



High School Handbook

2026-2027

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HIGH SCHOOL PRINCIPALS' WELCOME

Dear Students and Parents,

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

The high school (HS) at TKS, including the International Baccalaureate (IB) Diploma Programme (DP) and Middle Years Programme (MYP), offers a focus on inquiry-based, transdisciplinary learning within a rigorous and collaborative context.

We apply a holistic approach to support individual pathways and aspirations while promoting well-being and a sense of belonging. Our emphasis on diversity, inclusion and an appreciation of multiple perspectives suits our international community very well.

The purpose of this handbook is to acquaint students and parents with the various facets of life at the High School. Among other things, it provides an overview of general school affairs, academics, policies and procedures, student expectations, and the programs offered from Grades 9 to 12.

All high school families are asked to read the contents of this handbook with care - and reference it as needed throughout the course of the school year - and all high school students at TKS are expected to follow the expectations and live by the guidelines herein.

This handbook defines who we are as a learning community, including our shared values, school culture, responsibilities, expectations and aspirations.

We believe that schools can be more effective and students learn better when the school and families work together in partnership, support each other and communicate effectively.

If at any time you have questions or concerns, do not hesitate to contact us. We are ready to work with you in preparing our students for the responsibilities of the future.

Sincerely,

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

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

ADMINISTRATION, TEACHERS & STAFF

Administration

HS Position	Name
HS Principal	Robert Blanchard
HS Associate Principal	David Webb
HS Office Coordinator	Tasneem Alsharif
Activities & Athletics Director	James Leeper
IB DP Coordinator	Avan Mahmood
IB MYP Coordinator	Marie Whitehead
HS Counselors	Isabel Pacios Matthew Stevens Steve Petraglia
HS/MS Pedagogical Coordinators	John Simpson Elizabeth Swanson
Attendance Coordinator	Lailatul Rosly
Counseling/DP Office Coordinator	Khaing Zin Thant

TKS K-12 Position	Name
TKS Director	Michelle Remington
TKS Deputy Director	Jeff Woodcock
HS/MS School Psychologist	Fatima Rehman
Teaching and Learning Director	Mariana Curti
MS/HS Health Office	Ramziyeh Ojeil
Education Technology Director	Sheldon Bradshaw
Director of Admissions & Engagement	Leigh Martin
Director of Student Support Services	Kristel Solomon-Saleem
Operations, Business & Facilities Manager	Hussain Sorooji
Office Coordinator	Shelly Ward

Core Coordination	Elements		
Creativity-Activity-Service	Emma Nason	HS Service as Action	Emma Nason
MYP Personal Project	Marie Whitehead	Extended Essay / Research Project	Andrea Bravin
Grade Level Leadership			
Gr 9 Renee Bellavance	Gr 10 Kassandra Wowk	Gr 11 Brian Auckland	Gr 12 Avan Mahmood

High School Teachers and Staff

We encourage direct communication between home and school. The appropriate way to contact any of the teachers or members of staff is via email. All teachers and staff have TKS email addresses (firstname.lastname@thekaustschool.org). Parents may also make appointments with teachers by calling the School Reception at 808-6703. Drop in meetings are not encouraged and typically not possible.

Subject	Teachers			
Arabic Language & Literature	Abdelgani Shadeed			
Arts	Eduardo Regula (Music) Jecton Were (Visual Art)	Marchelle Dickinson (Music) Robin Banks (Visual Art)	Padraig Downey (Drama)	
Design	Jesse Remington	Robert Clements	Sean Roulet	Dwain Macintosh
English	Bob Norris Dixon Kibengo	Chloe Edwards	Kimberley Vaughns	Brian Hire
Individuals & Societies	Tony Knox Sean Roulet	Kari Beck James Hayes	Andre Henriques	Vaidotas Steponavičius
Language Acquisition	Diego Gonzalez (Spanish) Celine Dary (French)	Rasha Shaker (Arabic) Aymeric Marty (French)	Shorooq Alhazmi (Arabic) Laura Castro (Spanish)	
Library Media Specialist	Andrea Bravin			
Mathematics	Fernanda Ferreira Chikae Yamatin	David Burton	Stephan Beck	Cherish Akaraiwe
Science	Myriam Abdalbaki Dorothy Knox	Tania Shah Povia David Lally	Emma Nason Kate Naghten	
Physical & Health Education	Milan Micic	Kassandra Wowk	Renee Bellavance	
Theory of Knowledge	Avan Mahmood	Aymeric Marty	Dixon Kibengo	Abdelgani Shadeed
Student Support Services	Brian Auckland Samantha Pryce	Daniel Hammack	Jenna Wagner	Kimberly Braxton
Teaching Assistants	Margarita Bravin (Arts) Lewis Kittsen (Design)	Anjiao Wu (Library) Assel Bimurzayeva (LS)	Anwar Ibrahim (Science)	

I. GENERAL INFORMATION ABOUT THE SCHOOL

The KAUST School - Mission Statement and Values

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

TKS Values and the TKS Values in Action

Adaptability

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

Inclusivity

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

Innovation

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

Responsibility

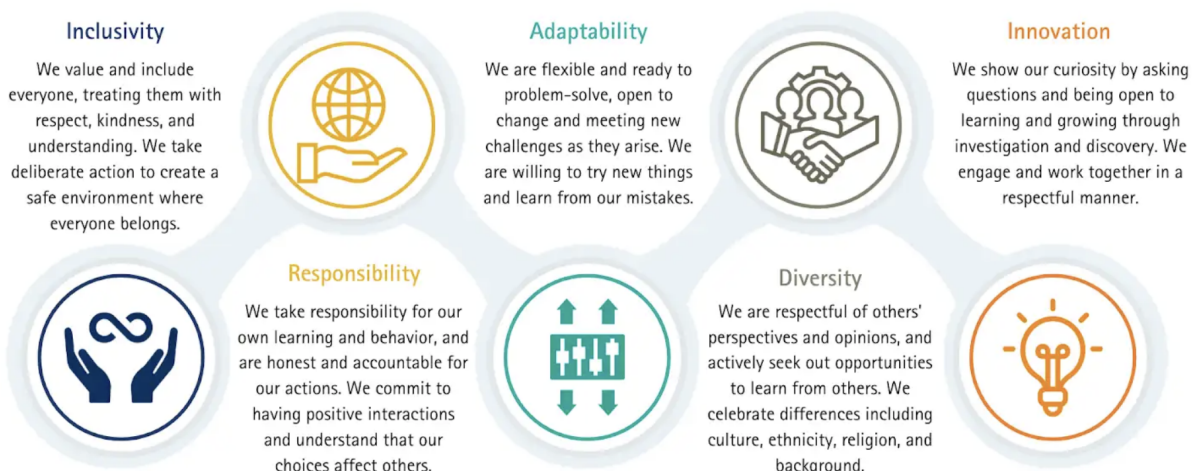
- We contribute to and benefit from our collective learning.
- We rise to challenges, own decisions and overcome failures.
- We recognize our impact on the world and act sustainably.

Diversity

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



TKS Values in Action



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

Accreditation

The KAUST School is fully authorized in three of the International Baccalaureate programs. At the High school level the Middle Years Programme (MYP) is for students in Grades 6-10 and the Diploma Program (DP) is for students in Grades 11-12. TKS is also accredited by the Council for International Schools (CIS) and the Middle States Association (MSA).

Personalized Approach

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

In Grades 9 and 10 these pathways are:

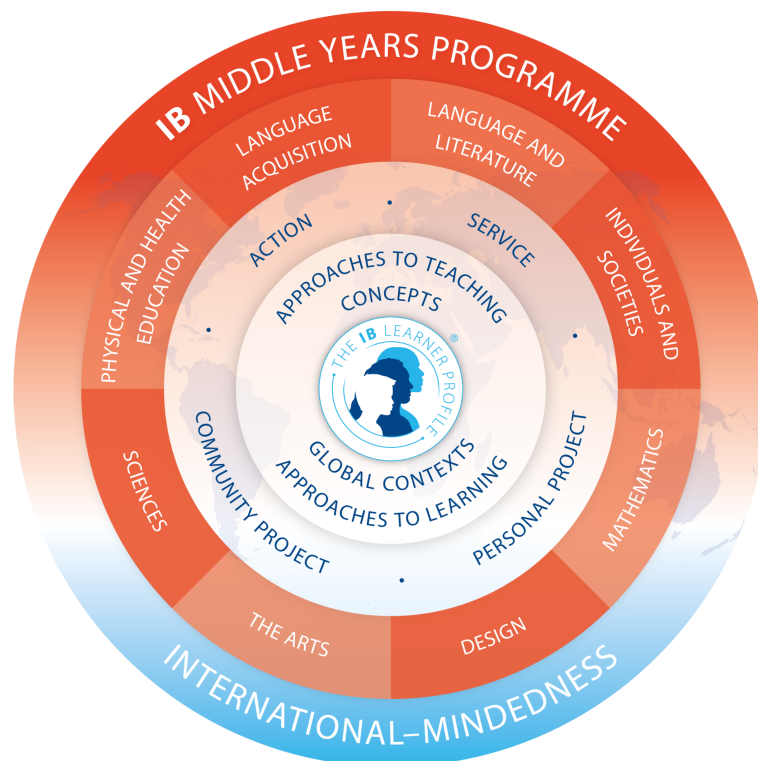
1. General MYP curriculum, including TKS courses
2. General MYP curriculum with access arrangements for specific subjects. These access arrangements could include scaffolding, extra time, organizational devices, different resources. Access arrangements are described in the IB Publication [Access and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

societies.

In Grades 11 and 12 these pathways are:

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

The International Baccalaureate Middle Years Program (MYP) Curriculum Framework



At TKS, students in Grades 6 to 10 follow the International Baccalaureate (IB) Middle Years Programme (MYP), an educational framework designed for learners aged 11 to 16. The MYP aims to develop internationally minded, independent learners by providing a balanced and flexible curricular framework that encourages collaboration among staff and stimulates students in independent inquiry and reflection. By connecting academic studies to real-world applications, the MYP fosters critical thinking, creativity, and intercultural understanding, helping students develop essential skills for success in a rapidly changing world. Our school is committed to providing a supportive environment where each student can thrive and reach their full potential within this internationally recognized program.

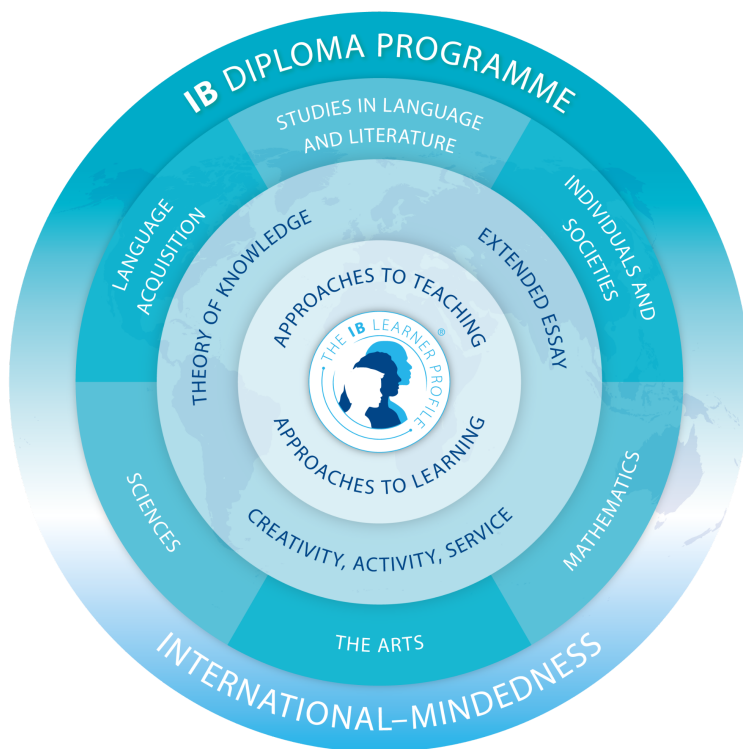
Personal Project (Grade 10 Students)

All students in the final year of the IB Middle Years Programme (MYP) must participate in the Personal Project. This project is a significant, student-driven initiative that allows learners to explore a topic of personal interest in depth. The Personal Project encourages students to apply the skills they have developed throughout the MYP. It is an opportunity for students to demonstrate their ability to organize and conduct an extended piece of work, culminating in a final product or outcome that they present to the school community. At TKS, we support each student through the process with guidance and mentorship, ensuring a rewarding and enriching experience.

The project is *externally moderated* by the IB to ensure consistent standards of assessment worldwide. Upon successful completion, students receive a certificate from the IB recognizing their achievement.

The International Baccalaureate Diploma Program (DP) Curriculum Framework

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



School Colors and Mascot

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

Student Support Services

TKS is committed to fostering an inclusive learning community with a diverse range of learning profiles through a continuum of programs, services, and learning pathways. Having said that, students who enter The KAUST School must demonstrate the ability to be successful with limited support in a regular academic environment.

Learning Support

In partnership with students and families, TKS provides both proactive and responsive support to address students academic, social-emotional and behavioral needs. Through these inclusive practices and a tiered system of support we strive to ensure every learner has equitable opportunities to access, participate in and experience success as well as belonging within our learning community.

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.

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 individualized service needed by the student, subject to the recruitment of suitable staff and specialized resources.

Specialized Assessments & Accommodations

The KAUST School High School is committed to supporting students' diverse learning needs and ensuring that appropriate supports and accommodations are in place to help students access the curriculum. In some cases, specialized assessments may be required to better understand a student's learning profile or to support requests for formal assessment accommodations. The information below outlines how evaluations and accommodation requests are managed within the school.

Student Support Referral Process

When a student experiences ongoing academic, behavioral, or learning challenges, teachers may initiate a referral through the school's Student Support process. This process typically begins with classroom-based interventions and collaboration between the teacher, advisor, and relevant student support staff. If concerns persist, the Student Support Team may meet to review the student's needs and determine appropriate next steps. Parents are informed and involved throughout this process. In some cases, the team may recommend additional evaluation to better understand the student's learning needs and determine appropriate support.

Internal Evaluations Conducted by the School

In certain situations, the school psychologist may conduct an internal evaluation to better understand a student's cognitive or educational functioning. These evaluations are used to guide instructional support and intervention planning within the school. Internal evaluations may be considered when:

- A student has a documented diagnosis upon enrollment that requires updated information to support school-based planning.
- A student is currently receiving learning support services and additional information would help guide interventions.
- A student has been formally referred through the school's Student Support process and the team determines that additional data would support decision-making.

Evaluations conducted by the school psychologist are provided as part of school services and are typically offered at no cost to families.

External Evaluations

Some assessments must be completed by qualified external professionals. External evaluations may be required when:

- Parents wish to pursue new assessment accommodations for standardized assessments (such as IB or College Board exams).
- A comprehensive diagnosis is required beyond the scope of school-based evaluation services.
- Medical or specialized evaluations are needed (for example, speech-language, occupational therapy, or clinical psychological assessments)

When external testing is recommended or required, parents are responsible for selecting qualified professionals, scheduling the assessment, and covering all associated costs. Families are asked to submit completed reports to the School Counseling or Learning Support department so the school can review the documentation and determine appropriate next steps.

IB and Standardized Assessment Accommodations

Students in the IB Middle Years Programme (MYP) and Diploma Programme (DP) may be eligible for access arrangements during assessments when appropriate documentation is provided. These arrangements may include accommodations such as additional time, use of assistive technology, or modified testing environments. Accommodation requests must follow strict documentation and submission timelines set by the IB. The school will review supporting documentation and submit requests to the appropriate examination authority. Final approval of assessment accommodations is determined by the IB or other external testing organizations, not the school.

Confidentiality and Data Privacy

All diagnostic reports and evaluation data are treated with strict confidentiality. Documentation is securely stored and accessed only by appropriate school personnel who are directly involved in supporting the student's learning needs. Information is used solely for the purpose of planning educational support and accommodations within the school environment.

For detailed procedures and full policy guidelines regarding evaluations and assessment accommodations, please refer to the Student Support Assessment and Accommodation Policy available through the school website.

Modified Courses

In exceptional situations, the school offers modified courses for selected subjects to address specific learning needs. These modified courses can be studied in the regular class or in a dedicated setting

within the school. A decision to offer a modified course to a student is always taken very carefully and based on a range of well-defined criteria, including MYP / DP / MAP / WIDA student performance data as well as recommendations made by the educational psychologist and a student review team. A placement in a modified course will always be discussed with the parents and is ultimately the decision of the school.

Supporting Students Through Enrichment

The Talent and Enrichment Program embodies the commitment and responsibility to Talent and Enrichment (T&E) students to provide opportunities and experiences to maximize their high potential and allow them to flourish and thrive. T&E strives to identify students who perform at high levels in academic or creative fields compared to their same-age peers. Challenges and stimulation are provided continually through the development and implementation of services both inside and outside the general education classroom. TKS has an agreed upon identification criteria for identifying and supporting students within the talent and enrichment program. T&E students are a diverse group with varied abilities and needs and require a range of service options.

Services for T&E students are an integral part of The KAUST School educational program. Appropriate educational opportunities for these students should meet their unique academic, creative, and social-emotional needs to develop and help them realize their full potential. Talent and Enrichment services are integrated within the TKS system via collaborative efforts amongst administrators, a talent and enrichment coordinator, classroom teachers, learning support teachers, support staff, parents, and the KAUST community, including robust, comprehensive, and ongoing staff professional development regarding the unique social, emotional and academic needs of highly able learners.

For students for whom the regular curriculum offers limited challenge, we will, in collaboration with the Talent and Enrichment Coordinator, students, and their parents, recommend a programme of study that may include one or more of the following opportunities:

- Single-subject acceleration within the same course of study
- Independent study course with approval of admin and TE Coordinator
- Participation in research internships or courses at the KAUST University
- Additional Courses in Grades 11 and 12. These courses can be studied in addition to the 6 TKS Diploma courses or as part of the required 6 IB Diploma courses.

Saudi students may choose to participate in the Saudi MoE-sponsored Mawhiba Enrichment Programs, which include internships, summer programs, and mentor programs. This is not part of the school program.

Speech and Language Therapy

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

School Counseling

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

College Counseling

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

IB DP Predicted Grades in Grade 12 for Submission to Universities

The High School Counselors ask teachers for university predicted grades for DP courses in semester 1 of Grade 12 (typically early October for Medical and other early programs and mid November for all others). The counseling team publishes expected submission dates to permit teachers enough time to have accurate data. Unrealistic predictions can result in students' offers being unattainable or rescinded. University PG's are a prediction of a student's expected final IB achievement grade at the end of G12, however, UPG's collected in Oct/Nov are sometimes not the same as those sent to IBO in March (when teachers have more data). In the interest of data-informed decision-making, open partnership and transparency that supports a best-fit approach to the university application process, TKS releases individual (in addition to the overall point total) IB predicted grades to students to support their university applications and guide their academic progress. These grades are predictions determined by subject teachers using IB assessment criteria, grade boundaries, historical performance, and professional judgment. If extenuating circumstances exist after a prediction was previously submitted, a student or teacher may request a predicted grade update - this is managed by the student's counselor and there are clear guidelines in place for this type of request.

IB DP Predicted Grades for Submission to IBO

The International Baccalaureate Organization (IBO) requires a predicted grade for all candidates in DP courses in semester 2 of Grade 12, including TOK and EE. A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve. Predicted grades are based on the IB Grade Descriptors, including all the evidence of the candidate's work as well as the teacher's knowledge of IB standards and assessment components within the course. The school's DP coordinator oversees predicted grades submission to the IBO.

School Facilities

Library Media Centre

The Library Media Centre (LMC) is a school community resource where the librarian, teachers and students jointly create and maintain a learning environment with access to a wide-range of print and non-print information resources. The Library's purpose is to foster a love of reading and the development of lifelong learning abilities in information and media literacy. The library media specialist works closely with teachers to support the academic program. The LMC is open 7:30 am - 4:00 pm each school day. On Tuesday the LMC closes at 1:15 pm for students.

Use of the Library Media Centre Printer / Copier: Students have limited use of the printer / copier in the Library Media Centre for academic purposes. Limiting use is important given the printing potential in a 'One-to-One' laptop school and it supports the vision of the university as a largely 'paperless' institution of learning. Students will nonetheless face the need to produce a hard copy at times. The

expectation is that students plan time to get such tasks done in advance and know that the majority of tasks need to be taken care of at home.

Health Office

The High School Health Office is staffed by qualified nurses who maintain a sick bay and keep limited first aid supplies and a few over-the-counter medicines as approved by doctors at KAUST Health and authorized by parents, as listed on the Student Medical Information form. This Health Office is located in the Main Building near the Library Media Centre. The High School Health office and services are available throughout the school day. As a general rule, students are encouraged to visit only during break and lunch unless there is an urgent matter or emergency. Students requesting to visit the nurse during class time must be sent with a Nurse Pass from their teacher.

The additional Reef Health Office is for urgent injuries that require immediate nursing attention. This additional health office is located in the Reef Building on the ground floor near the elevator and opened as needed.

Swimming Pool

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

Cafeteria

The cafeteria serves a variety of healthy meals, snacks, fruit juice, and water. It runs a cash service during break times. A snack cart is also available to students in the lower & upper Flag Pavilion as well as the Reef classroom level during morning break. Students are not permitted to order food from outside the school grounds; such food will be confiscated as a violation of this rule. Parents may direct special requests to the High School office well in advance for review and approval.

The school cafeteria is open throughout the school day as a social and study space for Grade 11 and 12 students without a scheduled class (e.g. independent study). Students in Grades 9 and 10 may only access the cafeteria during designated break and lunch times, unless given explicit permission by a teacher. Students with a scheduled class are always expected to attend that class in its assigned location.

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.

II. HIGH SCHOOL PROGRAM

Calendar

Please refer to the annual TKS academic calendar, available on the TKS website (<https://tk.s.kaust.edu.sa/>) for dates of school days and school holidays. The website also includes a calendar with all school events for all divisions. In addition, you can subscribe to the TKS and HS Events Google calendars. The *Focus*, our weekly publication sent to all parents, also publishes dates of events coming up. As part of our home-school partnership, parents are encouraged to monitor the high school events calendar and should plan to attend essential school events including Back-to-School Night and Parent Conferences.

Graduation Requirements

The KAUST School (TKS) offers a US accredited high school diploma upon graduation. Students earn the TKS diploma by meeting all requirements during grades 9-12. Students at TKS may also pursue the International Baccalaureate Diploma, an additional credential issued by the IBO after graduation to students who have met all the requirements. TKS offers a modified high school diploma to students with documented learning needs requiring a modified program of study. TKS provides several pathways through high school.

I. The KAUST School Diploma: The KAUST school believes in the value of concurrency of learning, the principle being students continually engaging with a balanced curriculum in which the TKS-required subjects are studied simultaneously. We also value engagement outside the required subjects (Service as Action/CAS and Research Project). In order to graduate, students need to meet all the requirements below:

- earn 26 credits between Grade 9 and Grade 12 (see table below)
- meet the learning outcome for CAS (Creativity-Action-Service) or Service as Action each year of high school
- complete the TKS Research Project or an Extended Essay

The table below shows the minimum number of required credits. Normally, a credit is earned for each year a course is passed - see below for more information about transcription and credits.

Subject	Minimum credits*
English	4
Mathematics	3
Science	3
Individuals and Societies	3
Other Language(s)	2
Art or Music or Drama or Design	2
Physical Education	2

Accumulated Additional Credit	7
Total (Minimum)	26

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

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

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

III. The KAUST School Diploma plus the Full IB Diploma: The most rigorous program offered at TKS is the full two-year IB-diploma for eligible Grade 11 and Grade 12 students. The IB has a set of requirements to obtain the Diploma, including a minimum number of overall points, a minimum number of points for HL subjects and requirements for the Theory of Knowledge course, the Extended Essay and CAS (Creativity – Action – Service).

IV. The KAUST School Modified Diploma: The TKS modified diploma is available to students with significant documented learning needs. Specifically, this diploma is for students who receive support and accommodations but are unable to meet the academic requirements of the TKS high school diploma without modifications to their program of study. Students pursuing a modified diploma follow a personalized pathway through high school and must satisfy the requirements of the TKS diploma (stated above) with approved modifications.

Subject Choices and Selections

The high school program of studies and all subject choices for high school students at TKS are extensively documented in our annual publication, available via our [TKS high school web page](#).

Assessment Overview

Students in Grade 9 - 12 are graded on a 1-7 scale, with 7 being the highest level. High school students must achieve a grade of 3 or higher to pass and receive credit for a course. A grade of 2 or below represents limited progress in the course and is not counted as credit towards high school graduation requirements.

MYP, DP and TKS course grades are based on a number of well defined aspects of performance within the subject, described in mark bands and mark schemes. Teachers determine performance levels for each assessment criteria based on the results of assessments during the course according to the outcomes set for each course. In the case where the criterion assessments do not produce clear evidence for a particular achievement level, teachers use their judgement to select the level that best matches the student's demonstrated overall learning.

At TKS, assessment is a tool for learning. We use assessment to help students grow, understand their progress, and take ownership of their learning, not just to give grades. High-quality assessment gives students useful feedback and helps teachers adapt instruction based on the data. We believe every student can learn and thrive with the right support.

We use a wide range of assessment strategies, all designed to be clear, purposeful, and inclusive. Assessments are based on well-defined learning goals and shared success criteria. They are planned in advance and give students multiple ways to show what they know, understand, and can do.

- Formative Assessments are learning opportunities that help students improve. These may include quizzes, drafts, practice tasks, or discussions. They are used to give feedback, inform teaching, and support reflection. Formative tasks are sometimes recorded in the gradebook but do not count toward the final grade.
- Summative Assessments are planned in advance and used to evaluate what students have learned. These include essays, projects, performances, investigations, tests, and exams. Summative tasks are always graded, recorded in the gradebook, and contribute to the semester grade.

All high school courses use a criterion-referenced approach, meaning students are assessed against clear standards, not compared to each other. This supports fairness and transparency. Teachers give timely feedback and regularly reflect with students on their Approaches to Learning (ATL) skills to support continuous growth.

Homework and independent learning are an important part of high school. Tasks are purposeful, relevant, and designed to be manageable. If homework ever feels overwhelming, students are encouraged to speak with their teacher or counsellor.

TKS Student's Role as a Learner: TKS aims to develop assessment-capable learners: students who can accurately self-assess, understand feedback, set learning goals, and take ownership of their progress. Teachers support this through clear rubrics, exemplars, regular opportunities for reflection, and student voice in the assessment process. Our intention is for every student to feel confident, curious, and empowered to take action and demonstrate ongoing progress in their learning journey.

Program Specific Assessment Information

- MYP courses use the MYP Assessment Criteria. Each subject has 4 different assessment criteria. The performance levels for each assessment criteria together generate an overall grade through the grade boundaries determined by the IB.
- HS courses use assessment criteria that are similar to the MYP assessment criteria. TKS courses allow for a wide range of assessment strategies which may be adjusted for individual students, including the use of oral examinations, video recordings and breaking up bigger assessments into smaller assessments.
- IB DP courses use the DP Grade descriptors. Grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors
- TKS courses are assessed internally while the IB courses are assessed externally (internal assessments for IB courses are assessed internally and moderated externally).
- TKS courses are assessed per unit with the final grade being determined by a best fit approach considering all unit assessments, while the IB DP courses are ultimately assessed by a final

examination based on course content covered over 2 years with part of the grade based on externally marked or moderated coursework.

Assessment Timeline

Assessment and feedback is designed to be a continuous process. We have two semesters each academic year and reporting is undertaken twice a year. For each semester, the course grade achieved becomes part of the student's academic record and is included on the TKS transcript. Students receive a grade for each course attempted. After determining the performance level for the assessment criteria in a course, an overall grade is determined.

IB Diploma students receive their IB DP results in July of Grade 12 by accessing the candidates.ibo.org site with a username and password given by the IB Coordinator before the students graduate. Diplomas are sent by the IB toward the end of August and students have the option to have it posted or picked up from the school.

Grading Scale

Students in Grade 9-12 are graded on a 1-7 scale, with 7 being the highest level. High school students must achieve a grade of 3 or higher to pass and receive credit for a course. A grade of 2 or below represents limited progress in the course and is not counted as credit towards high school graduation requirements. Personal Pathways courses are normally assessed on a Met/Not Met basis.

MYP, DP and TKS course grades are based on a number of well defined aspects of performance within the subject, described in mark bands and mark schemes. Teachers determine performance levels for each assessment criteria based on the results of assessments during the course according to the outcomes set for each course. In the case where the criterion assessments do not produce clear evidence for a particular achievement level, teachers use their judgement to select the level that best matches the student's demonstrated overall learning. Provisions may be made to accommodate students through differentiation of the assessment task (without changing the concepts or criteria assessed).

TKS students are also involved in self-assessment of their learning, and they reflect on their own *Approaches To Learning*. TKS High School uses the ISEL Approaches to Learning (ATL) Framework, which integrates the development of communication, social, self-management, thinking, and research skills. These skills are embedded across the curriculum and advisory program, helping students become self-directed learners.

Grade Descriptors

1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and

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

Passing Grades

Students who do not achieve a passing grade (a passing grade is a “3” or higher) will not receive credit for the course. They are placed on academic monitoring, with an action plan that may include credit recovery.

Reports

At the end of Semester 1, each student receives a Progress Report. This reflects students' progress to date and is not normally considered a final grade, except in some specific cases such as semester-long courses. At the end of Semester 2, students receive an End-of-Year Report. This report reflects the progress and performance of the student over the whole year (not just the second semester).

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. The courses studied in Semester 1 and Semester 2 will be recorded separately on the transcript.

- If a student obtains a failing grade for the progress report at the end of Semester 1 but a passing grade for the end of year report at the end of Semester 2, the final grade obtained at the end of the year, is the grade for the whole year.
- If a student obtains a passing grade for Semester 1 but a failing grade at the end of Semester 2, the student will receive 0.5 credit for S1 and no credit for semester 2.
- For semester courses, separate 0.5 credits will be awarded.
- The courses studied in Semester 1 and Semester 2 will be recorded separately on the TKS transcript.
- If a student obtains a failing grade for the progress report at the end of Semester 1 but a passing grade for the end of year report at the end of Semester 2, the final grade obtained at the end of the year, is the grade for the whole year

*The school is conducting a periodic review of the TKS transcript in the 26-27 school year, hence the transcript is subject to change either in this school year or the next.

Credit Recovery

Students who obtain a failing grade can recover their credit through the University of Nebraska High School, or other accredited TKS-approved online external provider. Details must be arranged through the student's TKS high school counselor. All course costs are paid by the student's family. All arrangements such as textbooks and test proctoring are also the responsibility of the family. When a student recovers a credit through an external course provider, the school will keep the original grade on the transcript. The school then adds an asterisk denoting that the credit was recovered through an external credit recovery course and refers to the certificate from the provider which will be attached to the transcript.

In exceptional cases when an external credit recovery course is not suitable or available, a credit can be recovered internally, through an additional task. In that case the 'final grade' will be a 'Met' to show that credit was earned. If the student will repeat the whole course, the initial grade and the subsequent grade will both be reflected on the transcript.

Examinations

External Examinations

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

Resitting and Remarking DP Exams

After writing DP exams, students can decide to resit a DP exam in the November session or in May of the next year. In this case, the family will have to pay the IB exam registration fees for each exam (124 USD per subject). Additional late registration fees may apply depending on when the student registers. Students can request the school for an exam to be remarked by the IB. The deadline for remarking requests is 15 September (for May exams) or 15 March (for November exams). The school will consider this request before sending the request to the IB. When an exam is re-marked, the IB can raise the grade, the grade can stay the same or the grade can go down. The fee for remarking is 128USD per subject; however, this fee is refunded if the grade is raised. The fee is subject to change. The school recommends asking for an exam to be remarked only when the achieved score is close to the top end of the grade boundary. Written consent from the student and legal guardian is required before submitting a remark request. The above fees are subject to change.

Standardized Tests

- **MAP:** Each year, students in Grades 9 take the Measure of Academic Progress test (MAP). These are standardized tests designed and marked by an external body to monitor student progress, inform future instruction, and compare school performance with international norms.
- **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 SAT test measures and supports college and career readiness, and connects students to valuable opportunities/resources. TKS offers optional SAT tests each year for Gr 11 and 12 students, on Saturdays.
- **WIDA:** For emerging English Language Learners the WIDA* tests may be delivered to assist the school in determining appropriate language support strategies. (*World-Class Instructional Design & Assessment)
- **CAT4:** Students in Grade 9 take the Cognitive Abilities Test (CAT4). The CAT4 comprises a series of short tests that assess a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. Results help teachers evaluate whether the students' performance matches their ability, whether the pace of learning is right for a student and whether additional support or challenge is needed.

Social-Emotional Learning Framework

TKS actively promotes student self-direction and wellbeing. In addition to counseling support, this includes the ongoing development of student social competence and healthy habits. As students develop the skills and attitudes to make good choices and be an effective part of their community, there will be many successes and, occasionally, challenges that require specific support or intervention. TKS strives for a consistent, culturally aware, and restorative approach to student wellbeing, social-emotional learning and personal growth. We aim to create a nurturing environment at TKS within which students develop the skills to be well, thrive and contribute in a complex world.

Our Social-Emotional Learning (SEL) program in high school is guided by the ISEL ATL Framework, ensuring that SEL instruction is embedded in advisory sessions and reinforced across subjects. The framework focuses on empathy, responsible decision-making, identity development, and building healthy relationships.

SEL lessons are primarily delivered through the Maia Learning Curriculum, which provides developmentally aligned topics and structured activities designed to support students' personal and interpersonal growth. Advisors play a key role in facilitating these lessons and building trusted relationships with students, helping to create a safe space for discussion, reflection, and connection throughout the school year.

Advisory

Advisory serves as a structure for students to meet with a faculty advisor at least once a week. Advisors guide students through a program to support social-emotional learning, ATL skill development and growth, as well as clarifying and reinforcing community values and expectations. Each High School student is assigned to a staff advisor. Advisors can be one of the first 'go to' adults when students have academic, social or emotional questions or concerns. Advisors also take on an advocacy role for

students when needed. Often the advisor helps by linking the student with a teacher, counselor or administrator who can offer specific support.

Athletics, Activities, & Aquatics

An extensive co-curricular program takes place after school each day. Athletics, Activities, & Aquatics are offered within five program areas: Health & Wellness; Creativity; STEM; Life Skills; and Leadership & Service.

Competitive athletic teams at TKS are divided into two divisions: Varsity (U19) and Junior Varsity (U16). Tryouts are carried out each season to determine the teams for the sports being offered. Season 1 sports are golf, volleyball, and netball. Season 2 sports include football, cross country, badminton & tennis. Season 3 sports are basketball, track & field, and SAIKAC Swimming. Each of these teams will compete in various matches and tournaments throughout the season. TKS is a member of the Red Sea Athletic Conference (RSAC) and the Saudi Arabian Inter-Kingdom Activities Conference (SAIKAC).

TKS also boasts extensive activities programs that include multiple opportunities within our Fine Arts department such as the HS Musical in the fall, and our choir and band programs that participate in various festivals (AMIS and SAIKAC) throughout the year. We have many STEM opportunities available throughout the year including MateRov, Vex Robotics, STEM Racing, and Precious Plastics. Additionally the Model United Nations (MUN) program is one of the largest student groups on the TKS campus and has the honor to host the only international MUN conference in the Kingdom each year at the KAUST University in the spring. These are some of the activities that are offered throughout the year with many others that will come up each season

Finally our aquatics co-curricular program offers competitive swim team training throughout the year. The program is divided into levels with each level having specific criteria to meet in order to progress. The aim is to build our swimmers technique, stamina and speed to their full potential. Unlike the athletics and activities programs the aquatics co-curricular program is a paid program and fees are collected each season, except the SAIKAC season. It is the intention that the swim team tries to compete in at least one local inter-schools swim competition every month and 2-3 international competitions over the course of the academic year. This means the swimmers have the chance to compete and demonstrate their improved swimming skills.

Specific information regarding co-curricular activities will be available through the following forums:

- HS Principals' Student and Parent Newsletters
- SchoolsBuddy (student & parent access)
- TKS Focus

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. The student meets all deadlines for handing in assessments.

2. The student remains in good standing in terms of the TKS **behavioral** code of conduct. The student remains in good standing in terms of the behavioral code of conduct of any organizations the school is affiliated to, e.g. SAIKAC, RSAC, etc.
3. The student maintains a 90% **attendance** threshold per class.

If a student does not meet any of the criteria above, the Athletics and Activities Director and High School administration may, after evaluating the student's academic, behavioral and attendance record, revoke a student's right to participate in the co-curricular programme until the above criteria are met.

If a student fails to meet academic, behavioral, or attendance standards - or has outstanding missing work - their participation in the co-curricular program may be revoked until all criteria are met again. Student standing is vetted prior to making travel bookings, and once confirmed, removals occur only in exceptional circumstances. Additionally, to preserve team and group continuity, students will typically not be excluded from a culminating event (e.g., a tournament or musical performance) within three weeks of the date, unless extreme behavioral or commitment issues arise. All final eligibility decisions are made by the Athletics and Activities Director and High School administration.

Co-curricular Agreement Form

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

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

House System

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. House names and colors: Hydra (Green) the Water Serpent – ARABIC: Ash-Shuja'a - The Brave; Orion (Orange) the Hunter – ARABIC: Al-Jabbar - The Giant; Pegasus (Yellow) the Winged Horse – ARABIC: Al-Faras Al-A'dham - The Winged Horse; Aquila (Blue) the Eagle – ARABIC: Al-'Okab - The Eagle.

After School Academic Assistance

Every day (except Tuesdays) after school, the Library Media Centre is open until 4.00 pm for students who want to complete homework independently. Teachers are available most days after school for subject specific assistance - while students may find a teacher available for support at this time, it is recommended that the student notify the teacher in advance to request time to meet.

Academic Support

Students who fall behind or fail to meet timeline obligations for coursework may be asked by their teacher to stay after school to catch up. The teacher will work with the student to ensure that expectations are clear and that she or he has the skills and materials to complete the learning tasks. Parents will be informed so they can further support learning on the home front. Academic support usually takes place in the classroom of the assigning teacher in case guidance is needed during teacher office hours from 3:15-4pm (except Tuesdays).

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.

If a student obtains a 1 or a 2 in a subject they will be placed on an academic monitoring plan. All students on an academic monitoring plan will have their progress reviewed at the middle and end of each semester. If a student remains on Academic Monitoring for two semesters without making adequate progress, continuation of enrolment will be reviewed.

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

Assemblies and Celebrations

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

Service as Action

The IB Middle Years Program requires students in Grades 6-10 to engage in and reflect upon meaningful service learning projects during each individual year of the program. Successful completion of EACH grade level's service requirements is a prerequisite for advancing to the next grade level. In high school, satisfactory progress with Service as Action is a graduation requirement. Student service activities are recorded in Toddler. 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. Student engagement in Service As Action is reported on the progress and end of year reports.

Creativity, Activity and Service (CAS)

To qualify for a TKS high school diploma, all students in Grades 11 and 12 must successfully complete the specific CAS expectations in EACH grade level. Requirements for each grade level must be fully met before a student can progress to the next grade level or graduate with a high school diploma. The CAS program challenges students to show significant, meaningful progress against seven defined learning outcomes and to reflect on that learning. Student engagement in CAS reported on the progress and end of year reports.

Student Leadership

The KAUST School includes student leadership opportunities to engage with students at TKS, other students, the community, and beyond. The vision for student leadership at TKS is to create a student-driven environment of opportunities which amplify the voices of students so they may lead, are empowered to enact positive change, and build an inclusive, shared, positive school culture and community.

The student leadership model (including Student Council) aims to promote dialogue with the school leadership, develop student leadership and collaboration skills, including an understanding of processes and tools in organizations. The following student leadership opportunities are examples of opportunities for students to lead:

- Advisory Committee meets with the school leadership to raise issues and represent the student voice.
- Effect Club supports groups of students getting involved in service activities.
- Spirit Committee organizes special events to raise school spirit and bring students together.
- Service and Care committees promote opportunities to enact positive change and provide care for students transitioning in and out of the school and on other occasions when care is needed.
- All these organizations are represented in a Student Council that monitors the organizations and establishes connections between the organizations.
- The Communications Team supports all organizations by ensuring that the student body is aware of the initiatives and projects and events are published and promoted.

Trips

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

For students participating in an out-of-country school trip, parents and students are required to attend a meeting prior to the trip. The purpose of this meeting is to explain trip goals, describe the activities planned, clarify the behavioral expectations, and outline the chaperoning structures that will be in place. Please be aware that the High School Code of Conduct applies on all trips and that any student who does not adhere to behavioral expectations may be sent home at the family's expense.

Our location offers students unique opportunities to engage with the University. Due to campus security and the spontaneous nature of some on-campus events, parent permission forms are not required for

academic day trips within the KAUST campus. However, parents will always be notified in advance of any school-sponsored trip.

Academic Responsibility and Trip Participation

Participation in school trips is a privilege, not a right, and is contingent upon the student's adherence to academic and behavioral expectations. Students are expected to maintain their academic responsibilities by staying informed of their assignments and completing any missed work. The school reserves the right to remove a student from a trip, even after payments have been made, if the student violates school rules or fails to meet academic obligations. This decision will be made in the best interest of the student and the school community.

III. POLICIES & PROCEDURES

TKS HS Schedule 2026 - 2027			
Sunday, Monday, Wednesday, Thursday		Tuesday	
Block 1	8:00 - 9:20	Block 1	8:00 - 9:05
Passing	9:20 - 9:30	Passing	9:05 - 9:15
Block 2	9:30 - 10:45	Block 2	9:15 - 10:15
Break	10:45 - 11:00	Passing	10:15 - 10:30
Block 3	11:00 - 12:15	Advisory	10:30 - 11:00
Passing	12:15 - 12:25		
MS LUNCH / HS CORE	12:25 - 1:05	Passing	11:00 - 11:10
HS LUNCH / MS CORE	1:05 - 1:50	Block 3	11:10 - 12:10
		Passing	12:10 - 12:20
Passing	1:50 - 1:55	Block 4	12:20 - 1:20
Block 4	1:55 - 3:10	DP Extension	1:20 - 2:00
Office Hours	3:10 - 4:00	PLC (Staff Only)	2:00 - 4:00

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. Students are expected to be in the building no later than 7:45 AM. Lessons begin promptly at 8:00 am every day of the week and the first block runs for 80 minutes. All other academic classes (except on Tuesdays) are 75 minutes long.

TKS runs on a rotating block system of classes. On Tuesdays, students have shorter lessons and leave school early. DP students may have an extension block until 2 PM on Tuesdays. Teachers stay at school the full day and use Tuesday afternoons for staff meetings, including collaborative planning time and moderation of assessment. Collaborative planning and ongoing professional development is one of the cornerstones of effective high schools.

A Safe and Secure Campus

All students must arrive at school on time and remain on campus until dismissal at the end of the day (3:10 PM each day except Tuesday with a dismissal at 1:20 PM; note that IBDP courses run until 2:00 PM on Tuesdays when the course takes place during the last block that day of the week). During breaks and lunch, students may be in the following outdoor spaces: the inner courtyard, basketball court, and the field. The parking lots and outside entry areas of the school are out of bounds during the breaks. Exceptions must be agreed upon in advance with the Principal, and upon approval the student will be issued a Campus Pass. Exceptions may include:

- An approved internship or learning experience at the university.
- Grade 11 and 12 students can apply for special privilege to be off campus when they do not have an assigned class or advisory (e.g. come to school for second block that day if they have first block free, go home in the middle of the day for lunch if they have no CORE block commitments).
- Following the Spring Break in Semester 2 (normally some time in April), Grade 10 students may apply for a lunch pass, allowing them to exit campus during the HS lunchtime. Eligibility is based on academic standing, attendance, behavior, and parental consent. Approved students must follow sign-out protocols and understand that this privilege can be revoked at any time.

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

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

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

Emergency Procedures

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

Visitors

All visitors must be pre-authorized. Visitors are required to carry a visitor's pass, issued by the Receptionist on entry to the campus. Normally, visitors to classrooms are not permitted while lessons are in progress. To visit a classroom, please make an appointment in advance with the teacher. Teachers have the right to refuse guest visitors for any class. Explicit permission from the teacher is required. If a student wants to request that a friend or relative visit school, permission must be sought from the relevant school principal at least 48 hours in advance. If approved, guests are permitted for a maximum of one day. Guests must sign in at the front desk and collect a visitor pass to be worn at all times while on campus.

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. 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 HS Attendance Coordinator - 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.

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 Health Office Pass to see the nurse.

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.

Immunization

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 immunization 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. This includes any student requiring extra time to evacuate the building in the event of emergency or to travel between classes. Use of the elevators are strictly for students with explicit permission from the nurse. One other person may accompany the student in order to assist as needed. Student use of any elevator without permission is prohibited.

Communicable Illness

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

Attendance

Punctual Attendance

Punctuality is a core self-management skill, essential for successful engagement with learning, an expectation for all students, and an important life habit. Students must be in the classroom ready to learn at the start time of the lesson. Students will be marked tardy if they are late. The school follows a clear escalation process for tardies:

- 3 Tardies: Reflective conversation with the Advisor.
- 6 Tardies: Detention and reflective conversation with the Grade Level Lead (GLL); parents notified.
- 9 Tardies: Parent meeting with GLL/Associate Principal and formal punctuality report.
- 12 Tardies: Meeting with the Principal; student placed on a punctuality contract.
- 15 Tardies: Principal meeting with student and parents to determine further disciplinary procedures, which may include Social Suspension.

Chronic tardiness or skipping (selective attendance) is treated as a Category 2 disciplinary matter and may result in unexplained absences (UA) being recorded on attendance records.

Notes from Teachers

During instructional time, students may visit the Library Media Centre, other classrooms or the Health Office by requesting a note from their teacher. A teacher note should indicate the time and destination to be visited and the signature of the issuing teacher and other information helpful to the receiving teacher. Students visiting the Library Media Centre deliver their note to the circulation desk. Students who need to leave the classroom for any reason must sign out of the class noting the time and reason. When they return to the classroom, students need to sign in, noting the time of their return.

Absences

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

both students and teachers through absences from school. In cases when a student is at school but not in their assigned lesson (aka skipping class), this is normally treated as a disciplinary matter.

Students are expected to submit learning tasks and assessments, at whatever stage of completion, on the assigned deadline.

- The student should speak with the teacher before the deadline to request any type of additional support or extension of a deadline - this should be done at least one day in advance
- Requests for extensions can be considered by the teacher on a case by case basis depending on the circumstances - however, certain assessments can not be moved by the teacher no matter the circumstances such as major DP deadlines, mock and final DP exams, MYP final report, etc. In exceptional circumstances, students may request a teacher to accept an assessment up to one week late. This is a privilege not a right.
- For missed or late summative assessments, a medical certificate is required. Selective attendance is not permitted. Any late/missed assessments must still be completed as a requirement for the course.
- If a student misses an internal DP IA, EA, or IO deadline (IB components), the IBDP coordinator becomes involved. This is a serious matter leading to a warning and review of the student's status as a DP candidate at TKS.

Leaving school early

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 school early unless the high school office has been notified by the parent.

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 high school office at mshs.attendance@thekaustschool.org. 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. Parents must complete the Extended Absence Form located on the PowerSchool Parent Portal for pre-planned absences of more than two consecutive school days.

Accumulated Absences

For High School students, absences should not exceed 10% of the enrolled school days per semester. Students must achieve at least 90% attendance per class in order to be eligible to sit for examinations and receive course credits. A threshold of 80% may be used if the absences are due to participation in TKS/KAUST curricular and co-curricular activities. In situations of serious illness/hospitalization or bereavement/funeral attendance, parents should contact the HS administration to discuss alternative means to meet attendance requirements if the student is expected to exceed the absentee limit.

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

Parent supervision at home

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

Core Blocks

Grade 9 - 10 students remain with their 3rd block teacher for an extended learning block where ATL skills development and Learner Profile attribute activities may be a focus. On Sundays, the time is used for special advisory, grade level or whole school events. Students may utilize Core blocks sessions to receive additional support from teachers, participate in student clubs, for independent study or they may be booked by teachers who want to provide additional support. In Grade 11 and 12 Core Blocks are also used as extension periods for DP blocks, Independent Study Hall, Structured Study Hall or HS Electives courses.

Grade 11/12 Study Halls

Grade 11/12 students with a Study Hall in their schedule are required to sign in at the library and indicate where they intend to study. Students may leave the school grounds only if the school does not require them to stay and if the parents have informed the school that they give permission to their child to leave the school grounds. In all cases, a student must have an approved Campus Pass issued by the High School Office to be off school grounds during the school day, unless otherwise arranged by a parent/guardian. Students are free to meet teachers and study in supervised or unsupervised areas.

Study Hall Learning Objectives & 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 in the library
- Respect the need for all in the room to get their work done, including the proctor.

Homework / Independent Learning at Home

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

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

Time Guidelines

The times below are guidelines rather than fixed and uniform targets. The daily limits posted below are based on a five day work week. However, it is recognized that weekends represent a flexible time to complete work assigned on Tuesday or Wednesday as well as long term projects and assessments. Many factors determine how long any given task may take a student, among them: reading speed, amount of preparation done in class, and a student's knowledge base and skill level. Also, some students may require more time on average and may need support outside of school. Here is a guideline: 9th Grade for 90 minutes daily + free reading; 10th Grade for 100 minutes daily + free reading; 11th and 12th Grade for 2 to 3 hours daily + free reading. Notes:

1. For students from Grade 9 - 10, homework, other than reading, is not assigned on extended holidays such as Eid, Winter Break or Spring Break.
2. For students in Grades 10, 11 & 12, independent learning may be assigned during holiday periods, a prime example being work on Personal Projects and Extended Essays over the summer break. However, regular homework for courses is not assigned over extended holidays.
3. Tests are not given on the first day back to school after a long holiday weekend or school vacation.
4. If unique personal circumstances hinder the ability to meet a deadline, the student is responsible to communicate with their teacher in advance to make a reasonable plan for completing the learning.

Strategies for Success

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

Home-School Communication

The school uses the following channels to communicate with parents

- [The KAUST School website](#) contains general information about the school, including information on our college counseling and co-curricular program. The website also includes descriptions of all units of study in Gr 9 - 10.
- [The PowerSchool Parent Portal](#), accessible via the website, includes up-to-date information on your child's attendance, e-collect forms, and MAP test results, class schedules and information on the co-curricular programme.
- [Toddle](#) is a Learning Management System for the teacher and the student to communicate. It contains tasks, resources and feedback from the teacher. It is also where parents and students will access semester reports.

- *The Focus* is the weekly newsletter for parents - this is sent on Thursdays and all parents are expected to read this communication in order to stay informed of school events and activities.
- An opt-in *WhatsApp* group is available to parents to help stay informed about school events.
- [SchoolsBuddy](#) is used to communicate co-curricular information
- The school organizes student-led conferences twice each year
- Parents are always welcome to request individual appointments with Teachers, Counselors, IB coordinators, the Athletics & Activities Director or the Principals.
- Students are encouraged to raise questions and concerns in the first instance with the relevant teacher. If a student does not feel able or prepared to discuss their concern with the teacher, they may approach a trusted adult staff member, their divisional counselor or the Associate Principal.
- Communicating Concerns - As detailed in the TKS Policy and Guidelines, students and parents are expected to first discuss any classroom issues or concerns with the relevant teacher. If not satisfactorily resolved with the teacher they should then bring the problem to the attention of the appropriate Principal. If the topic cannot be resolved at the division level or relates to school-wide operation, the parent may then make an appeal to the Director.

Contacting Your Child's Teacher

Parents are requested to email teachers directly if questions or concerns arise. We believe 'going directly to the source' is a mainstay of respectful and effective communication that best supports student learning. Parents may also contact the TKS High School Office (tkhs@thekaustschool.org) to arrange a meeting or a phone call with a teacher. Normally the member of staff will respond within 24 hours (except on weekends). Should you not receive a response feel free to contact the TKS High School office to confirm receipt of your request.

Recommendations

The school provides confidential references for specific purposes, such as university applications. Letters are issued directly to the institution and never to the student or family. Requests require a two-week lead time.

Transfers and Withdrawals

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

Class Placement

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

Lost and Found

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

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

Each month unclaimed lost property is donated to charity.

Lost Books & Materials

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

School-Issued Laptops

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

Food and Drink

The school cafeteria offers snacks and lunch. Students may choose from the a la carte menu or select a combination meal with a fixed price. Students are also welcome to bring their snack and/or lunch from home, but they may not order food from off the school grounds during the day. Chilled water is available in the cafeteria and water fountains in the hallways dispense filtered, tested drinking water. All school community members are encouraged to bring refillable bottles or cups to school with names marked clearly on them. Chewing gum is not considered food and students should not chew gum during the school day. Exceptions may be made as approved by Counseling or Learning Support to meet special learning needs.

Expectations for Attendance at Formal Performances

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

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

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

Transportation To and From School

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

Bicycles & Bicycle Safety

Bicycles may be a great way to get to and from school. Bike riders have control over their own transportation without having to wait for siblings, parents or a bus. Bikes are environmentally friendly and can add to a student's strength and endurance. It is important that students riding bikes to school be safety conscious, mind all rules of the road, and use the provided bike lanes around the school buildings. Helmets are required for riding a bike everywhere in KAUST. Bicycles must be parked neatly in the bike racks provided. The crosswalks on the school grounds are for walking only.

Bussing

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

Motorized Vehicles and Electric Scooters

To drive a motorized vehicle at KAUST, students must be at least 17 years old, hold a valid driver's license, and be fully insured. Student drivers may use the parking lot at the TKS Pool. The West Parking Lot nearest the Flag Pavilion entrance and the ES parking lot are off limits to student vehicles. Electric scooters are allowed as a mode of transportation assuming all KAUST rules for e-scooters are followed and the student parks the e-scooter in the provided parking near the main entrance to the flag pavilion. Electric scooters may not be operated within the school campus perimeter fence at any time.

IV. BEHAVIORAL EXPECTATIONS (High School Code of Conduct)

Developing Social Competence and Positive Behavior at TKS

We aim to create a nurturing environment at TKS within which students develop the skills to thrive and contribute in a complex world. As students develop the skills and attitudes to be an effective part of their community, there will be many successes and, occasionally, challenges that require specific support or intervention. TKS strives for a consistent, culturally aware, and restorative approach to behavior management that involves clear communication, preventive measures, and active parental involvement. The approach to supporting social competence emphasizes the importance of treating behavior as a form of communication and maintaining dignity and respect in all interactions.

There are core skills which support students' social and academic wellbeing, built around the IB Approaches to Learning skills. These skills are taught, practiced and nurtured throughout a students' time at TKS.

Communication Skills	Social Skills	Self-Management Skills	Critical Thinking Skills
The ability to empathize with others, communicate positively with respect, clarity, and in ways that promote understanding and inclusion.	The ability to demonstrate value, care, and appreciation for different perspectives, backgrounds, people and cultures as you strive to build healthy relationships and learn from others.	The ability to take responsibility, reflect, identify, and manage one's own emotions and skillfully take purposeful and informed actions to make healthy choices.	The ability to apply these ATL skills in compassionate and impactful ways to improve the lives of others, our community, and our world.
<i>I am an effective and respectful communicator</i>	<i>I seek to understand</i>	<i>I know myself well and make good choices</i>	<i>I think and act with positive intent and purpose</i>
I use kind words and listen to others with respect	I show care for others by including all and appreciating our differences	I practice staying focused, keep trying even when it is hard, manage my feelings, and reflect to learn and grow	I think about my actions, understand my feelings, and use these skills to help myself and our school

Personal Growth and Development:

The ability to be flexible and open to change, to see one's self as a work in progress and to enjoy the process of self-development.

I work with others to be the best version of myself.

I understand that I am always changing and growing, and working on becoming the best person I can be.

The KAUST High School Code of Conduct

The purpose of the TKS Values in Action and a clear code of conduct is to ensure that we have clearly shared values and a safe environment to support the learning and well-being of all students. It is essential that all students, teachers and parents are aware of and adhere to the following school behavioral guidelines that define how we live our values and create a safe place where all students can learn and grow to their fullest potential.

The Eight Respects

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

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 the work of others).
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 behavior does occur, students must expect that there will be reasonable disciplinary consequences.

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

- ❖ We expect students to be HONEST, and respectful of everyone else's belongings.
- ❖ We expect students to be respectful of everyone's PHYSICAL AND EMOTIONAL SAFETY and demonstrate RESPECT toward all cultures and nationalities. We do not tolerate BULLYING.
- ❖ We expect students to demonstrate GOOD MANNERS, PUNCTUALITY AND CONSIDERATE BEHAVIOR 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 BEHAVIOR at all times in the KAUST community, with others, with themselves, and also when using our technology. This means no intimidation of or harm to self or others. This means no alcohol, drugs, vaping, tobacco products, sharing of medication, or use of illegal substances.
- ❖ When students do not follow guidelines for behavior, they risk disciplinary procedures and consequences that could include parent meetings, removal of privilege, SUSPENSIONS, social probation, or, in severe cases, EXPULSION from The KAUST School.

Public Displays of Affection

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

Behavior at Assemblies

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

Behavior at Sports Events and Tournaments

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

Laptops, Mobile Phones, iPads, and other Mobile Electronic Devices

School related communication between students

All school related communication between students must take place using the Google Suite of 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 must use their official school 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.

Grade 9 and 10

Smartphones and other mobile electronic devices are not permitted to be used by Grade 9 and 10 students on the TKS Campus. This practice is in line with a growing body of research that demonstrates the negative effect of excessive smartphone usage and social media access for young adults. Please leave your smartphone at home. Grade 9 and 10 students who bring personal electronic devices (smartphones, smart glasses, e-watches, headphones/earbuds, tablets, etc) will have the personal device confiscated and only returned to a student's parent during a meeting with a high school administrator.

Exceptions will be considered and may be explicitly granted for students who require smart devices for documented medical reasons, specific accommodations or if needed for a limited period during a learning experience such as WISER internship or school trip. E-readers are generally permitted as long

as they are used for reading and not Internet browsing. Requests for any exception should be submitted to the relevant program coordinator.

Grade 11 and 12

Students in grades 11 and 12 may bring smartphones and approved mobile electronic devices to school. Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies. This option aims to support students learning self-management skills and fostering the independence and good decision-making that will be required when students move beyond high school. The following guidelines apply:

- During classes, students use their school laptop as a primary tool to support student learning. Other personal electronic devices should only be used in class when the teacher gives explicit permission. Laptops can therefore be on the table but other devices should be out of sight in a bag and turned off or on 'silent'.
- Devices used at inappropriate times will be confiscated and only returned to a student during a meeting with a High school administrator.
- E-readers are permitted as long as they are used for reading and not Internet browsing.
- During break times and lunch times and before and after school, both school-provided devices and personal devices may be used appropriately and in line with the *Responsible Use Guidelines* (see below).
- 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 misusing a device or using one without explicit permission may include the loss of the device for the day (*first warning*) or the loss of the privilege to bring a personal device to school.

Technology Responsible Use Guidelines

The KAUST School purposefully integrates technology and information literacy to enhance learning experiences, empowering learners to create, collaborate and connect through the responsible use of print and digital resources.

Student Responsibilities

Independent access to school-issued 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.

Personal Devices

Grade 9 and 10 students should not have any personal electronic devices at school. Grade 11 and 12 students are permitted to have personal devices at school and use them responsibly during break times and lunch times only. At other times during the school day (7:45 am - 3:10 pm) personal devices should be out of sight in a bag or a 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 in the Main Building or Reef building.

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 10 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. 1704 inclusive of VAT as of 1st June 2025 and prices vary based on the model and part availability at the time of repair.)
- School-issued devices must be returned before the end of school year for reimaging.

Electronic Communication and Social Networks

If permitted to do so by the classroom teacher, students may use age-appropriate and school-approved technology and networks to communicate responsibly for educational purposes. 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.

- TKS 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.
- Students are not permitted to create social media accounts that use the school's name, logo, or other official branding.
- Students are not permitted to use any form of social media (e.g., TikTok, Snapchat) that is not school-approved on TKS school grounds.

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 behavior
- 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 for Technology Guideline Violations

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

Disciplinary Action (personal devices)

- First violation normally results 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 as well as disciplinary consequences such as possible suspension or expulsion from school, in accordance with the TKS Divisional 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 Divisional Handbook.

Parent Responsibilities

Parents are responsible for ensuring that school accounts (e.g. Google Workspace Accounts) are used appropriately at home by their children 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.

Artificial Intelligence Policy

The KAUST School recognizes that artificial intelligence (AI) tools are an increasingly important part of learning, creativity, research, and future professional environments. In alignment with TKS values, the *TKS Generative AI Guidelines*, and official IB expectations (including guidance from the IBO Academic Integrity Policy), students are expected to use AI responsibly, ethically, transparently, and with respect for personal privacy.

At TKS, technology and AI should support learning, not replace it. Students remain the primary thinkers, creators, and decision-makers in all academic work. The acceptable use of AI at TKS follows the Core Principle:

Human -> AI -> Human process:

1. **Human (Start):** Students begin with their own original thinking, ideas, and understanding.
2. **AI (Support):** AI tools may be used to support brainstorming, feedback, organization, revision, or research—only when explicitly permitted by the teacher.
3. **Human (Refine & Evaluate):** Students must critically evaluate, refine, take ownership of, and take full responsibility for any AI-supported work.

Expectations and Responsible Use

- **Task-Specific Guidance:** AI expectations vary depending on the task and may be encouraged, limited, or prohibited based on the specific learning objectives. Teachers may use the *TKS AI Assessment Scale (AIAS)* to clarify acceptable levels of AI assistance for assignments. Students are responsible for understanding and following teacher expectations, as well as disclosing or explaining how AI tools were used when requested.
- **Privacy and Well-being:** Grounded in safe digital habits, students must protect their personal information and privacy. Personal data, confidential information, or private work of others should never be entered into external AI platforms.

Shared Responsibility and Academic Integrity

Preparing students for a tech-integrated future is a shared commitment between students, families, and educators. Together, we aim to help students build balanced technology habits, maintain healthy boundaries, and develop strong ethical judgment.

The inappropriate use of AI—including generating work and presenting it as one's own, misrepresenting understanding, bypassing the intended learning process, or using AI in ways not permitted by the

teacher—constitutes academic misconduct and will be addressed through the school's academic integrity procedures.

Through guidance, reflection, and responsible use, TKS is committed to helping students develop robust AI literacy, critical thinking, and ethical decision-making as they prepare for a rapidly evolving world.

Digital Learning & Citizenship Agreement

As a TKS learner, technology empowers you to create, collaborate, and lead. Digital citizenship isn't just about following rules - it's about building a digital identity you are proud of.

1. Be Safe: Safeguard Your Data & Identity

- Security & Privacy: Protect your personal identity by using strong passwords and keeping credentials private.
- Data Ethics: Never input personal, private, or sensitive data into unapproved third-party apps or public AI models.
- Reporting: Actively protect your community by reporting cyberbullying, unsafe behavior, or security vulnerabilities.

2. Be Ethical & Accountable: AI & Academic Integrity

- Responsible AI Use: Treat AI tools as collaborators, not substitutes for your own thinking. Always evaluate AI outputs critically for bias and accuracy.
- Transparency & Attribution: Be honest about when and how you use digital tools. Properly cite original creators, traditional sources, and any AI assistance used.
- Approved Platforms: Use school-approved apps and tools that comply with privacy and security standards.

3. Be Respectful: Build a Positive Online Presence

- Presence & Attention: Practice digital courtesy—put devices away or close lids when others are speaking to remain fully engaged.
- Consent & Media: Always obtain explicit consent before recording, photographing, screenshotting, or sharing content of others.
- Digital Footprint: Communicate with empathy and respect across all digital platforms. Remember that online actions reflect on both your personal reputation and that of the TKS community.

4. Be Balanced: Prioritize Digital Wellness

- Mindful Consumption: Actively reflect on your screen time, manage notifications, and maintain healthy boundaries between online life, schoolwork, and sleep.
- Purposeful Use: Choose digital tools intentionally to enhance your learning and creation, knowing when to step away from screens.

Note: Device & Network Terms

- Hardware Care: Students are responsible for maintaining school-issued hardware. Damage resulting from negligence or misuse may result in repair or replacement costs.
- Network Monitoring: To maintain a safe learning environment and safeguard our network, TKS reserves the right to monitor activity on school accounts, devices, and networks in accordance with local policies.

Student Commitment: *I commit to using technology safely, ethically, respectfully, and purposefully in ways that reflect TKS values and support my own learning and the learning of others.*

Academic Integrity

At The KAUST School (TKS), academic integrity is a core expectation and an essential part of being a responsible member of our learning community. We believe that learning is built on honesty, trust, fairness, respect, and responsibility. Students are expected to produce authentic work, acknowledge the ideas and contributions of others, and engage ethically in all aspects of learning. Academic integrity is not simply about avoiding misconduct; it is about developing habits of ethical scholarship, personal responsibility, and intellectual honesty that prepare students for success in university and beyond.

As an International Baccalaureate (IB) World School, TKS follows the expectations outlined in the IB Academic Integrity Policy (2019, updated October 2023). The IB defines academic integrity as “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals.”

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.

Students are expected to:

- Submit authentic and original work
- Acknowledge sources appropriately through citation and referencing
- Use technology responsibly and ethically
- Seek clarification when unsure about expectations
- Complete assessments honestly and independently unless collaboration is explicitly permitted
- Engage with AI tools in ways that align with teacher guidance and school expectations
- Teachers and school staff will actively support students in developing these skills through instruction, feedback, and guidance.

Academic Misconduct

Academic misconduct includes any behavior that results in, or attempts to result in, an unfair academic advantage. This includes, but is not limited to:

- Copying homework, classwork, or assessments from another student
- Allowing another student to copy one's work
- Using unauthorized materials, devices, or assistance during assessments
- Plagiarism, including copying or paraphrasing ideas, writing, images, data, or media without proper acknowledgment
- Submitting work completed partially or fully by another person or online source
- Fabricating, falsifying, or inventing research, data, citations, or results
- Reusing previously submitted work without teacher permission
- Collusion or inappropriate collaboration on individual tasks
- The inappropriate or unauthorized use of generative artificial intelligence (AI)
- Deliberately avoiding or attempting to avoid a scheduled assessment in order to gain an unfair academic advantage, including by intentionally missing an assessment to obtain additional preparation time.

Students are expected to ask questions whenever expectations are unclear. Claiming misunderstanding or lack of awareness does not exempt a student from responsibility. Students are expected to use appropriate tools and resources, including platforms such as Turnitin when required, to ensure submitted work is authentic and properly attributed.

When academic misconduct is suspected, the school will conduct a review process to determine appropriate documentation, reporting, and consequences. Repeated or serious violations of academic integrity expectations may result in disciplinary action, including removal from IB Diploma Programme courses.

IB Regulations Regarding Academic Integrity

The IB maintains strict regulations regarding malpractice and academic misconduct in IB programmes and assessments.

Under IB regulations:

- I. The DP Coordinator must report suspected malpractice connected to externally assessed IB work
- II. Students may be required to provide written statements or explanations
- III. Cases may be reviewed by the IB Final Award Committee
- IV. Penalties may include no grade being awarded in a subject, loss of the IB Diploma, or restrictions from future IB examination sessions
- V. An IB Diploma or certificate may be withdrawn if malpractice is discovered after results are awarded

Students and families should understand that IB expectations are rigorous and internationally standardized. Academic integrity is therefore treated as a serious responsibility at TKS and throughout all IB programmes.

For additional guidance, students and families may refer to:

- The TKS Digital Learning & Citizenship Agreement
- The TKS RAIL Guidelines
- IB Academic Integrity Policy (2019, updated October 2023)
- Appendix 6: Guidance on the Use of Artificial Intelligence Tools

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

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

Bullying, Harassment and/or Anti-Social behavior

We believe that all students in our school have the right to be and feel safe. Bullying and harassment disrupt learning and cause students to feel unsafe in school. TKS takes any and all types of fighting, bullying, harassing, and intimidating behaviors very seriously and will take strong measures against any and all forms of conduct that are harmful to others. Bullying is when a student causes another student to feel less safe, fearful, or like they are unable to participate in school. We distinguish between:

- verbal bullying (e.g. teasing, name calling, taunting)

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

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

All reported incidents of bullying, harassment or other forms of antisocial behavior by an individual or group of students will be taken seriously and dealt with as sensitively as possible. Students and parents are asked to bring their concerns to the teacher, advisor, counselor 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 counselor or the Principal will become involved as required. A clear case of bullying or intimidation is normally considered a Category Three discipline learning incident and may result in suspension. In cases of inappropriate behavior off school grounds and outside of school hours, the school may have limited options to help and families may need to work directly with other families or KAUST Security to resolve the matter.

KAUST Community Dress Code

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

Swimming Pools/Beaches/Boating Areas

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

Guide to Appropriate Dress at The KAUST School

The school provides clarity and guidance for appropriate school attire that we believe aligns with our Mission, Vision, and Community values. The following expectations aim to provide clarity on what we mean by appropriate:

- Clothing should be appropriate to support learning, aligning with our culture and community values
- Clothing needs to be solid, not see through.
- Clothing should be clean and not have excessive rips or tears.
- TKS strongly encourages closed-toe shoes at school; however, appropriate sandals may be worn.
- Close-toed shoes are required for all science and design classes. Athletic footwear is required for PE. To remove barriers to learning and ensure laboratory and physical safety, slippers and slides are never allowed in science laboratories, design rooms and kitchens, or fitness settings.

This rule applies regardless of whether a practical investigation is scheduled for that specific lesson.

- Clothing, hairstyles, jewelry or makeup that, in the judgment of the faculty and administration, distracts or interferes with the social and learning climate at school.
- Revealing clothing is not appropriate for school. This includes shorts or skirts that are shorter than a hand width above the knee. Other unacceptable clothing includes, but is not limited to, trousers that sag below the waistline, pajamas, beachwear, outfits that bare midriffs or expose chest, tank tops, exposed boxer shorts, briefs, and lingerie. Shirts must cover the shoulders.
- Clothing, hats and other items such as jewelry with slogans or logos that are offensive or refer to sex, race, violent behavior, drugs, alcohol or illegal items are not appropriate for school wear.
- Hats and hoods on the head are appropriate for outside the classroom only.

Physical & Health Education and Swimming

A change of clothes is required for physical education classes, namely the TKS PHE uniform and good running shoes. Appropriate swimwear and a towel are required for swimming lessons. Protective sunscreen and a hat are recommended for PHE. Our female only Physical Education and Health program at TKS allows female students to experience a developmentally appropriate program in a single gender environment. At times, we are able to offer classes in a fully private setting, ensuring that female students are in a contained environment with no access or visibility to male students or staff. In these cases, Physical Education teachers will inform students when it is appropriate and comfortable to remove head coverings (hijab) or adjust modest clothing as they wish. Some of our classes will not be in these environments (e.g., The TKS Reef Gym, fields, South Beach, cycling around KAUST, etc.). Our female students who wear Hijab need to be prepared to participate with athletically appropriate head covering or modest clothing which allow them to fully engage with physical activity. Athletic hijab head coverings are available at most sportswear stores or online. Students should ensure that they have loose fitting track suits for cycling, gym, and field activities. **Swimwear:** While we strive to provide an environment that accommodates all student's needs, we cannot guarantee that all lifeguards on duty will be female. Therefore, students are kindly asked to wear modest swimwear that aligns with their personal and cultural comfort levels when participating in the aquatics program.

Consequences

Students are expected to comply with the High School dress code throughout the school day. If a student's attire does not meet these expectations, they may be asked to change into appropriate clothing, cover the item, or borrow a TKS shirt if one is available. If necessary, students will be asked to contact home to have suitable clothing or footwear brought to school. These measures are intended to remove unnecessary barriers to learning. Repeated or persistent dress code violations will result in parent communication and may lead to disciplinary action in accordance with the High School behavior expectations.

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 fulfill their potential
- express their opinions and be listened to

The purpose of our behavioral 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 behavior 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-centered, and deal with misconduct using progressive, age-appropriate methods that match the level of the misbehavior. Having said that, keeping everyone safe is always the first priority.

Process to address inappropriate behavior

1. Misconduct is identified, and corrected or stopped, and referred to administration for investigation if appropriate
2. Students are informed that their conduct is being investigated
3. Students are given the opportunity to explain, present evidence and ask questions, both about events and the disciplinary learning process
4. A decision is made by the school about an outcome and next steps - including possible consequences and creation of an action plan - and the student is informed of the outcome
5. Parents - and the counselor and in some cases the appropriate faculty as well - are also informed in cases above category one misconduct.

Behavior Categories and Consequences

1. **Category 1** incidents involve minor or isolated behaviors, or recurring classroom behaviors that are addressed through reminders, reflection, restorative conversations, and teacher or advisor support. 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 Minor/Isolated or Disruptive/Recurring Category One incidents include, but are not limited to disruptive behavior, dress code violations, minor technology violations, copying homework, tardies following a warning, unsafe play, and littering.

2. **Category 2** incidents involve serious or repeated misconduct requiring Associate Principal involvement, parent communication, and consequences such as detention, loss of privileges, or in-school suspension.

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

3. **Category 3** incidents involve serious breaches of school expectations or persistent misconduct despite previous interventions and the best efforts of the school to employ a variety of strategies to address them. These incidents normally result in out-of-school suspension and may lead to loss of privileges or expulsion. 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 (including vaping/ smoking) 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 typically result in out-of-school suspension and consequences may include revoked co-curricular eligibility or possible expulsion.

Detention

Students may be assigned disciplinary detention as a consequence for failing to meet behavior expectations, or as an academic intervention. Lunch detentions may occur on any day and primarily on even days. After school detentions occur from 3:15 - 4:00 pm on any day and primarily Mondays and Wednesday in predetermined classrooms 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. Failure to report or arriving excessively late to an assigned detention may result in further disciplinary action.

Disciplinary Probation

Disciplinary probation is a serious 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. Students and parents will be informed of the probationary period and expectations.

Student Safety Procedures

TKS High School is committed to providing a safe and orderly learning environment. To this end, the administration reserves the right to conduct searches when there is reasonable suspicion that a student may be in possession of items that violate school policy or Saudi law. TKS Administration reserves the right to retain such items until contact is made with parents. TKS works closely with KAUST Security in a joint effort to ensure the safety and security for all students.

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. 'Out-of-School Suspension' removes the student from school altogether. A student at home cannot return to the school grounds until the suspension is completed and a conference is held involving school administration, student and parent. Parents may appeal an out-of-school suspension decision to the Director. The Director is the final arbiter.

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.



Approved by the TKS Director | Updated August 1, 2026