



Gardens Secondary School
Student – Parent Handbook
2022–2023

Table of Content

SECONDARY PRINCIPALS' WELCOME	4
2022 / 2023 KAUST SCHOOL ADMINISTRATION & TEACHING STAFF	5
Administration	5
Secondary School Teachers and Staff	5
I. GENERAL INFORMATION ABOUT THE SCHOOL	8
The KAUST School - Mission Statement and Values	8
The IB Learner Profile	8
IB learners strive to be:	8
Curriculum Framework	9
The International Baccalaureate Middle Years Program (MYP)	9
The International Baccalaureate Diploma Program (DP)	9
Parent Advisory Committee (PAC)	10
School Colors and Mascot	10
Student Support Services	10
Learning Support	10
School Counselling	11
College Counselling	11
Advisors	12
School Facilities	12
Library Media Centre	12
Swimming Pool	12
Cafeteria	13
Study Hall	13
Prayer Room	13
Accreditation	13
II. SECONDARY SCHOOL PROGRAM	13
Calendar – 2022 / 2023	13
Progress Reports and Report Cards	13
Subject Choice	13
Assessment and Grading	14
Grading Scale	14
Examinations	15
External Examinations	15
Internal Examinations	15
Standardised Tests	16
House System	16
Advisory	16
Co-Curricular Activities	17

After School Assistance	17
Academic Support	17
Academic Monitoring	17
Assemblies and Celebrations	18
Service as Action in the MYP	18
Creativity, Activity and Service (CAS) in the DP	18
Student Organisations	18
Trips	19
III. POLICIES & PROCEDURES	19
Visitors	22
Student Visitors in Classes	22
Health	22
Health Records	22
Immunisation	22
Care Plans	22
Communicable Illness	23
Attendance	23
Punctual Attendance	23
Absences	23
Notes from Teachers	24
Homework	25
Home-School Communication	26
Graduation Requirements	27
Lost and Found	28
Lost Books & Materials	29
Lockers	29
Laptops	29
Food and Drink	29
Expectations for Attendance at Formal Performances	29
Transportation To and From School	30
Bicycles & Bicycle Safety	30
Bussing	30
Motorised Vehicles	30
To drive a motorised vehicle at KAUST, students must be at least 17 years old and hold a valid driver’s licence. The vehicle must remain in the student parking area in the North Parking Lot during school hours. The West Parking Lot nearest the Flag Pavilion entrance is off limits to student vehicles. Motorised vehicles (including electric scooters) are not allowed on school grounds	
	30
IV. Behavioural Expectations	30
The KAUST Secondary School Code of Conduct	30
Public Displays of Affection	32
Behaviour at Assemblies	32
Behaviour at Sports Events and Tournaments	32

Laptops, Mobile Phones, iPods, and similar devices	32
Procedures related to student complaints and requests for appeal	33
Academic Integrity	33
Academic dishonesty includes but is not limited to:	33
IB Regulations Regarding Academic Integrity	34
Bullying, Harassment and/or Anti-Social Behaviour	34
KAUST Community Dress Code	35
Guide to Appropriate Dress at The KAUST School	36
Consequences	36
Physical Education and Swimming	36
Maintaining a positive environment	36
Philosophy	36
Process to address inappropriate behaviour	37
Behaviour Categories and Consequences – Narrative Version	37
Detention	38
Disciplinary Probation	38
Suspension	38
Expulsion	38
Discipline Categories and Consequences – Flowchart (see Appendix)	38
IV. APPENDIX	39
Eligibility Policy for Participation in Co-Curricular Activities	39
Academic Monitoring	40
Co-curricular Agreement Form	41
Discipline Learning Flowchart	42
Flex Block	43
Study Hall – Learning Objectives & Expectations	43
Technology Responsible Use Guidelines	44

SECONDARY PRINCIPALS' WELCOME

August 2022

Dear Students and Parents

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

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

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

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

Sincerely,

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

Vishanu Bhoja
Associate Principal
vishanu.bhoja@kaust.edu.sa

2022 / 2023 KAUST SCHOOL ADMINISTRATION & TEACHING STAFF

Administration

Position	Name
TKS Director	Michelle Remington
GSS Principal	David Tigchelaar
DP Coordinator	Greg River
Pedagogical Coordinator	John Simpson
College Counsellor	Brett Bowring
Gr 10 - 12 Counsellor	Tara Madrigal
Director of Student Support	Zachary Berezowski
Activities Director	John Amosa
Director of Admissions	Leigh Martin
Information Technology Director	Donovan Hall
Office Coordinator	Tasneem Al Sharif

Position	Name
GSS Associate Principal	Vishanu Bhoja
MYP Coordinator	Michelle McLay
Pedagogical Coordinator	Lucy Allsopp
Gr 8 - 9 Counsellor	Nancy Remondi
Gr 6 - 7 Counsellor	Adam Kuestermann
School Psychologist	Fatima Rehman
Activities Coordinator	Georgios Mitropoulos
TKS Registrar	Ziyad Khateeb
GSS Health Office	Rana Bahamdan
GSS Receptionist	Audrey Parker

Secondary 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	Mr. Abdelgani Shadeed	Ms. Dena Al Saud	
Arts	Mr. Eduardo Regula (Music)	Ms. Robin Banks (Art) Mr. David Webb (Drama) Ms. Phume Ngcobo (Drama)	Ms. Rita Sabiiti (Music) Mr. Jecton Were (Art)
Design	Mr. Aaron Thompson	Mr. Matthew McEwen Mr. Bryan Johnson	Mr. Jesse Remington
High School English	Mr. Bob Norris	Ms. Evelise Togi Vaoga Mr. Michael Wooten	Ms. Petra Macleod

High School Individuals & Societies	Mr. Kevin Rees	Ms. Caron Olson Mr. Rodrigo Telles	Ms. Kylie Johansen
Gr 6 - 8 Integrated Humanities	Ms. Laura Yates	Ms. Monica Hall Ms. Danielle van Rooyen Mr. Paul Underwood	Ms. Ashley Quinn Ms. Poonam Merchant
Language Acquisition	Mr. Aymeric Marty	Ms. Wejdan Khan (Arabic) Ms. Rasha Shaker (Arabic) Ms. Shorooq Alhazmi (Arabic) Ms. Marie Lery (French)	Ms. Ana Joshi (French) Ms. Celine Dary (French) Mr. Diego Gonzalez (Spanish) Ms. Laura Castro (Spanish)
Islamic Studies	Ms. Wejdan Khan	Ms. Shorooq Hazmi	
Library Media Specialist	Mr. Andrea Bravin		
Outreach and STEM Liaison	Ms. Azra Hanif		
High School Mathematics	Mr. Mark Rossing	Mr. David Burton Mr. Kaushik Merchant	Ms. Regina Rodrigues Mr. Steven Hubbard
High School Science	Ms. Heather Rodriguez	Ms. Emma Nason Mr. Ben Wylie	Ms. Myriam Abdulbaki Mr. Mitch Maclarn
Gr 6 - 8 Mathematics and Science	Mr. Michael Grouette	Ms. Joumana Norseth Ms. Michelle Dunham	Mr. Kevin Knapp Mr. Joe Martin
Physical & Health Education	Mr. Fernando Bermudez	Ms. Jane Mycroft Ms. Kelly Maclarn	Mr. Fred Olson Mr. Evan Bryceland Ms. Jessica Knapp
Technology Integration	Mr. Donovan Hall	Mr. Reece Lennon	
Theory of Knowledge	Mr. Rodrigo Telles	Ms. Caron Olson	Mr. Kevin Rees
Learning Support	Mr. Brian Auckland	Ms. Kim Zatarga Ms. Cheryle Boudreaux Ms. Janice Jones Mr. Daniel Hammack	Ms. Nour Arkadan Ms. Jenna Wagner Ms. Samantha Pryce
Teaching Assistants		Ms Tamar Condat (Design) Ms Chad Vietti (Art) Ms. Dimitra Vamvakousi (PE) Mr. Geoff Bowery (PE) Ms. Anjiao Wu (Library) Ms. Badriah Al-Ghamdi (Arabic and Islamic Studies)	Mr. Anwar Ibrahim (Science) Ms. Elise Deladurantaye (Science) Ms. Assel Bimurzayeva (LS) Ms. Jiansong Gong (LS)
Coordinators			
Creativity-Activity-Service	Ms. Emma Nason	Service as Action	Ms. Poonam Merchant

Personal Project	Mr. Michelle McLay	Extended Essay	Mr. Greg River
Team Leads			
Gr 6 Ashley Quinn	Gr 6 Mr. Reece Lennon	Gr 7 Ms. Phume Ngcobo	Gr 8 Ms. Ana Joshi
Gr 9	Gr 10 Ms. Kelly Maclarn	Gr 11 Ms. Rita Sabiiti	Gr 12 Mr. David Webb

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

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.

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

Parent Advisory Committee (PAC)

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

School Colors and Mascot

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

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 behavioral needs, however the academic requirements remain the same for all students. The KAUST School does not offer admission to students with learning or behavioral 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.

Pathways and Options for Talented Students

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.

Saudi students can also participate in the Saudi MoE sponsored Mawhiba Enrichment Programs including internships, summer programmes and mentor programmes.

Speech and Language Therapy

The Speech and Language Pathology 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 welfare and achievement. There are three counsellors in the secondary school who support students in a variety of ways on a broad range of topics. 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 Counsellor provides 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. Not sharing predicted grades with families is widely considered by schools and universities to be good practice. In some cases, when a minimum grade is required for a

specific subject, to be admitted to a university study, the school will disclose the grade for a specific subject. The reason for this disclosure is that the student needs to know whether it is realistic to apply at that university.

Advisors

Each secondary student is assigned to an advisor. The advisor serves as a communication link for parents, as the advisor is someone who will know the student well. Further details can be found in the [advisory section](#).

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 Secondary 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 6 – 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. Students are not permitted to order food from outside the school grounds.

Study Hall

Students from Grades 6 to 12 have study halls built into their schedule as part of the Flex Block. For Grade 6-10 this study hall is supervised. Grade 11 and 12 students have to sign-in in the library at the beginning of study hall and indicate where they will be during the study hall.

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 secondary school level The Middle Years Programme (MYP) is for students in Grades 6-10 and the Diploma Program (DP) is for students in Grades 11-12.

TKS is also accredited by the Council for International Schools (CIS) and the Middle States Association (MSA).

II. SECONDARY SCHOOL PROGRAM

Calendar – 2022 / 2023

Please refer to the TKS academic calendar, available on the TKS website (<https://tk.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.

Progress Reports and Report Cards

- Results of selected assessments will be published on Managebac 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 in June.

Subject Choice

Grade 6 - All students study English Language and Literature, Mathematics, Integrated Sciences, Individuals and Societies, Arts (Music, Art and Drama) and Design.

In addition, students make a number of choices

- Additional Language: students can choose from Arabic Language and Literature, Arabic Language Acquisition, French Language and Literature, French Language Acquisition and Spanish Language Acquisition
- Physical Health Education; students choose between mixed gender or single gender
- Islamic Studies: in Arabic or in English - if students do not choose Islamic Studies they will study Design

Grade 7 and 8 - The subjects in Grade 7 and 8 are the same as in Grade 6 but students will drop one out of the three Arts subjects (Music, Art and Drama).

Grade 9 - 12: subject choice for high school students is extensively documented in our publication [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 considered a final grade. 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.

IB 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

For High School (Grades 9 – 12) courses, a '3' is considered a passing grade. High school students who do not achieve a passing grade will not receive credit for the course. They are placed on academic monitoring and given an action plan, which may include credit recovery.

Middle school students in Grades 6 – 8 who do not earn a grade of 3 or higher in any of their subjects, are placed on academic monitoring status.

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, secondary students in Grades 6 – 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 6 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

All secondary students belong to an advisory group of their grade level peers. Advisory serves as a structure for a relatively small group of students to meet daily with a faculty advisor. Advisors guide students through some of the 'nuts and bolts' requirements of school – clarifying and reinforcing expectations and preparing students for school wide events. In addition, once per week (Tuesdays) there is an extended advisory meeting where students

have class meetings where issues pertaining to the grade or class are discussed. This is also a time where ATL skills are strengthened.

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.

Co-Curricular Activities

An extensive co-curricular 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 sports 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 [GSS Co-curricular 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)
- GSS Principal's Student and Parent Newsletters
- SchoolsBuddy (student & parent access)
- GSS Co-curricular 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.

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

School assemblies help create a sense of community throughout the school year and give us a chance to celebrate successes together. Assemblies will take place for Middle School and High School separately. Grade Levels may also have their own assemblies. There are also spirit days, performances, and festivals for all students, faculty, and staff. The major events are mentioned in *The Wave*, the Parent Newsletter, the Student Newsletter and our Social Media platforms will afterwards also look back on these events..

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 Managebac. 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) in the DP

All students in Grades 11 and 12 are required to meet the expectations for CAS in order to receive a TKS diploma. The CAS program challenges students to show significant, meaningful progress against 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 Organisations

The KAUST School includes various student organisations. The purpose of the students organisations is to engage students in the school as an organisation, engage with other students and engage with the community and people beyond our community. It aims to promote dialogue with the school leadership, develop student leadership skills, including an understanding of processes and tools in organisations. The student organisations will also demonstrate care for students when transitioning in and out of the school and on other occasions when care is required.

- The Student Advisory Committee meets with the school leadership to raise issues of concern and represent the student voice.
- The Service Committee 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 Student Care Committee 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-Kingdom 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 Secondary 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 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.
-
- Success in Secondary School requires an adequate level of English proficiency. For students entering Grades 6 to 8, diagnostic testing may be provided to determine the level of English Language Learning support required. For students entering High School (Grades 9 – 12), an English proficiency test may be administered and will guide enrollment decisions. High School students entering with very limited English language ability face a significant risk of not being able to succeed, and as a result, may be denied admission.
 - A history of placement in advanced programs or grade promotion will not necessarily determine placement at TKS. Each application is viewed on its individual merits.
 - The School reserves the right to evaluate each applicant. All applicants 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 classes are 70 minutes long.

Sun, Mon, Wed, Thu	Time		Tuesday	Time
Advisory	7:55-8:05		1	7:55-8:55
Passing	8:05-8:10		Passing	8:55-9:05
1	8:10-9:20		2	9:05-10:05
Break	9:20-9:30		Break	10:05-10:20
Passing	9:30-9:35		Passing	10:20-10:25
2	9:35-10:45		3	10:25-11:25
Break	10:45-10:50		Passing	11:25-11:30
Passing	10:50-11:00		4	11:30-12:30
3	11:00-12:10		Passing	12:30-12:35
Lunch MS* / FlexBlock HS	12:10-13:00		Ext Advisory	12:35-13:05
Passing	13:00-13:05		Staff Lunch	13:05-14:00
Lunch HS* / FlexBlock MS	13:05 - 013:55		Staff PLC	14:00 - 16:00
Passing	13:55 - 14:00			
4	14:00 - 15:10			

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 IB schools and reflects our beliefs that students and teachers can learn from each other and benefit from different perspectives.

A Safe and Secure Campus

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

After school hours and on weekends the campus is closed except for scheduled school activities or activities using school facilities booked through 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 by students during non-school hours is considered a category two disciplinary incident.

Visitors

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

Student Visitors in Classes

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

Health

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. They must be in the school building at least 2 minutes before the start of lessons to ensure they have adequate time to get to their classes and get set up for learning. Students will be marked tardy if they are late.

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

Absences

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

Leaving school early / arriving at school late

If students need to leave before the end of the school the parent must contact the school at the beginning of the school day to explain the reason. A student cannot leave early unless notification has been received from the parent.

If parents notify the school in advance of late attendance (due to a medical appointment, for example) the late arrival will be recorded as excused.

Reporting Absence

Parents must notify the school by 7:45 am if their child is going to be absent. Parents should email the student's advisor and the school receptionist. 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 Secondary 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

In high school, 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.

Consequences of accumulated absences

- For **Grade 6 - 8 students** (Middle School) absences for a course exceeding 5 classes per semester, will be documented on the report.
- For **Grade 9 - 12 students** (High School) absences for a course exceeding 5 classes per semester (for semester courses) or 10 classes per year (for yearlong courses) will result in a loss of credit.

Illnesses during the day

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

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

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 may indicate the time and destination to be visited and the signature of the issuing teacher and other information helpful to the receiving teacher. Students visiting the Library Media 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

Rationale

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

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

Characteristics

The best homework tasks exhibit four characteristics:

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

Time Guidelines

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

6th Grade	60 minutes daily + free reading
7th Grade	70 minutes daily + free reading
8th Grade	80 minutes daily + free reading
9th Grade	90 minutes daily + free reading
10th Grade	100 minutes daily + free reading
11th and 12th Grade	2 to 3 hours daily + free reading

Notes

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

Strategies for Success

- Communicate with the teacher if any questions or concerns arise about the quality, purpose, or expectations of homework. Feedback from students and parents is essential for guidelines to serve students best.
- Keep a log of how long homework assignments are taking and communicate results.
- Use 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 times 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 6 - 10.
- [The Parent Portal](#), accessible via the website, includes up-to-date information on your child's performance. Progress Reports, End-of-Year reports and MAP test results, class schedules and information on the co-curricular programme are published on the Parent Portal.
- [The Managebac website](#) contains a calendar with all assessments of your child as well as results of assessments. Students and parents both have access to Managebac.
- [Google Classroom](#) is a forum for the teacher and the student to communicate. It describes tasks, resources and feedback from the teacher. You can subscribe to the *Google Classroom email summaries for guardians*, which gives you a summary of missing work, upcoming work and class activity. Alternatively, if you prefer more detailed information you can obtain access to Google Classroom via your child's account.
- [The WAVE](#) is sent to parents 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 3-way conferences in the Autumn and in February, after Semester 1 results are published, and Student-Led Conferences in the spring
- 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. Parents may also contact the Secondary School Office (GSS.Office.Coordinator@kaust.edu.sa) to arrange a meeting or a phone call with a teacher. Should you not receive a response within 48 hours feel free to contact the Secondary School office to confirm receipt of your request. Alternatively you can contact the relevant IB Coordinator or the Principals to discuss your concern.

Graduation Requirements

TKS offers three pathways for Gr 11 and 12

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 table below shows the minimum number of required credits. A credit is earned for each year a course is passed.

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*

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).

See the [TKS High School Program of Studies](#) for full details about the three pathways.

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. In Grade 6,7 and 8 students are placed in homerooms, which means that they will be together as one group in Language & Literature, Mathematics, Science, Individuals and Societies, The Arts, and Design. 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 Secondary School Office
- Check the lost and found items in the Flag Pavilion to reclaim belongings

Each month unclaimed lost property is donated to charity.

Lost Books & Materials

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

Lockers

Lockers and locks are issued to students upon request.

Laptops

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

Food and Drink

The school cafeteria offers snacks and lunch. Students may choose from the a la carte menu or select a combination meal with a fixed price. Students are also welcome to bring their snack and/or lunch from home, but they may not order 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.

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

Expectations for Attendance at Formal Performances

In order to facilitate an environment of respect and to educate students in the norms of formal 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

Most Secondary School students walk or ride bicycles to and from school. Some families drop off and pick up students by car.

Bicycles & Bicycle Safety

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

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

Bussing

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

Motorised Vehicles

To drive a motorised vehicle at KAUST, students must be at least 17 years old and hold a valid driver's licence. The vehicle must remain in the student parking area in the North Parking Lot during school hours. The West Parking Lot nearest the Flag Pavilion entrance is off limits to student vehicles. Motorised vehicles (including electric scooters) are not allowed on school grounds

IV. Behavioural Expectations

The KAUST Secondary School Code of Conduct

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

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:

- 1. RESPECT FOR PEOPLE** Be friendly. Be kind. Be helpful.
- 2. RESPECT FOR SELF** Be safe. Be careful. Make healthy choices.
- 3. RESPECT FOR EVERYONE'S CULTURE** Understand and celebrate others' differences.
- 4. RESPECT FOR TIME** As time is precious, at TKS we practice punctuality and observe the minutes and hours scheduled for accomplishing individual and collective goals inside and outside of the classroom.
- 5. RESPECT FOR PROPERTY** 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.)
- 6. RESPECT FOR THE WORLD** Take care of our planet and the part of it you occupy.
- 7. RESPECT FOR LEARNING** Be curious. Ask questions. Respect the way others learn. Avoid disturbing others. Use time for learning effectively.
- 8. RESPECT FOR THE TRUTH** Be honest in all that you do.

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

At The KAUST School, we expect all students to understand what acceptable behaviour is. 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 others. This means no alcohol, drugs, or tobacco products.
- ❖ When students do not follow guidelines for behaviour, they risk disciplinary procedures 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. Kissing, romantic hugging 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 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, iPods, and similar devices

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

During break times and lunch times and before and after school, both school-provided devices and personal devices may be used in designated areas only: downstairs in the Flag Pavillion and the GSS Library. Device use during this time must not conflict 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 or outside the areas described above may include the loss of the device for the day (*first warning*) or the loss of the privilege to bring a personal device to school - see [Discipline Learning Flowchart](#) 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.

Procedures related to student complaints and requests for appeal

Students can submit complaints or appeal a decision related to the implementation of GSS regulations or IB programme regulations 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.

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.***

Bullying, Harassment and/or Anti-Social Behaviour

We believe that all students in our school have the right to feel safe. Bullying and harassment disrupt learning and cause students to feel unsafe in school. TKS takes these kinds of behaviours very seriously and we will take strong measures against any and all forms of bullying and harassment.

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 and targeted at perceived characteristics such as race or ethnicity, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, religion, sexual orientation, age, or a person's association with a person or group. [Canadian Red Cross website](#).

All reported incidents of bullying, harassment or other forms of antisocial behaviour by an individual or group of students will be taken seriously and dealt with sensitively. Students and parents are asked to bring their concerns to the teacher, advisor, 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 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 does not approve of clothing, hairstyles and jewellery or makeup that, in the judgement of the faculty and administration, distracts or interferes with the social and learning climate at school. In order to offer guidance on what we mean by appropriate dress at school, we offer the following guidelines:

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

Consequences

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

Physical Education and Swimming

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

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.

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

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, unsafe play, and littering.

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

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

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

Some examples of Category Three incidents include, but are not limited to: fighting, intimidation/bullying, leaving campus without permission, major technology violations, extreme academic dishonesty, excessive tardies, recurrent skipping, vandalism, 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. Detention happens from 3:15 - 4:00 pm (except on Tuesdays) in a predetermined classroom or office space. Detention follows the same expectations for quiet, productive study time employed in Study Hall. (See guidelines in appendix) Parents will be notified so that appropriate transport and other necessary arrangements may be made. Attendance in a disciplinary detention will take precedence over other concurrent after-school activities.

Disciplinary Probation

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

Suspension

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

Expulsion

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

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

IV. APPENDIX

Eligibility Policy for Participation in Co-Curricular Activities

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

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

1. The student is in good academic standing or working to the best of their ability
2. The student meets all deadlines for handing in 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 suspended from the co-curricular program until they address issues regarding their completion of missing work. Decisions regarding suspension 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 suspend 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 of 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/Associate Principal after gaining the perspective of the relevant staff members.

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.

Co-curricular Agreement Form

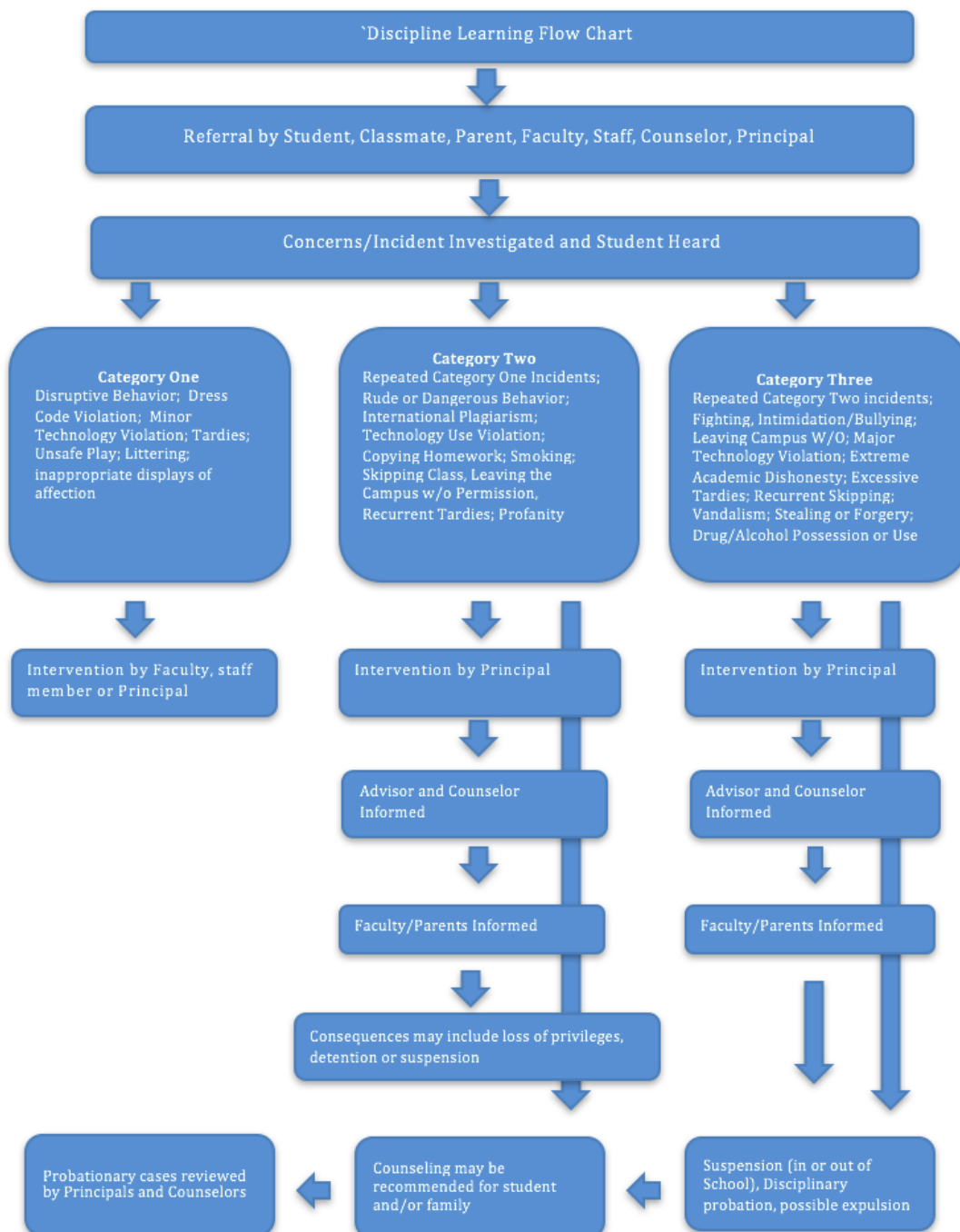
It is an honour to represent The KAUST School, not a right. Students participating in co-curricular programmes are considered to be in positions of leadership. They represent the school and the greater community.

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.

Discipline Learning Flowchart



Flex Block

Grade 6 - 10 students have flex block 4 times a week. On Sunday, the time is used to plan the 3 flex 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 flex 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 Flex Blocks are used for HL blocks or for Study Hall

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 12 Study Halls

Grade 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. 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

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

Social Media

If permitted to do so by the classroom teacher, students may use age appropriate social networks 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 GSS 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 GSS 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.