



Parent and Student Handbook

2021-2022

An ALS community that values:

Awareness

Lifelong learning

Service

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ALS Guiding Statements

Mission Statement

Advanced Learning Schools offer a high-quality education in a safe and caring environment, with a commitment to life-long learning and digital citizenship, while inspiring students to become creative, compassionate, and analytical thinkers.

Vision

Advanced Learning Schools prepare global citizens to meet the challenges of an ever-changing world, while honoring their own cultural heritage and identity.

Values

An ALS community that values:

*“**A**wareness
Lifelong learning and
Service”*

Guiding Principles

ALS provides an environment that fosters understanding, independence, interdependence and cooperation. Within that context we believe that:

ALS students appreciate:

- Arabic culture, language and literature
- Developing personal values while appreciating the values of others
- Valuing one’s own culture while understanding & demonstrating respect for the culture of others
- Understanding multiculturalism within a global society

ALS is a caring community that encourages students by example to:

- Share, cooperate and contribute responsibly to a global society
- Develop sensitivity to appropriate work and social relationships consistent with the principle of equal rights, including gender equality
- Display sound decision-making skills by reflecting on choices and consequences.
- Lead a positive, and healthy life
- Care for others as they would have others care for them
- Share resources
- Build understanding and trust

ALS students strive for academic excellence by:

- Learning how to learn and discovering the joy of learning.
- Attaining depth and breadth of academic knowledge and understanding.
- Acquiring skills that support intellectual endeavour and academic success.
- Acquiring aesthetic appreciation.
- Understanding modern technologies and using them wisely and effectively.

- Acquiring academic skills and knowledge required to gain entrance to and success at competitive local and international universities.

ALS students benefit from an international education whereby they:

- Gain historic and contemporary knowledge and understanding of the world through intellectual endeavour.
- Acquire international understanding by studying and experiencing other cultures while, at the same time, acquiring knowledge of, and appreciation for, their own cultural heritage.
- Maintain the fluency of their mother tongue while valuing the acquisition of other languages.

ALS students are committed to the spirit of internationalism by:

- Demonstrating respect for human rights and for the principle of equal rights irrespective of race or gender.
- Practicing tolerance and living together in peace and developing skills for the peaceful resolution of conflict.
- Understanding their individual responsibilities within society and the relationship between rights and responsibilities.
- Providing leadership that demonstrates an awareness of ethical and moral issues.

IB Learner Profile

We have adopted the Learner Profile created by the International Baccalaureate (IB) as a guide here at ALS. All members of the ALS community 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 doing so, 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 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 to 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.

Daily Schedule

Beginning in the 2021-2022 school year, the ALS daily schedule will consist of a 5-day week, with classes running from 7:20am to 2:40pm. Each section and grade level has designated times for class periods and breaks.

For in-person students, school gates open at 7:05am. Classes begin promptly at 7:20am.

We take arrival at school at the correct time very seriously. As a result, we will be monitoring student's lateness and speaking with parents to ensure that all students start the day on time.

Students must remain on campus during school hours unless given written permission to leave by the appropriate Principal's Office.

COVID-19 Safety Procedures

All students, staff and visitors to the school grounds must be fully immune against COVID-19. At the time of entry, a temperature check will be taken and proof of immunity will be checked via Tawakkalna app.

While on campus, appropriate face masks must be worn at all times, indoors and outdoors, except while eating or drinking. Frequent hand-washing or use of sanitizer is encouraged and available. Classrooms and bathrooms are regularly sanitized throughout the day, and thoroughly cleaned and disinfected each evening.

Any individual displaying symptoms while on campus will be directed to an isolation room while pick-up is arranged.

Communication

At Advanced Learning Schools, we value our parents. Their input and support help make our school a special place. We encourage them to communicate with us and to become involved in the school. Any time parents have questions or concerns, they are encouraged to make an appointment to come and see us. The school will communicate with the community in the following ways:

Google Classroom/Class Dojo

ALS encourages school-to-home communications by using **Class Dojo** in KG-5 and **Google Classroom** in grades 6-12. Both programs provide our parents with better communication with classroom teachers. Assignments and other classroom activities will be routinely posted by teachers so parents are able to better understand what is occurring in the classroom.

Email

Teachers will contact you using email when appropriate and you are encouraged to contact teachers through email. If your email address changes at any time during the year it is crucial that you inform the school as soon as possible to keep communication channels open.

Telephone

Teachers are encouraged to get in touch with you regarding important issues that involve your child. We recognize that if you do not hear anything then you will assume that all is well. The School Office will take a message if you cannot contact the teacher directly. If your telephone number changes at any time during the year it is crucial that you inform the school as soon as possible to keep the communication channels open. The schools' main phone number is: 011 207 0926.

ALS Website

The school's website has a large amount of information including the curriculum, contact details, events, and calendars. It is worth visiting the site

regularly to keep up with what is happening in the school and therefore affecting your child. www.alschools.com

Assessment Calendar

In Grades 6-12, teachers collaborate to develop a monthly assessment calendar to ensure parents and students are aware of when upcoming summative assessments are taking place.

Mobile SMS

The school will contact you using SMS to remind you of events, dates and information about your child. It is highly recommended that you update your mobile number with the Admissions and Marketing Office to keep communication channels open.

Meetings

Teachers will encourage you to contact them and make arrangements to meet. If you want to see them, please contact them by email or through the Principal's office to make an appointment. The Principals, Coordinators and Counselors are also available to discuss any issue related to your child and the school. They can be contacted directly, or through the Principals' offices.

Parent/Teacher/Student Conferences

There are Parent/Teacher/Student Conferences regularly in the year. Please refer to the school calendar and the website for dates. Your attendance at these conferences is of utmost importance. During 2021-2022, these events may be held virtually.

Spotlight

The school publishes a periodic newsletter called 'The Spotlight'. It helps keep the community informed about ALS and community activities.

Open House

At the beginning of each school year we may hold an Open House. During the evening you have the chance to meet your son/daughter's teachers, and learn about the curriculum and expectations of the year. If you cannot attend then feel free to contact the school or the teachers to see them at a mutually convenient time.

Curriculum Overview

The curriculum at ALS reflects our philosophy that the student is at the centre of the learning process. Therefore we strive to educate and develop the whole student's individual, intellectual, physical, emotional and creative identity. Around this philosophy we have developed a curriculum that will grow with the school and its students.

The curriculum encourages student exploration, discovery and experimentation in a pleasant academic environment. The focus of the curriculum is on experiences and

lessons that develop students' writing skills, verbal fluency, comprehension, computational skills, analytical abilities and other skills needed to effectively meet a variety of challenges. The curriculum brings together intellectual, creative, social and emotional considerations, guiding the students towards problem-solving and decision-making skills necessary for individual, family and community needs.

Academic Program

International Baccalaureate Organization (IB)

We are an IB World School. We are authorized to offer the Primary Years Programme, the Middle Years Programme and the Diploma Programme. For more information regarding the IB, please visit their website at the address <http://www.ibo.org/informationfor/parents/>

Primary Years Programme (PYP)

The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to go beyond the confines of learning within subject areas. These themes are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These transdisciplinary themes help teachers to develop a programme of inquiry that requires a high level of involvement on the part of the students. The inquiries are substantial, in-depth and usually last for several weeks. Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

Middle Years Programme (MYP)

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The programme consists of eight subject groups integrated through six global contexts that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical & health education and technology.

In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. Schools are given much flexibility to allow them to introduce subjects which they consider important, and to organize their own student assessment and reporting procedures. However, the MYP gives clear exit criteria for each subject group for MYP 5 (Grade 10).

The programme is based around six 'global contexts': fairness and development, globalization and sustainability, personal and cultural expression, scientific and technical innovation, orientation in space and time, identities and relationships. The global contexts are considered a key feature of the MYP. They are not taught as separate courses, but rather as themes that are reflected in all subjects through the statement of inquiry. The service and action component requires students to study and perform community studies and service throughout the programme.

Diploma Programme (DP)

The International Baccalaureate (IB) Diploma Programme is a two year comprehensive and rigorous academic program for academically ambitious students in Grades 11 and 12. The programme originated in Europe in 1968 and was intended to establish a common curriculum and university entry credential for students moving from one country to another. The IB Diploma Programme is highly regarded at universities worldwide.

The DP curriculum contains six subject groups together with a core made up of three separate parts. Students study six subjects selected from the subject groups. To be eligible for a full IB Diploma, students must study three subjects at higher level (courses representing 240 teaching hours), and the remaining three subjects at standard level (courses representing 150 teaching hours). Each subject course is completed over a two year period. Students sit external exams in May of their Grade 12 year.

All three parts of the core -- Extended Essay, Theory of Knowledge and Creativity, Activity, Service (CAS) -- are compulsory and are central to the philosophy of the Diploma Programme:

- An independent, in-depth research project resulting in an Extended Essay of 4000 words. ALS students begin this project in the spring of Grade 11, work over the summer, and turn in their final paper by the winter of Grade 12.
- A Theory of Knowledge course and essay, which addresses the questions: What do we know and How do we know?
- A Commitment to the ALS, Riyadh, and international communities through Creativity, Activity and Service (CAS) projects. Over the course of two years, students are required to fulfill the required number of service hours that encompass all three of these areas.

For more information on the IB Programmes and subjects offered by ALS please refer to the IB Website: www.ibo.org

Graduation Requirements (Grades 9-12)

To graduate and earn the Advanced Learning Schools International Diploma, the following requirements must be met:

- For Grades 9-12, students are required to be in attendance for a minimum of 85% of the periods each course in order to receive credit.
- 30 credits is the maximum that students can accumulate throughout Grades 9-12. 26 credits is the minimum required to receive the ALS Diploma.
- Students must accumulate a minimum of 19.25 credits by the end of 11th Grade to be promoted to 12th Grade.
- Students in Grades 11 and 12 need to have at least 6 courses registered every year in addition to Islamic Studies, Social Studies of the Arab World and Theory of Knowledge.
- Theory of Knowledge, Extended Essay & CAS are requirements for the ALS Diploma.

Credit Tables

Maximum

Subject	Total Credits
English	4
Arabic	4
Mathematics	4
Science	4
Humanities	4
Fine Arts/Modern languages	4*
Design Technology	1
Physical Education	1
ToK	1
Social Studies of the Arab World	1
Islamic Studies	2
Total	30

Minimum

Subject	Minimum credits to graduate
English	4
Arabic	4
Mathematics	4
Science	3
Humanities	3
Fine Arts/Modern Languages	3**
Design Technology	1
Physical Education	1
Social Studies of the Arab World	1
Islamic Studies	2
Total	26

* 2 out of the 4 credits are optional. If students opt not to take Fine Arts or Modern Languages in Grades 11 and 12, they must take 2 additional credits of science or humanities.

** If students opt not to take Modern Languages or Fine Arts in Grades 11 and 12, they must earn an additional credit in science or humanities.

Assessment Policy

Goal of Assessment

Assessment of students' work aims at being a supportive and positive mechanism which helps students to improve their learning, teachers to improve their teaching and contribute to the efficiency and development of the programme, and last but not least, parents to be able to follow up and provide support to their children's achievement.

Purpose of Assessment

- To provide information about how students learn and to determine what knowledge and skills they have acquired and understood
- To diagnose learning problems and student needs
- To ascertain that the learning outcome is in alignment with objectives and goals
- To act as a feedback mechanism for curriculum development

Principles of Assessment

Assessment should allow students to:

- Have criteria that are known and understood in advance
- Analyze their learning and understand what needs to be improved
- Synthesize and apply their learning in addition to recalling facts
- Highlight their strengths and demonstrate mastery
- Learn in ways that the teacher did not foresee
- Be reflective and partake in self and/or peer evaluation
- Express different points of view and interpretations
- Be encouraged to be responsible for their learning
- Experience successful learning
- Perform at a higher level when challenged

Assessment should allow teachers to:

- Have criteria that are known and understood in advance
- Analyze their teaching and identify areas that need to be altered
- Highlight student ability and be able to differentiate teaching
- Offer feedback to parents on their child's performance

Practices in Assessment

The following practices should be followed:

- Assessment should take place in every Grade level and every subject
- Assessment should reflect skills applicable to content and course objectives
- Assessment should consist of a range of formative and summative activities applicable to the year and/or course
- Assessment should be used to diagnose individual differences and needs

Expectations with Regard to Assessment

Students should:

- Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed.
- Be aware of the weighting of each assessment in the overall assessment scheme

- Be aware of upcoming tests/quizzes on their Assessment Calendar
- Receive clear and timely feedback regarding assessment outcome
- Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment
- Be aware that failure to meet set deadlines could result in reduced effort and achievement grades

Teachers should:

- Agree to deadlines in light of the students' other workload and give adequate time for the completion of out-of-class assignments
- Clearly define common assessment tasks within subjects for each Grade level
- Update and maintain Assessment Calendar as directed by Principal
- Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery
- Use a variety of assessment tools

School should:

- Monitor a master calendar to ensure an even distribution of assessment tasks with enough notice for students
- Keep records of achievement

Parents should:

- Support all policies of ALS particularly those that relate to learning
- Support student adherence to set deadlines for work
- Help motivate their children
- Check their child's Assessment Calendar
- Help create an informative environment that is to the benefit of their children

Examples and Definitions of Assessment Tasks

All assessments can be oral or written, announced or unannounced.

Major Tests

- Formalized class-controlled activity with students given notice of at least 1 week
- Material to be tested should not be more than one semester's work
- Tests should not be on the day after major holidays

Unit Tests

- Formalized class-controlled activity with students given notice of at least 1 week
- There should be reasonable intervals between tests
- They should measure student performance on work that has been taught
- Work should be limited to a defined unit of work that the students are aware of

Quiz

- A formative piece of assessment on a small part of a unit, or through an informal class activity, given after completion of a particular topic.
- A quiz can be announced or unannounced.

Lesson reviews

- Short verbal or written questions to assess student understanding.
- All material reviewed should have been taught.

Investigations

- A piece of structured work not necessarily linked to specific course content
- Problems are often open-ended with students achieving results through investigative work

Formal Essay

- Extended piece of independent student work
- Can reflect a student generated title, a teacher-set title, be open or closed in nature and may have guiding questions
- As students progress in age this activity will move from descriptive to analytical or evaluative and increasingly have a formal structure dependent on the subject area

Research Project

- Involves both teacher guided and/or independent student work done in class and/or as homework
- Requires appropriate referencing of research
- The product may be in any medium: oral presentation, written work, video, computer presentation or appropriate combinations
- The depth of the work expected should always be age appropriate

Journal Writing

- A continuous-assessment activity, which can be part of class work or homework
- Criteria, guiding how students' performance will be determined, should be made available prior to the beginning of the activity

Field Work

- Off-site data collection for analysis and interpretation

Practical/Experimental Work

- Involves both teacher-guided and/or independent work
- This activity is usually in a lab or specialist room involving specialist equipment
- Criteria, guiding how students' performance will be determined, should be made available prior to the beginning of the activity

Group Work/Class Activities

- Part of a continuous activity or part of other assessment tools
- Individual student performance must be acknowledged as well as group performance

Short Exercises & Discussions

- Work usually done in class and/or homework

- They could form part of a larger assessment task and reinforce taught material and/or develop specific skills

Portfolios

- A collection of different activities done in class or as homework
- Clearly defined selection criteria are required

Homework

- Work done at home, although it may be begun in class
- Should take the nature of set reading, set writing, reviewing work, revising and/or consolidating work that has already been taught
- May allow continues work on research projects or other projects
- The recommended number of hours should be reasonable relative to age group

National/External/Internal Standardized Tests and programme requirement assessments:

- PYP Exhibition
- MYP Personal Project
- MYP Monitoring and Moderation
- DP Extended Essay
- DP External Examination
- ALS Internal Standardized Assessment
- SAT/TOEFL/IELTS/QIYAS/PSAT
- Arabic Diagnostic Tests
- MAP testing

Examples and Definitions of Assessment Tools

Rubrics

- An established set of criteria for rating students with descriptors that describe what characteristics or things to look for in students' work and how to rate it on a predetermined scale.
- Rubrics can be developed by students and teachers.
- Rubrics are to be published with the assignment of the task.

Exemplars

- Student work that serves as a concrete standard against which other samples of work are judged.
- The exemplar serves as a benchmark.

Checklists

- A list of information, data, attributes or elements that should be present in any assigned task.

Continuums

- Visual representations of developmental stages of learning.
- The continuum shows a progression of achievement or identifies students' progress.

Reporting of Student Performance

Final Achievement Grades for Grades 6-12 (MYP & DP)

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor
INC	Work Incomplete

Band Descriptors of 1-7 Grades and Levels of Achievement:

Grade	Descriptors	Level of Achievement
7	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.	Excellent
6	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.	Very good
5	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.	Good
4	A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.	Satisfactory
3	Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.	Mediocre
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.	Poor
1	Minimal achievement in terms of the objectives.	Very poor

Achievement Grades for Grades K-5 (PYP)

4	The student exceeds Grade level expectations.
3	The student meets Grade level expectations. The student displays understanding of concepts and application of skills.

2	The student approaches Grade level expectations. The student needs additional practice and support.
1	The student is below Grade level expectations. The student has not yet demonstrated understanding of concepts and acquisition of skills. This is an area of concern.
*	Does not apply at this time.

Reporting Cycle

MYP/DP (Grades 6-12)

- End of Term Report Cards
- Regular parent-teacher conferences
- Academic monitoring reports (where necessary)

PYP (K-5)

- End of Unit/Term Report Cards
- Regular parent-teacher conferences
- Student-led conferences

Dissemination of Information on Student Performance & Expectations

- Curriculum Information Evenings
- Open House
- Introduction to new parents and students
- Transition evenings
- Grade level meetings

Homework

The purpose of homework at ALS is to:

- extend learning.
- reinforce new skills and concepts.
- prepare students for new tasks.
- consolidate previously learned skills and knowledge.
- enable students to revise effectively.
- establish independent habits of study.
- perform independent assessed tasks.

The type of homework assigned and the length of time expected for students to spend on homework vary from Grade level to Grade level. Parents are encouraged to speak with the classroom teacher concerning issues related to homework.

Failure to give assigned homework on time may result in a time penalty and eventually no credit for the work. Work completed by someone other than the student will also not receive credit. No homework, projects or books will be delivered to students during school time. Students are required to bring the homework to school with them in the morning. Students will be expected to make up homework and class work missed due to absence within a reasonable time frame determined by the

teacher and administration.

Language Policy

ALS recognizes that language is central to learning. We also recognize that all teachers are, in practice, language teachers and as such need to have the appropriate support.

Within the school, many languages exist side-by-side and students are encouraged to compare their languages and the cultures associated with them.

Providing quality education in English for children from a variety of cultural backgrounds implies the school's commitment to providing support for students that are weak in English, the recognition of the important role that teachers play in developing language acquisition and a belief in the importance of mother tongue development.

Language lessons at ALS not only provide a medium for the acquisition of language, they also promote the development of the whole child. This occurs as a result of the fact that it is not only language that is promoted but also the recognition and understanding of the culture that accompanies it. Throughout their language studies students also attempt to explore, when appropriate, the links with other subject areas.

As ALS accepts students with a wide variety of linguistic backgrounds, it is extremely important that its language policy is as flexible as possible, thus allowing the students to build up their language skills to a level at which they can then pursue English as an academic language.

Current Language Courses

Language A

Indicates that the language is taught in a way appropriate to students:

- for whom that language is their mother tongue
- as one of their mother tongues
- who have reached native or near native competency in the language.

Language B

Indicates that the language is taught in a way appropriate for students:

- for whom that language is not their mother tongue.

Standard Forms of Language

Students should be exposed to the language and culture of different countries. No one form is considered standard. It is necessary for older students to appreciate the different forms of the English language. The type of language a teacher is likely to use depends on where that teacher is from. The teacher will however point out differences in expression or spelling where appropriate and the only guiding rule is uniformity of use within a given document.

English as the Language of Instruction

English is the language of instruction within the school. To experience success in other areas, students need to have a certain level of competency within this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects. However, subject teachers are also language teachers, and should be developing students' language skills. It is especially important to take into account those language skills required in their particular subject area(s). In addition to this, teachers are responsible for adapting their materials and teaching styles to take into account the needs of students who are not native speakers of English. Subject teachers are encouraged to correct mistakes in English as well as content of written work, and to provide missing vocabulary where appropriate.

Teachers should encourage students to speak English in class (except in Arabic classes), but should be aware that students may benefit from help from another student in their mother tongue in which they are not only linguistically more competent, but can also think in more easily.

Academic Integrity Policy

Advanced Learning Schools (ALS), incorporating all three levels of the International Baccalaureate Programme, strives to exemplify the values of honesty and integrity in our students, as we develop their skills to safeguard the highest standards of our learners and the IB curriculum. This can only be done with a rigid adherence to a strict Academic Integrity Policy to prevent the occurrence of plagiarism, examination fraud, and/or collusion.

Plagiarism

Refers to a form of cheating. To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft.

Students are plagiarizing if they:

- Present ideas as your own without citing the source
- Paraphrase without crediting the source
- Use direct quotes without quotation marks, footnotes, or textual citation of the source.
- Submit material written by someone else as their own
- Submit a paper or assignment for which they have received so much help that the writing is different from their own. This will be judged by the classroom teacher and the programme coordinator.
- Are seen, by any ALS staff member, copying someone else's work.

Cheating

Cheating is to behave dishonestly, or not obey rules on an examination or assigned task in a dishonest way, as by improper access to answers.

Collusion

Collusion is a secret understanding between two or more persons to defraud or gain an unfair advantage.

Academic Integrity in PYP

It is the goal of the academic staff at ALS to foster a “constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills” (*Programme standards and practices*, p. 6). As these foundations are being generated and fostered in our student’s, academic dishonesty may occur.

When a faculty member encounters a violation of academic dishonesty, the boys/girls counselor and vice principal will be notified immediately and the parents will be contacted by the student’s teacher. Depending on the infraction the teacher and administration has the right to hold a parent teacher conference. During these formative years ALS strives to address the following:

- Students’ responsibility for their own work
- Guidelines for individual and group work
- Age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing
- Agreements related to the responsible use of information technology and media resources

Plagiarism in MYP and DP

The school counselor and vice principal will keep records on each incident of cheating or plagiarism on classwork, homework, quiz, test, project, paper, lab, etc. The consequences are as follows:

1st Infraction

The boys/’girls’ counselor and vice principal are notified immediately; the work is not accepted; the parents are contacted by the teacher; and a written notification from the school counselor is provided. Students will be allowed to make up the work.

2nd Infraction

The boys’/girls’ counselor and vice principal are notified immediately; the work is not accepted. Parents will be informed in writing by the school counselor and a parent conference will be held with the counselor, subject teacher and the vice principal to discuss the infraction. The students will not be allowed to make up the work.

3rd Infraction

The boys’/girls’ counselor and vice principal are notified immediately; the work is not accepted. Parents will be informed in writing and a parent conference will be held with the counselor, teacher, and vice principal. Based on an administrative review of the situation, the student may be suspended. An

Academic Integrity contract will be presented to the student and his/her parents outlining ALS's policy and expectations regarding plagiarism/cheating signed by all parties involved. The contract will detail the conditions of continued enrolment at ALS.

Promotion & Retention Policy (Grades 6 -12)

Promotion

Students who pass all courses and meet the attendance requirements will be promoted to the next grade level.

Probation

- At the end of each term parents of students failing any course will be informed in writing.
- Students at risk of failing will meet the principal, the counselor, and the parents.
- Students failing any course will receive regular academic monitoring reports issued by the counselors to inform parents of the students' standing.
- Students whose Grades are below 4 in one of the core subjects (English, Mathematics, Arabic, Science, and Social Studies) will be promoted on academic probation.
- Students who have failed two non-core subjects will be promoted on academic probation.

Retention

- Students are subject to retention if they fail **two core subjects**.
- Students are subject to retention if they fail the same **core subject for two consecutive years**.
- Students are subject to retention if they fail the same **two non-core subjects for two consecutive years**.
- Students may not repeat any Grade level more than once.
- Students may not repeat two consecutive Grade levels.
- Students may not repeat more than two Grade levels at ALS.
- Students will have to make up all missing required credits between Grades 9 and 12 to be allowed to graduate from ALS.

Students At-Risk

During a marking period, if a student is not meeting the standards of a course or its requirements, the parents will receive an 'At Risk' notification. Parents should not be surprised by report cards and at Parent-Teacher evenings with their child's performance. Students at risk of failing the year will meet with the principal, counsellor and parents.

K-5 Retention

For students in K-5 who are at risk, achievement is discussed with the parents throughout the year. Decisions and recommendations regarding promotion on probation, retention or change of school are communicated to parents in a timely

manner based on evidence related to achievement standards.

Student Support Team (SST)

The SST consists of the Principals, Vice Principals, the Counsellors and the Learning Support staff. This team will meet on a regular basis to discuss any issues relating to individual students, both in terms of behavior and learning support needs. In cases of frequent behavioural issues, the SST will make suggestions and interventions depending upon the individual case.

Behavior Management

At the Advanced learning Schools, the aim is to build a shared understanding for supporting every student to achieve maximum learning and to ensure a safe and secure environment.

General Guidelines

If teaching and learning are to take place successfully, it is essential to create circumstances that make it possible for teachers to teach and students to learn. At ALS, we believe in developing self-discipline based upon the principle of ‘treating others the way we would like to be treated’. To achieve this we have high positive expectations for ourselves and for our students.

We believe that positive and appropriate behaviour must be learned. Students need support to learn to make the right choices. As with any other area of learning, students can make mistakes and lapse into undesirable behavior and will need support to overcome such difficulties.

However, we consider all incidents of aggression very seriously; these are not tolerated at ALS and will be referred to the Principal immediately. Students are asked to reflect on and take full responsibility for their behaviour and to put right any hurt or damage their behaviour may have caused.

Minimum Attendance

- **Grades K-8:** Students will risk promotion to the next level if they miss more than 30 school days.
- **Grades 9-12:** Students are required to be in attendance for a minimum of 85% of the periods of each course.
- All absences from class with the exception of field trips or school sponsored activities are considered as absences for the minimum attendance policy.
- During 2021-2022, students are considered present if they are physically in class or engaging in virtual lessons. If students are COVID-19 immune and able to attend classes in person, they are required to do so.
- Every effort should be made by the students and parents/guardians to see that the students are in all their classes every day.
- Extraordinary situations will be reviewed and considered by the administration.

Truant / Skipping Class

A student is considered truant if he/she:

- Is absent without the knowledge and consent of a parent
- Falsifies parental notification
- Leaves school without checking out with the Front Desk and administration
- Absent from class without permission
- Obtains a pass to go to a certain place and does not report there
- Failure to return to class promptly while on a “Hall Pass”
- Fails to attend a scheduled assembly

ALS will not tolerate truancy. Students with ongoing truancy issues will be subject to office referral and further consequences.

General Information

Absence from School

Parents are requested to email or call the Principal’s office to inform the school if a student is absent. In case of illness, parents are requested to call the Principal’s Assistant by 09:00 to report the absence.

In the event that telephone contact is not made, the student must bring a note to the office on his/her first day back. Students absent for more than two days should bring a medical note. All students following any absence will be given absence slips by the Principal’s office.

In order to make up the work missed during an absence, the parents must provide a letter/medical report for approval by the Principal within 3 days.

Note to parents: Communication with the school is very important. Please make sure you contact the school in case of inevitable absence or delay.

After-School Activities & After-School Care

In light of COVID-19 safety guidelines, after-school activities and care are discontinued until further notice.

Assemblies

ALS holds several assemblies throughout the year. The assemblies provide opportunities for students to demonstrate leadership and celebrate learning and achievement. Guest speakers and parents are invited on specific occasions and/or theme assemblies. During 2021-2022, these events may be held virtually.

Birthdays/Special Occasions

The staff of Advanced Learning Schools recognize that, on occasion, it is appropriate for our classroom communities to celebrate together as a class to mark a special

event or the birthday of a classmate. During 2021-2022, these events are discontinued for safety reasons. To avoid disappointment, do not send treats or decorations to the school, as they will be refused at the gate.

Books and Supplies

Textbooks are issued to each student. Students are asked to return the textbooks at the end of the year. Students are responsible for bringing their own supplies, and for the maintenance of the supplies provided by the school (and, if necessary, their replacement cost).

Clinic

The school operates onsite clinics which provide emergency first aid treatment. The Clinic is NOT to be used to treat non-emergency conditions.

In order facilitate the emergency nature of our Clinics the following will apply:

- Student **MUST** have a note from Classroom teacher to visit clinic (aside from breaks)
- No more than **TWO (2)** students are allowed in the Clinic at a time
- Students must leave the Clinic within a maximum of 15 minutes.
- After 15 minutes, the Nurse will determine if the student needs to return to class or call home to be picked up.
- Students demonstrating COVID-19 symptoms will be placed in an isolation room until a parent is available to pick him/her up.

We encourage parents to have their own medical insurance to cover the costs of medical care that may be related to any accident that occurs.

Food (Snacks, Lunch, Canteen, Food Delivery)

Under COVID-19 safety guidelines, students are to eat individually-packed lunches in their classrooms. If allowed by the Ministry of Health, limited food options may be available through a pre-vetted service provider during breaks.

NO food or drinks may be delivered to school.

If there is a unique reason, permission may be sought from the relevant Principal.

In an effort to help your child be prepared to learn, nutritionists advise that children should eat complex carbohydrates, fruits and vegetables and protein. A nutritious snack and lunch should be made up of foods high in grains, nuts, eggs, salmon, tuna, berries, dried fruits as well as other fruits and vegetables. Refined sugars and flour are considered “brain drain” foods, so sugary cereals, cookies, cakes, juices and drinks with high fructose corn syrup and even white bread are not good choices for good brain function. A good practice is to read the ingredients list for all the processed foods bought. If sugar is one of the first three ingredients then we request this product not be sent with your children to school. This product will not benefit them in the classroom with their learning.

Handwriting

Students also produce a variety of different forms of handwriting dependent on previous school experience. All students are taught Nelson handwriting in PYP. However, throughout the school all forms of handwriting are acceptable, provided that the writing is neat and legible.

House System

Each student and each member of faculty is assigned to one of the four school houses designated by the colours red, blue, green and yellow. During the year, a variety of house competitions may take place. House t-shirts are available from the Uniform Shop located in the Administration Building.

Lockers

Lockers are normally available for Students in Grades 6-12. However, in line with COVID-19 safety guidelines, lockers are not available in 2021-2022 and students must keep their personal belongings with them.

Mobile Phones on Campus

Due to COVID-19 procedures, students must be able to have a phone at the time of entry to campus. However, phones are very problematic in school and take away from the teaching and learning taking place. In addition, all communication with and about students during the school day must be routed through the appropriate Principal's office.

Students are required to keep their phones off/on silent and inside their bag at all times during the school day and while they are on school grounds.

If any student is found with a phone, even if they are not actively using it, they will be asked to turn it off and it will be confiscated and handed to the relevant Principal.

1st Offense:	Confiscation until end of school day
2nd Offense:	Confiscation until end of school day
3rd Offense:	Confiscation until end of school day, parent contact
4th Offense:	Confiscation until end of school day, parent contact, warning that next time the mobile phone will only be released to a parent
5th Offense +:	Confiscation, mobile phone only released to a parent

Private Tutoring Policy

The purpose of private tutoring is to help students develop specific skill deficiencies and should assist the students' overall development. It should not be for homework assistance or cramming before exams. Students need to become self-reliant and be able to sit down and complete their homework. Also, students should study during class time and ask the teacher's assistance for homework and exam review and not have to pay for additional tuition if they have been responsible during the term.

Teaching students is mainly the responsibility of the school. The school encourages students to develop independent thinking and problem-solving skills. Most often it is best to have the student work out misconceptions and non-understanding independently. However, there are cases where tutoring is a substitute for missed learning time and/or lost skills.

Effective tutoring should help remediate weaknesses of the child not just work with a child on homework as this can provide false information to the school about a child's understanding of a particular subject and will not allow for additional work to be carried out of the classroom to ensure full understanding.

Parents are encouraged to monitor their children's work at home and help them to complete their assignments independently. When they have concerns about their child's performance in a class parents are encouraged to call the school to arrange an appointment with the teacher concerned.

ALS teachers are not allowed to tutor the students they teach at school. In certain cases there might be a need to teach students from other Grade levels which must be approved by the Superintendent.

School Uniform

Students are expected to wear full school uniform (uniform shirt and pants) at all times unless permission has been given for other clothing. School uniforms are available from the school uniform office located in the Administration building.

- A. Boys in Grades 11 and 12 may come to school not wearing the grey uniform shirt and the blue uniform pants but instead may wear thobes.
- B. Girls in Grades 11 and 12 may come to school not wearing the uniform shirt and pants, but instead may wear appropriate clothing in line with the values of the school and community. Detailed guidelines will be shared with students, with approval by the Girls' Principal and School Leader.
- C. Any non-Saudi who does not wish to wear a thobe may wear 'civilian' clothing but must include a shirt with a collar and no jeans.

All students are required to wear safe, appropriate footwear for school (no slippers).

Female students from Grades 6-12 are required to wear an abaya to and from school, which may be removed upon entering school grounds.

The Principals may designate "Discretionary/Spirit Days" and have the authority to establish a particular mode of attire for those special days or a part of those days. Students who choose not to participate in the particular mode of attire for those special occasion days are required to follow the regular School Uniform Policy above.

Repeated violations of our school uniform may result in students being asked to return home to change and not being allowed on campus.

Technology Usage Policy

All students at ALS are expected to use computers, the school network and facilities, email, and the World Wide Web in an ethical manner appropriate for a school setting. At all times, ALS students are expected to conduct themselves in a manner which is cognizant of the rights, feelings and freedoms of others as well as themselves. Due consideration must be given at all times to the effects one's actions have on other members of the ALS community and our global society in general when using technology both at home and at school. Misuse of the computer system or IT facilities will be treated very seriously.

ALS provides a full “Bring your own device” environment for students in Grades 4-12, with wireless connectivity available throughout the school. The IT department may insist upon certain conditions of use to ensure the safety of our system and students are expected to be cooperative if this is the case.

Telephone

The school has limited telephone facilities, which are to be used for official calls only. Student phone calls may only be made from an official office phone, only during breaks. The main office phone number is 011 207 0926.

Contact Information

There are a variety of ways to contact people at the school. We are happy to receive telephone calls and letters but **email** is our preferred form of communication for non-urgent matters.