate co-curricular information
- The school organises student-led conferences twice each year

- Parents are always welcome to request individual appointments with Teachers, Counsellors, 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 that best supports student learning. Parents may also contact the High School Office ([GSS.Office.Coordinator@kaust.edu.sa](mailto:GSS.Office.Coordinator@kaust.edu.sa)) to arrange a meeting or a phone call with a teacher. Normally the member of staff will respond within 24 hours (except on weekends). Should you not receive a response feel free to contact the High School office to confirm receipt of your request.

### **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.

### **Class Placement**

When placing students in classes, the school aims to establish a balance in gender, nationality and ability. This is a complex data-informed process. The decision regarding class placement is made by the school and requests for changes can not be accepted. The school will not consider requests for individual teachers.

### **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 High 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**

Students are responsible for their personal effects and the safe care of school property that has been issued to them. Lockers and locks are issued to students upon request.

### **Laptops**

As part of the school's One-to-One approach to technology, each High School 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 food from off the school grounds 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. Chewing gum is not considered food and students should not chew gum during the school day. Exceptions may be made as approved by Counselling or Learning Support to meet special learning needs.

## **Expectations for Attendance at Formal Performances**

In order to facilitate an environment of respect and to educate students in the norms of formal theatre behaviour, 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 honours 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**

Families are responsible for arranging their High School student's method of transportation to and from school. Students can for example walk, ride bicycles, get dropped off and picked up by car as per family preference. In some cases, buses may be available - see below.

### **Bicycles & Bicycle Safety**

Bicycles may be 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, mind all rules of the road, and use the provided bike lanes around the school buildings. Helmets are required for riding a bike. Bicycles must be parked neatly in the bike racks provided.

## Bussing

There is one bus line from the Island serving the High School campus.

## Motorised Vehicles

To drive a motorised vehicle at KAUST, students must be at least 17 years old, hold a valid driver's licence, and be fully insured. The West Parking Lot nearest the Flag Pavilion entrance is off limits to student vehicles. Electric scooters are allowed on school grounds assuming all KAUST rules for e-scooters are followed and the student parks the e-scooter in the provided parking near the main entrance to the flag pavilion.

# IV. Behavioural Expectations

## The KAUST High School Code of Conduct

The purpose of the TKS Values Code of Conduct (see page 8) is to ensure that we have clearly shared values and a safe environment to support the learning and well-being of all students. It is essential that all students, teachers and parents are aware of and adhere to the following school behavioural guidelines that define how we live our values and create a safe place where all students can learn and grow to their fullest potential.

## The Eight Respects

The KAUST School has established the following EIGHT RESPECTS as a way to help students and everyone in our school community understand our expectations for behaviour:

- |  |  |
|--|--|
| <b>1. RESPECT FOR PEOPLE</b>             | Be friendly. Be kind. Be helpful.  |
| <b>2. RESPECT FOR SELF</b>               | Be safe. Be careful. Make healthy choices.   |
| <b>3. RESPECT FOR EVERYONE'S CULTURE</b> | Understand and celebrate others' differences.  |
| <b>4. RESPECT FOR TIME</b>               | As time is precious, at TKS we practise punctuality and observe the minutes and hours scheduled for accomplishing individual and collective goals inside and outside of the classroom.           |
| <b>5. RESPECT FOR PROPERTY</b>           | Be careful with your belongings, the belongings of others, and the school's property. This includes respecting the intellectual property of others (e.g. Do your own rather than copy homework.) |
| <b>6. RESPECT FOR THE WORLD</b>          | Take care of our planet and the part of it you occupy.   |
| <b>7. RESPECT FOR LEARNING</b>           | Be curious. Ask questions. Respect the way others learn. Avoid disturbing others. Use time for learning effectively.   |
| <b>8. RESPECT FOR THE TRUTH</b>          | Be honest in all that you do.  |

When inappropriate behaviour does occur, students must expect that there will be reasonable disciplinary consequences.

At The KAUST School, we expect all students to understand what acceptable behaviour is and to conduct themselves accordingly. Here are some examples:

- ❖ We expect students to be **HONEST**, and respectful of everyone else's belongings.
- ❖ We expect students to be respectful of everyone's **PHYSICAL AND EMOTIONAL SAFETY** and demonstrate **RESPECT** toward all cultures and nationalities. We do not tolerate **BULLYING**.
- ❖ We expect students to demonstrate **GOOD MANNERS, PUNCTUALITY AND CONSIDERATE BEHAVIOUR** at all times.
- ❖ We expect students, at all times, to use **RESPECTFUL LANGUAGE** with each other and with those in our extended community, no matter what language one speaks.
- ❖ We expect students to be respectful of **SCHOOL PROPERTY** and **EQUIPMENT**.
- ❖ We expect students to exhibit **SAFE BEHAVIOUR** at all times in the KAUST community, with others, with themselves, and also when using our technology. This means no intimidation of or harm to self or others. This means no alcohol, drugs, vaping, tobacco products, sharing of medication, or use of illegal substances.
- ❖ When students do not follow guidelines for behaviour, they risk disciplinary procedures and consequences that could include parent meetings, removal of privilege, **SUSPENSIONS**, social probation, or, in severe cases, **EXPULSION** from The KAUST 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. Displays of affection, including but not limited to kissing, romantic actions and gestures, and holding hands, are not appropriate at school. A kiss or hug between family members when greeting or parting is appropriate.

### Behaviour 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 behaviour at assemblies themselves. Appropriate and respectful behaviour 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.

### Behaviour 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 behaviour. Appropriate behaviour 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, iPads, and similar devices

**During classes**, students can use their school laptop as a primary tool to support student learning. Other personal electronic devices such as phones are allowed on campus and should only be used in class when the teacher gives explicit permission. Laptops can therefore 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 appropriately and in line with the [Responsible Use Policy](#) (see appendix).

Students should not contact parents by email, phone or message during lessons except when they obtain explicit permission from a teacher to do this. The consequence for using a device without explicit permission 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](#) in the appendix.

### **School related communication between students**

All school related communication between students must take place on Google platforms like Gmail, Google Meet and Google Chat. For example, when students, as part of co-curricular activities, want to communicate about the activity or when they work on a school assignment together, they have to use a Google platform. 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 ensure academic work is their own, including anti-plagiarism software e.g.



Turnitin. If academic misconduct is suspected, a committee will review the case to determine documentation, reporting and consequences.

### **IB Regulations Regarding Academic Integrity**

- I. The 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 defence.
- 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.***

### **Generative Artificial Intelligence**

We believe in preparing our students for the future by embracing Generative Artificial Intelligence (AI) tools in our curriculum. These powerful tools can enhance learning in areas such as writing, creativity, and problem-solving.

We emphasise responsible and ethical use of AI tools, including avoiding plagiarism, respecting intellectual property rights, critical thinking when interpreting outputs, and always giving credit by properly citing the words and ideas of others (including AI tools) in our own work. The school's goal is to empower students to become responsible digital citizens who can navigate the evolving landscape of AI technology with confidence and integrity.

Embracing Generative AI tools equips our students with valuable skills for the future. By promoting responsible and ethical use, we prepare them to be leaders in the digital age. Our teachers provide guidance and support, helping students understand how to use these emerging tools effectively and responsibly. We incorporate them into our curriculum in a structured and supervised manner, ensuring that students learn to use them appropriately.

At the same time, students bear the responsibility of checking with their teachers if they are not sure if it is appropriate to use AI to help complete an inquiry, investigation, assignment or assessment task. As a rule of thumb, an AI tool should never be used to circumvent the learning process or impede the achievement of learning objectives. If in doubt, students should check with the teacher before submitting their work.

As a school, we embrace holistic assessment rather than assessing single products. Holistic assessment means that we consider a wide range of sources of information on and evidence of student performance and learning. We assess products like essays, projects and quizzes but we also assess students by observing them work with others and by engaging in a dialogue with them. We consider a wide range of smaller and bigger products and will often combine the submission of a bigger product with individual discussions related to the product. Some products will be generated in the class, some can be produced at home. Some products will be generated online while others will be generated by pen and paper with no online tools to assist them. As far as possible, we allow for different products like written essays, slideshows, videos, cartoons etcetera. In addition, we will continue to update our practice in relation to which anti-plagiarism tools will be effective to assess the authenticity of the products submitted. Our students are always expected to reference their use of Generative AI tools and describe how they have used these in the process towards generating their product. Teachers, where possible, also try to focus on the process of learning, expecting to see drafts of student work to provide feedback and also ensure that the work produced is authentic. We believe that these range of measures will contribute to realistic and practical assessment practices that promote academic integrity.

Link [here](#) to our recently developed TKS position statement for further information and guidance.

The IB organisation also provides additional guidance for schools and students on the use of AI.

### **Bullying, Harassment and/or Anti-Social Behaviour**

We believe that all students in our school have the right to be and feel safe. Bullying and harassment disrupt learning and cause students to feel unsafe in school. TKS takes any and all types of fighting, bullying, harassing, and intimidating behaviours very seriously and will take strong measures against any and all forms of conduct that are harmful to others.

Bullying is when a student causes another student to feel less safe, fearful, or like they are unable to participate in school. We distinguish between:

- verbal bullying (e.g. teasing, name calling, taunting)
- social bullying (leaving someone out on purpose, telling other children not to be friends with someone, spreading rumours about someone, embarrassing someone in public)
- physical bullying (hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone's things, making mean or rude hand gestures)
- Cyberbullying: using electronic media to threaten, embarrass, intimidate, or exclude someone, or to damage their reputation (e.g., sending threatening text messages).

Harassment is when the speech or actions are a form of discrimination targeted at perceived characteristics such as race or ethnicity, ancestry, colour, ethnic group identification, gender, nationality, religion, age, or a person's association with a person or group.

All reported incidents of bullying, harassment or other forms of anti-social behaviour by an individual or group of students will be taken seriously and dealt with as sensitively as possible. Students and parents are asked to bring their concerns to the teacher, advisor, counsellor or principal. A rule of thumb when reporting incidents is to go to the advisor or the grade level lead first. In all cases, a school counsellor or the Principal will become involved as required. A clear case of bullying or intimidation is normally considered 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 organisation, 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, summarised 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 provides clarity and guidance for appropriate school attire that we believe aligns with our Mission, Vision, and Community values. The following expectations aim to provide clarity on what we mean by appropriate:

- Clothing should be appropriate to support learning, aligning with our culture and community values
- Clothing needs to be solid, not see through.
- Clothing should be clean and not have excessive rips or tears.
- For safety reasons, TKS strongly encourages closed-toe shoes; however, sandals may be worn.
- Close-toed shoes are required for all science and design classes. Athletic footwear is required for PE.
- Clothing, hairstyles, jewellery or makeup that, in the judgement of the faculty and administration, distracts or interferes with the social and learning climate at school.
- 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, pyjamas, beachwear, outfits that bare midriffs or expose chest, tank tops, exposed boxer shorts, briefs, and lingerie. Shirts must cover the shoulders.
- Clothing, hats and other items such as jewellery with slogans or logos that are offensive or refer to sex, race, violent behaviour, drugs, alcohol or illegal items are not appropriate for school wear.
- Hats and hoods on the head are appropriate for outside the classroom only.

## Consequences

Students who are not dressed according to the above guidelines may 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 & Health Education and Swimming

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

## Maintaining a positive environment

### Philosophy

We subscribe to the UN Convention of Rights of the Child (UNCRC). Specifically, we value the right to

- protection from violence, abuse or neglect
- an education that enables children to fulfil their potential
- express their opinions and be listened to

The purpose of our behavioural expectations is to create an environment that is conducive to learning and in which students' rights are protected. We have the responsibility to respond if students inhibit the rights of fellow students. Whenever a student's behaviour is not in line with our expectations, we listen to students sharing their understanding of what happened. Our approach is to seek first to understand, remain learning-centred, and deal with misconduct using progressive, age-appropriate methods that match the level of the misbehaviour. Having said that, keeping everyone safe is always the first priority.

### Process to address inappropriate behaviour

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

### Procedures related to student complaints and requests for appeal

Students can submit complaints or appeal a decision related to the implementation of school rules and regulations as outlined in this handbook by contacting the Associate Principal. If the student wants to appeal the decision of the Associate Principal, the student can request the Principal to reconsider the decision by putting the request in writing supported by written documentation of the issue and the steps taken to resolve the issue.

### Behaviour Categories and Consequences – Narrative Version

1. **Category One** incidents of misconduct might involve behaviours as simple as running in the hall or forgetting to turn off a cell phone, or it may involve behaviour 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 behaviour, dress code violations, minor technology violations, copying homework, tardies following a warning, skipping, 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 Associate Principal and in some cases the Principal. 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 behaviour, intentional property damage, intentional plagiarism, technology use violations, inappropriate displays of affection, smoking/vaping, repeated 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, truancy, vandalism, possession of weapons, 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 behaviour expectations, or as an academic intervention. Weekly lunch detentions occur on Sundays and Thursdays. After school detentions occur from 3:15 - 4:00 pm on Mondays and Wednesday 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 the school grounds until the suspension is completed and 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 assessments.
3. The student remains in good standing in terms of the school's attendance policy and behavioural code of conduct.
4. The student remains in good standing in terms of the behavioural code of conduct of any organisations the school is affiliated to, e.g. SAIKAC.

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

In addition, students of concern may be removed from the co-curricular program until they address issues regarding their completion of missing work. Decisions regarding removal (temporary or permanent) from the co-curricular program will be made by the Principal or Associate Principal in consultation with relevant staff members. 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 remove students from an event after travel bookings have been made.

A decision to exclude a student from a culminating event (e.g. tournament, musical performance) will typically not be taken in the last 4 weeks before the culminating event to ensure continuity in the preparation for the event. In extreme cases, such as failure to meet essential commitments and inappropriate behaviour, exclusion from the co-curricular programme is possible at any time in the process.

Decisions regarding eligibility to participate will be made by the Principal or Associate Principal after gaining the perspective of the relevant staff members, including the recommendation of the TKS Director of Athletics & Activities.

## Co-curricular Agreement Form

It is an honour 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 (currently an E-collect form on Powerschool). Students will not be able to participate in the co-curricular programme until this agreement form has been completed and submitted.

Certain activities may require further agreements with relation to costs associated with participation e.g. travel and apparel. These will be communicated at the relevant time for each activity via SchoolsBuddy.

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.



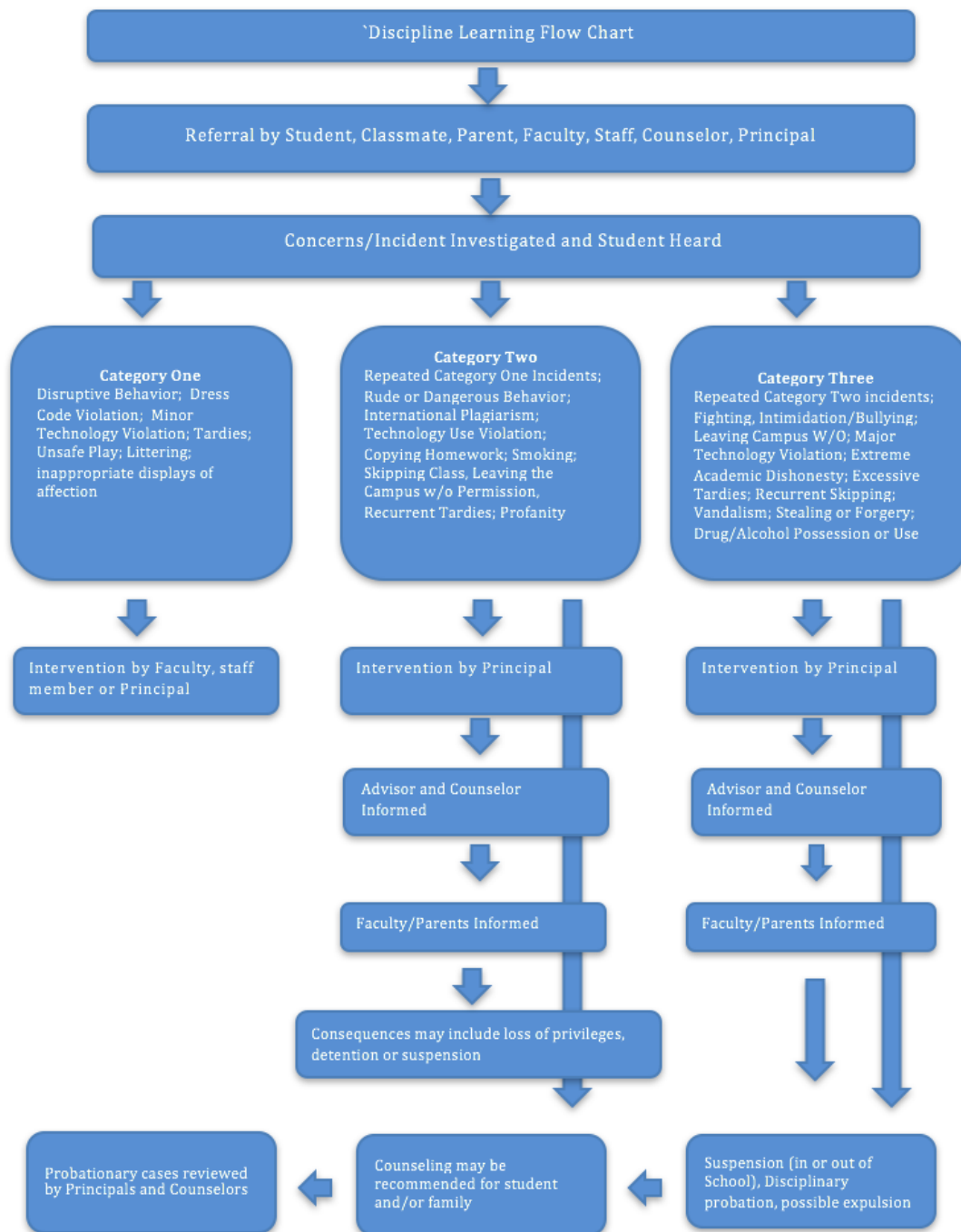
## **Academic Monitoring**

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 behavioural and disciplinary standards established by the School.

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.

## Discipline Learning Flowchart (Intended as General Overview and Useful Visual)



## CORE Block

Grade 9 - 10 students have a flexible learning block 4 times a week. On Sunday, the time is used to plan the 3 CORE blocks for the rest of the week, special advisory or grade level events, study skill development and class meetings in which students discuss issues that concern them, following a clear protocol.

On Sunday students sign up for the CORE blocks for the rest of the week. They may sign up to receive additional support from teachers, participate in student clubs, sign up for Study Hall for independent study or they may be booked by teachers who want to give additional support.

In Grade 11 and 12 CORE Blocks are used for DP blocks, Study Hall or HS Electives.

## Study Hall – Learning Objectives & Expectations

### Expectations

- Punctual arrival
- Students prepared to work
- Individual academic work and reading only
- 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 11/12 Study Halls

Grade 11/12 students with an open block in their schedule have to sign in at the beginning of the block and state where they will work during the open block. Students may leave the school grounds only if the school does not require them to stay and if the parents have informed the school that they give permission to their child to leave the school grounds. In all cases, a student must have an approved Campus Pass issued by the High School Office to not be on school grounds during the school day. Students are free to meet teachers and study in supervised or unsupervised areas. Grade 12 students requiring particular support may be assigned to a supervised study period or may be required to meet with a teacher or counsellor.

## Technology Responsible Use Guidelines

### 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.
- Running Self Service updates.
- Informing the TKS IT Support if there are any technical issues with the device.
- Shutting down the device weekly.

### Damaged, Stolen or Lost Devices

- Devices issued by The KAUST School that are broken or fail to work properly must be taken to the TKS IT Support for an evaluation of the equipment.
- The student/parent will be responsible for loss or damage of the laptop/information technology device whilst in their care. This also includes peripherals (e.g. charger)
- In the case of stolen/lost/damaged devices or peripherals, a fee will be charged to parents to replace/repair the device. This fee will be determined by the KAUST IT department. Please note as an estimate the cost of a damaged screen replacement is SAR. 1894 inclusive of VAT as on 1st June 2022 and prices vary based on the model and part availability at the time of repair.)
- Devices must be returned before the end of school year for reimaging (unless informed by TKS e.g Grade 10 WISE program students).

### Acceptable Device Use

Technology such as handheld devices (e.g. smartphones) and earphones should not be visible in classrooms without teacher consent. Students should not be using social media or chat platforms during classes without teacher consent. Teachers may make additional decisions regarding the use of technology in their classrooms. These decisions must be respected.

### Social Media

If permitted to do so by the classroom teacher, students may use age appropriate social networks for educational purposes 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 and the Library. Device use during this time must not conflict with the unacceptable device use guidelines (see below).

### **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 and values (e.g. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, profanity).
- Taking photos/audio/video recordings of people unless explicit permission from everyone involved is given. This includes virtual meetings and public spaces within the school buildings.
- Sharing a link for virtual lessons to anyone who has not been invited by the teacher.
- Attempting to access another person's account or device in any form.
- 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, apps or extensions on the school's device that have not been approved by the TKS IT department.
- 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 KAUST School [Academic Integrity Policy](#), including the installation or transmission of copyrighted materials.
- Use of the school's internet/email accounts for financial or commercial gain or for any illegal activity
- Participation in fraud, electronic forgery or other forms of illegal behaviour
- Bypassing the The KAUST School's web filter through a web proxy (VPN)
- Sharing a document or email with a class, an entire grade level, or any group within the school without the express permission of a faculty member.

- 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 Student 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. (*TKS KAUST School Policy & Guidelines*)

### **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 TKS 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 reformat and reimage.

### **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 school accounts (e.g. Google Workspace Accounts) are used at home in accordance with these guidelines. This includes discussing these guidelines, the values and standards their child should follow that pertain to the appropriate use of the internet and all other digital media resources.