TEACHERS HANDBOOK

National Authority for Qualifications & Quality Assurance of Education & Training

2014 | 2015
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Contact Details:

Postal Address

Ibn Khuldoon National School
P.O. Box 20511
Manama,
Kingdom of Bahrain

Telephone Numbers

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<tr>
<th>Section</th>
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<td>Business Office</td>
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Philosophy & Statement of Purpose

“The purpose of Ibn Khuldoon National School is to provide an advanced model of education that builds on Arab and Islamic values, allowing students to develop in harmony with their culture and tradition, and meets the high academic standards of international education, preparing students to assume leading roles in the future at the national and international levels.

Ibn Khuldoon is a national school with an international perspective. It is private, non-profit, self-supporting, coeducational and bilingual at all levels, and is open to students who qualify for admission without any discrimination.

The school is committed to providing a curriculum that maintains a balance among the social, personal, intellectual, physical, and esthetic areas of development. It strives to help individual students to develop in each area to the maximum of their ability, with pride and self-esteem, through effective programs that provide for enrichment and reinforcement, and in which high expectations are set for students and are supported by the concern, care, and guidance of the faculty.

The school extends its services to the Bahraini community beyond the education of children, through providing faculty with professional development opportunities and setting a model of education that fulfills the needs of the country.
Belief Statements

1. *We believe* every student is entitled to a personalized education that builds on their strengths and enables the student to develop a love for learning while helping them grow into confident and independent learners.

2. *We believe* each learner has the basic right to be included in the mainstream educational process to insure they build a balanced character and an adjusted personality that prepares them for the future.

3. *We believe* each learner is an exceptional individual with strengths and needs, and that inclusion and differentiation are necessary components of individualized instruction.

4. *We believe* that a partnership with parents is essential to meet the learner’s social, psychological, and educational needs, and to achieve the highest level of the student’s potential.

5. *We believe* in celebrating the learner’s individual accomplishments and achievement with the aim to overcome any frustration or distress caused by the learning experience.
Profile of Graduates

Accomplished Life Long Learners

IKNS graduates, having completed a rigorous academic program, are lifelong learners who think critically, are bilingual, communicate effectively in Arabic and English, and prepared for future career choices.

Proud with Strong Sense of Belonging

IKNS graduates understand and are proud of their own Arab and Islamic culture and have a strong sense of belonging to Kingdom of Bahrain.

Caring and Open-Minded

IKNS graduates can effectively collaborate with and respect others from different cultures and countries.

Value Service

IKNS graduates recognize that we live in an interconnected world, and accept the responsibility to help others in need in the Bahraini community, and whenever possible, in other countries.
Parameters

• IKNS shall always meet the requirements for private schools under the Ministry of Education of the Kingdom of Bahrain.
• We will only allow policies, procedures, or behaviors that promote the growth and achievement of students.
• All energies will be focused on instructional and extra-curricular programs.
• IKNS shall always strive to meet standards for accreditation and to remain continuously accredited by the Middle States Association (MSA) and the International Baccalaureate Organization (IBO). All programs and services must be consistent with the accreditation action plans.
• We will not tolerate behavior that diminishes the dignity, self-worth or safety of any individual.
• IKNS will only accept and retain those students for whom there is an existing appropriate educational program.
• All decisions will be made based on assuring the school remains fiscally responsible and operates within its own resources.
• IKNS is subject to all policies and decision processes of the IKNS Board of Trustees
INTRODUCTION

IKNS is committed to being a bilingual school at all levels that offers educational programs that meet the high academic standards of international education. The school has been affiliated with International Baccalaureate Organization since 1990. This affiliation means that IKNS is also committed to the IBO philosophy and mission statement. In 2006, the IBO published a document called the IB Learner’s Profile to articulate its mission statement. As the document states, the Learner’s Profile provides a clear and explicit statement of what is expected of students, teachers and school administrators regarding learning.

A natural move by IKNS was also to adopt the Learner’s Profile as an eloquent expression of its aims of education and its approach to teaching and learning.

Furthermore, IKNS in 2011 introduced the IKNS Framework for Teaching, which is a document that defines teaching and learning in details. IKNS teachers use this Framework coupled with the IB Learner’s profile to guide their classroom practices.

IKNS Approach to Teaching and Learning: Teachers aim to create a rigorous learning environment where behaviour standards for students are established at the beginning of the year and maintained consistently during the year. To build a school-wide learning community, teachers are required to share their Unit and Lesson plans on the school’s Atlas Rubicon website. Teachers base their instruction in the classroom on these plans that should reflect a familiarity with a broad range of effective teaching strategies. Also, during lessons, teachers are required to share learning objectives with their students and explain the content in a way appropriate to their age.

IKNS Approach to Assessment: Teachers at IKNS assess students to enhance their learning experience and evaluate their progress towards meeting the IKNS and IB Diploma standards and objectives. Assessment, therefore, at IKNS is criteria-based. Through a reasonable blend of formative and summative assessment tasks, teachers aim to gain information about the students’ learning and provide meaningful feedback, for them as well as their parents, to motivate, encourage and support their progress.
SCHOOL PROGRAMS AND SERVICES

The school follows an American curriculum combined with Arabic and Bahrain’s Ministry of Education syllabus in Islamic Studies, and National Social Studies. The school offers courses from KG to Grade 10 to prepare students to enroll in either the IB Diploma or the High School Diploma programs in Grades 11 and 12. Both programs enable students to meet the demands of international universities. All the courses that IKNS offers from KG are aligned to internationally recognized standards.

GUIDANCE AND COUNSELING

The IKNS counselors work with classroom teachers as mentors to students. The Guidance Counselors are available to provide individual, small group and class counseling sessions for students during the school year. The Academic Counselors in the Secondary School assist High School students with the demands of the academic program they study and with career and college counseling needs. If need be, the school can recommend off campus professional counseling for academics, as well as for social and/or personal needs. If recommended, it is expected that the parents will seek the professional counseling for their child. The school will work closely with the identified professional in this situation.

AFTER SCHOOL ACTIVITIES

In addition to the regular daily class schedule, IKNS offers an After School Activities Program. A variety of activities are available in which students may choose to participate. Different activity sessions are held during the year. A list of activities is sent home before a new session begins. Students are highly encouraged to participate and to commit to the school activities program. Students enrolled in an after school activity are expected to remain on campus from the time school is dismissed until the activity begins.

ASSESSMENT AND REPORTING

The fundamental purpose of assessment is to collect and analyze data to make decisions about how students are performing. In Middle and Secondary, official reports are sent twice a year and progress reports are sent in the middle of each semester. The reporting system, which is presented by the school to parents, is comprehensible and understandable. Detailed comments regarding student progress are included as well as recommendations by the teachers regarding progress requirements and concerns. IKNS organizes and runs oral conferences where the parents discuss progress reports with teachers. In addition, parents and teachers have the option to set meetings at anytime. Each teacher has a designated time in the timetable for parent-teacher meetings.

In addition, the school uses an on-line grade book, where students can view their grades and parents can access the grades of their children in all courses.
COMMUNICATION

- **Website:** The IKNS website ([www.ikns.edu.bh](http://www.ikns.edu.bh)) can be accessed for additional information about the school and programs.
- **E-mail and Phone:** The faculty and staff can be contacted through the school’s reception by phone or by email. Teachers’ e-mail addresses are posted on the on-line grade book of every student.
- PowerSchool is available for both Parents and Students online.
- **SMS** text messaging is used to keep parents informed of specific news and events.

GENERAL REGULATIONS AND PROCEDURES

The following information and guidelines are meant to provide teachers with a common set of regulations. They help the faculty to act in a coordinated, consistent, and coherent manner that will not confuse students.

- In addition to their instructional role, teachers assume with parents the responsibility for educating children and helping them grow to become mature and productive citizens.

- Teachers' behavior, their appearance, and their ability to relate to others are models that influence children, and should therefore be maintained at the highest standards.

- Cooperation between teachers, administrators, and parents is instrumental in channeling all efforts in the proper direction for the benefit of students.

**In particular, teachers are expected to:**

- Fulfill all instructional and supervisory duties assigned to them by the administration, including substitution for an absent teacher.

- Be familiar and enforce all the Educational Programs Policies that are listed in this Handbook.
• Understand that teaching and learning is a complex activity and in the context of IKNS, teaching is defined in terms of four domains: Planning, Classroom Environment, Instruction, and Professional Responsibility. The IKNS Framework for Teaching (available on the school’s website) provides a full detailed description of these domains and how to understand them.

• Orient students to their responsibilities and privileges in classrooms, on the playground, on field trips and while traveling abroad with the school.

• Establish effective communication with parents, and reserve one period per week for conferences.

• Prepare for and participate in an Open House during which teachers present the curriculum and discuss it with parents.

• Attend all faculty meetings scheduled by the administration.

• Maintain their teaching and learning objectives, Unit and daily lesson plans documented on the school’s Atlas Rubicon website.

**Homework**

Homework is meant to reinforce skills and knowledge already acquired in class. Students should need little or no help in completing their homework assignments. Teachers of the same grade level are expected to coordinate the assigning of homework to ensure that is reasonably distributed over a period of time.

Below is a rough estimate of the total time a student with average ability should spend each evening completing homework assignments.

<table>
<thead>
<tr>
<th>Grades 1 and 2:</th>
<th>30 to 40 minutes</th>
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<tbody>
<tr>
<td>Grades 3 and 4:</td>
<td>40 to 60 minutes</td>
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<tr>
<td>Grade 5:</td>
<td>60 to 80 minutes</td>
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<tr>
<td>Grades 6 and 8:</td>
<td>100 to 120 minutes per night, Sunday through Thursday and on weekends as needed.</td>
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<tr>
<td>Grades 9 and 10:</td>
<td>100 - 120 minutes per night, Sunday through Thursday and on weekends as needed.</td>
</tr>
<tr>
<td>Grades 11 and 12:</td>
<td>120 - 150 minutes per night, Sunday through Thursday and on weekends as needed.</td>
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</tbody>
</table>
Correction of Students’ Work

Students learn from getting proper feedback and understanding their errors. All assessment tasks must be corrected and returned to students as soon as possible.

Faculty Meetings

Teachers are required to attend all faculty and departmental meetings.

Teacher Absence and Substitution

In case of illness teachers are required to notify the school prior to 7:15 a.m. and send their lesson plans to the administration for use by the substitute teachers. Teachers are requested to inform the school about the estimated duration of their absence, and provide all information and support to the substitute teacher.
THE RULES

FOR

IKNS TEACHERS AND STAFF

Subject to the Labor Law provisions at the private sector promulgated by Law No. (36) 2012
<table>
<thead>
<tr>
<th>TYPE OF CONTRAVENTION</th>
<th>PROPORTION OF PENALTY TO DAILY WAGES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1st Time</td>
</tr>
<tr>
<td>FIRST: CONTRAVENTION'S RELATED TO HOURS OF WORK</td>
<td></td>
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<tr>
<td>1- Late reporting for duty for up to 15 minutes without permission or good cause where such reporting does not hinder other workers.</td>
<td>Verbal Warning</td>
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<tr>
<td>2- Late reporting for duty for up to 15 minutes without permission or good cause where such reporting hinders other workers.</td>
<td>Verbal Warning</td>
</tr>
<tr>
<td>3- Late reporting for duty for a period of more than 15 minutes and up to 30 minutes without permission or good cause (where such reporting does not hinder other workers).</td>
<td>Warning letter</td>
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<tr>
<td>4- Late reporting for duty for a period of more than 15 minutes and up to 30 minutes without permission or good cause (where such reporting hinders other workers).</td>
<td>Warning letter</td>
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<tr>
<td>5- Late reporting for duty for a period of</td>
<td>25%</td>
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more than 15 minutes and up to 60 minutes without permission or good cause (where such reporting does not hinder other workers).

<table>
<thead>
<tr>
<th>6- Late reporting for duty for a period of more than 15 minutes and up to 60 minutes without permission or good cause (where such reporting hinders other workers).</th>
<th>30%</th>
<th>50%</th>
<th>75%</th>
<th>Two days</th>
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</table>

7- Late reporting for duty for a period exceeding one hour without permission or good cause (whether or not such reporting hinders other workers).

<table>
<thead>
<tr>
<th>7- Late reporting for duty for a period exceeding one hour without permission or good cause (whether or not such reporting hinders other workers).</th>
<th>Warning letter</th>
<th>A full day</th>
<th>Two days</th>
<th>Three days</th>
<th>Plus deducting wages for period of Hour Delay</th>
</tr>
</thead>
</table>

Warning letter | A full day | Two days | Three days | Plus deducting wages for period of Hour Delay |
8- Leaving work not more than 15 minutes earlier than quitting time without permission or good cause.
   | Warning letter | 10% | A Quarter day | A full day |
9- Leaving work more than 15 minutes earlier than quitting time without permission or good cause.
   | Warning letter | 10% | 25% | A full day | Plus deducting wages for period of Delay Hours |
10- Staying on or returning to the establishment after quitting time without permission.
   | Warning letter | 10% | 25% | A full day |

### TYPE OF CONTRAVENTION

<table>
<thead>
<tr>
<th>PROPORTION OF PENALTY TO DAILY WAGES</th>
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<tbody>
<tr>
<td>SECOND: CONTRAVENTION RELATED TO RULES OF WORK</td>
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<tr>
<td>1st Time</td>
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<td>-----------</td>
</tr>
<tr>
<td>Verbal warning</td>
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<td>Verbal Warning</td>
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<td>Verbal Warning</td>
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<tr>
<td><strong>4- Sleeping while on duty.</strong></td>
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<tr>
<td><strong>5- Using telephone for personal purposes without permission</strong></td>
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<tr>
<td><strong>6- Littering around or presence of workers at other than their work sites during working hours.</strong></td>
</tr>
<tr>
<td><strong>7- Fraudulent indication of reporting for work.</strong></td>
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<tr>
<td><strong>8- Failure to obey normal orders of work.</strong></td>
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<tr>
<td><strong>9- Failure to carry out instructions of work provided that they are posted at a prominent place at work place.</strong></td>
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<tr>
<td><strong>10- Sleeping in circumstances requiring constant vigilance.</strong></td>
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<tr>
<td><strong>11- Instigation to violate written orders and instructions of work.</strong></td>
</tr>
<tr>
<td><strong>12- Dereliction or carelessness which results in damage to the health or safety of workers or to materials and equipment.</strong></td>
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<tr>
<td><strong>13 Smoking at places where it is prohibited for the protection and the safety of workers and the place, or consuming alcoholic or intoxicating drinks at places or work.</strong></td>
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<td>TYPE OF CONTRAVENTION</td>
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<tr>
<td>1st Time</td>
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<tr>
<td>1- Raising relief or funds without permission</td>
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<td>2- Writing statements or putting up posters on walls.</td>
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<td>3- Waste of raw materials unnecessarily.</td>
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<tr>
<td>4- False accusation to supervisors or fellow workers resulting in Hindering work.</td>
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<tr>
<td>5- Refusing to be inspected on leaving work.</td>
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<tr>
<td>6- Violation of hygienic instructions relating to work place.</td>
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<tr>
<td>7- Use of tools, machines or materials for personal purposes.</td>
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<tr>
<td>8- Fighting with fellow workers and causing trouble at work place.</td>
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<tr>
<td>9- Pretense of illness.</td>
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<td>10- Refusal to submit to medical examination at a request of establishment's medical officer.</td>
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STUDENT CODE OF CONDUCT
STUDENTS CODE OF CONDUCT

At IKNS every effort is made to help students recognize that IKNS is truly a community and their conduct must always be that which contributes positively to this community and its other members. When students violate rules, and disciplinary action is necessary, they must recognize that the sanctions are not so much to punish, as they are to encourage students to internalize positive community values as well as to promote the general safety and welfare of the community.

Students are expected to behave reasonably, courteously, respectfully and responsibly at all times. In this regard, all students are asked to sign IKNS’s Code of Conduct as part of the student expectations at IKNS.

IKNS Student Code of Conduct:

As a student of IKNS, I will try my best to do the following:

• To arrive on time and be prepared for class.
• To complete all homework assignments on time.
• To wear my school uniform as directed.
• To treat my teachers and fellow classmates with respect at all times.
• To avoid disturbing and interrupting the class.
• In corridors, to walk briskly and quietly, and avoid running, pushing, or shouting.
• To refrain from using inappropriate language.
• To respect the property of others at all times.
• To avoid rough play on the playground during breaks.
• To avoid violating school policy on mobile phones, ipods, tablets, computers and other electronic devices while in school.
• To refrain from chewing and bringing gum at school or on school sponsored trips.
• To follow all other guidelines, policies and procedures in the School Student/Parent Handbook.

BEHAVIORIAL EXPECTATIONS AT BREAK TIME

During break times as at all times in the school, students are expected to act out of respect and with regard for the needs of others. This is especially true at these times when the Middle School classes continue. High School students must not enter the Middle School during break times unless they have received the prior consent of a Middle School Administrator. Rough play, verbal or physical taunting or jeering, pushing, shoving, bullying, or other rowdy behavior will be seen as breaches of the school’s code of conduct and will be subject to sanctions including break detentions for students who cannot conduct themselves properly when with others during the breaks. For the safety and comfort of all, students are not allowed to be in any of the school buildings during break times unless they are attending the library or are there to meet with a teacher or administrator. Students are also restricted from entering ‘out of bounds’ areas including the gymnasium, the front of the main building and the areas behind the gymnasium
and art buildings during free time unless accompanied by a staff member.

**BULLYING AND HARASSMENT**

IKNS is committed to providing a safe and secure learning environment for everyone in our school community, one that is conducive to effective teaching and learning, free from intimidation, fear, and free of any form of harassment. Unlawful, offensive, or harassing behavior (including bullying, sexual harassment, or any other behavior that has the purpose of causing harm, verbally, physically or emotionally or used to intimidate others in person or via the internet; cyber-bullying), will not be tolerated. Appropriate disciplinary measures will be taken with any student who demonstrates such behavior or who instructs, threatens or aids another person to commit harassment. Depending on the severity of the incident, the consequences for these behaviors may include suspension or possible expulsion.

**CELL PHONES AND ELECTRONIC DEVICES**

Students are discouraged from bringing cell phones and electronic devices to school. Students are not allowed to use these devices during class time unless instructed. The student must assume responsibility for all electronic items brought to school. The school will not replace lost or damaged personal items. *(see individual school sections for additional specific comments and rules by grade)*

**DISRUPTION**

Students are not permitted to act in a manner that interferes with the educational process, setting, or any school sponsored activity as determined by any member of the faculty, staff, or administration.

**DRESS AND GROOMING EXPECTATIONS**

IKNS students are expected to dress in a manner that shows consideration for all members of our school community, is safe, and reflects an attitude of professionalism and success. The guidelines for the regular and PE uniform are there to help us guarantee fairness and equality among all IKNS students. To create a general atmosphere that is conducive to learning, a student’s appearance must not represent a danger to his or her health or welfare, or attract undue attention and become a distraction. *(see individual school sections for additional specific comments and rules by grade)*

**FIELD TRIP SAFETY AND CONDUCT**

Students must adhere to all safety instructions and guidelines provided by teachers and chaperones while participating in field trips. Students must not wander off and should stay
within designated groups during field trips. Students should generally adhere to all school behavioral expectations and procedures as if the student is still present in the school setting “without walls”. Students must immediately report any conduct that does not align with the school’s general code of conduct or the potential breaking of any rules or laws to the school’s supervising field trip attendee or chaperone. School uniforms are to be worn for ‘all day’ field trips.

**FIGHTING**

Fighting is not permitted on campus. Those who participate will be suspended. Fighting typically involves the use of physical contact, bodily force, or weapons in order to cause harm to another individual, but may also include verbal confrontation or altercation.

**FOOD, DRINKS AND GUM AT SCHOOL**

Food should not be eaten in the classrooms without prior teacher approval and only for a special reason. Gum is never permitted on campus. Keeping the rooms and campus clean from gum and litter is a responsibility of all members of the school community.

**FORGING**

Students are not permitted to falsely and/or fraudulently make or alter any document.

**IDENTIFICATION OF BELONGINGS**

All student belongings (books, copybooks, jackets, PE suits, bags, etc.) should be clearly labeled with the students name.

**INSUBORDINATION**

Students are expected to treat all members of the staff with respect. Disrespect is disruptive and threatens the effective operation of our school. Students should respond in a positive manner to reasonable requests made by any staff or faculty member of IKNS. Insubordination is the willfully negative, rude or disrespectful, physical or verbal response by a student, to an appropriate request made by a teacher, administrator or any member of the staff as determined by that member.

**GIFTS**

Gifts to school staff are not allowed. Parents and students are requested to abide by this regulation.

**PARTIES AND CELEBRATIONS**
Students’ birthday parties and other celebrations are discouraged inside classrooms and buildings. However, they may be held during breaks in specific areas and under the supervision of teachers. Ordering food from outside the school to be delivered by the vendor is strictly prohibited. Prior written authorization from the administration is required. Students may however, have their lunch dropped off by a parent or their representative. (see individual school sections for additional specific comments and rules by grade)

PRIVATE TUTORING

Under normal conditions, students are expected to receive explanations and assistance at school. IKNS discourages the practice of private tutoring because of its potential negative impact on the development of the student's self-reliance and independence. In a few cases due to long absences or to identify specific weaknesses, the school will authorize teachers to tutor students under the following conditions:

• Tutoring by IKNS teachers requires prior written approval from administration.
• Tutoring is provided on the basis of a clear instructional plan specifying the content being covered, the materials to be used, the duration of tutoring, and the criteria for assessment of the progress.
• A report should be submitted in the middle and at the end of the period approved, with copies to the administration, parents, and the student's file.
• The school will take no part in the financial arrangement between the teacher and the parents.

ASSEMBLY

Weekly class assemblies will be conducted at a time nominated for each class at the start of each school year. At assembly the students must observe the National Anthem and the prayer in an atmosphere of silence, dignity and respect. Students should move promptly to and from the assembly and will be marked tardy or absent for the assembly in accordance with the procedures outlined. Students who misbehave during assembly will face consequences including an initial warning followed up by detentions and/or referral to the Discipline Committee.

LOCKERS

Lockers for grades 6-12 may be rented for the safekeeping of students' property and equipment. Lockers remain the property of the school and students will be held financially responsible for any damage. Lockers should not be left unlocked. Unlocked lockers may be locked with screw and bolt. Lockers must be emptied before the end–of–year examinations. The cleaning staff will remove books and belongings left outside the lockers at the end of the school day. Students may only use the locker number to which they are assigned. Students should not share lockers as this causes additional problems.

LOST OR DAMAGED SCHOOL PROPERTY
Students are not permitted to willfully destroy or vandalize any of the school property, which also includes any vehicles or school grounds. A replacement cost for lost and/or damaged books, equipment, and facilities will be collected. No report cards or transcripts will be provided until all financial obligations have been met.

**LUNCH RULES**

- Clean up table area after eating.
- Follow directions of the lunch supervisors
- Be respectful of lunch staff

**PERSONAL PROPERTY**

Personal Property of any significant value should not be brought to school. The exception to this rule is when such items are related to the instructional program and for special events. The school is not liable for lost, stolen, or damaged property brought to school by the students or left behind on school premises or in school related vehicles.

**PRESENTATIONS OR OTHER PERFORMANCES**

During school presentations, or other performances, students, parents and guests are expected to:
- Turn off cell phones
- Arrive on time
- Leave food and drinks outside assembly room
- Be respectful of the performer(s) presenters by not talking.
- Enter or exit only during an intermission.

**PROFANITY**

Students are to refrain from using vulgar language, profanity, obscene gestures, defamatory remarks, or threatening remarks toward teachers, students, or other persons. Use of profane expressions and gestures, in any language, is an example of anti-social and negative or destructive attitude and behavior. As such, they are not permissible at IKNS, whether on campus, on school related transportation, or at school events.

**PUBLIC DISPLAYS OF AFFECTION**

IKNS expects students to respect the comfort level of all members of the school community, including students, staff, parents and community guests. Prolonged embracing, kissing, sitting or reclining in compromising positions, or other such actions are unacceptable public displays of affection often make others uncomfortable and such actions are contrary to Arab-Islamic traditions.
PLAGIARISM AND CHEATING

Acts of academic dishonesty may include cheating, plagiarism, stealing and lying. Copying assignments, homework or test answers from other students or using unauthorized aids on examinations are regarded as serious offenses. Students charged with any form of academic dishonesty will receive a zero on submitted work or test, a phone call home by the teacher and/or administrator, detention, probation, and/or suspension, or even expulsion. See also “Academics” section of this handbook and “Academic Honesty Policy” under the Appendices of this handbook.

REQUEST FOR EARLY DISMISSAL

Students who need to leave school before the end of the school day must submit a written parent request. Alternatively, a parent could submit such a request through the telephone or by personally appearing at school. Students may be allowed to leave only at the end of the period so that instruction is not disrupted.

SCHOOL EVENTS AND ACTIVITIES

We expect the highest standard of behavior from students who represent the school at school trips, school functions or ceremonies such as Graduation. The consequences of misbehavior in such contexts are extremely serious and will involve an immediate referral to the Discipline Committee who may, among other sanctions, decide to suspend the student from all further school activities.

EXTRA-CURRICULAR ELIGIBILITY RULES

Students who are academically failing a course may still be eligible to participate in sports and activities, however those students whose behavior does not meet IKNS expectations will be prohibited from playing in sports and activities.

Specifically:

• Students who have been subject to a behavioral disciplinary action due to fighting, smoking, dishonesty, or currently on probation, and any other offense identified as behavioral will be prohibited from participation in school activities.

• Students who also have repeated behavioral disciplinary actions will not be allowed to participate in traveling off island for trips or on school sanctioned events outside of the school campus.

PRANKS/LOCKDOWN

Pranks are a serious offense against the school’s code of conduct and such acts put the safety of the IKNS student population at risk. Any involvement of students in pranks, including senior pranks, may lead the school to suspend them and not allow them to attend graduation or promotion ceremony.
STEALING/VANDALISM

Theft and vandalism will not be tolerated. Students will be held responsible for behavior (regardless of the intent), which results in the damage or loss of school property or the personal property of a staff member or another student.

STUDENT SAFETY AND WELFARE

Students must not cause harm to themselves, others or school property. In order to reduce the potential for physical and/or emotional harm and accidents involving students, school rules and procedures as contained in this Handbook must be followed.

USE OF TECHNOLOGY GUIDELINES

Using the school’s computer network, students may access information and communicate with others. With this educational opportunity comes responsibility. The computer network is provided for students to enable them to conduct research and to enlarge the number of educational resources available to them. Access to computer and network services is provided to students who agree to act in a considerate and responsible manner. With the use of the network and the Internet comes the need for responsible, ethical and lawful behavior on the part of the users. Network/building administrators may review files and communications to maintain system integrity and to insure that users are using the system responsibly. The use of computers and the Internet is a privilege and not a right. (see additional comments in grade level sections)

TOBACCO, ALCOHOL, AND DRUGS

The use or possession of tobacco, smokeless cigarettes, tobacco products, alcohol, or drugs on campus or at school-sponsored student events off campus, is absolutely prohibited. IKNS is a smoke free campus.

Smoking

Ibn Khuldoon National School (including its immediate vicinity) is a tobacco-free school. This is in accordance with the Ministry of Health Letter to the Ministry of Education, dated July 15th, 1996, which indicated that smoking is prohibited in schools and institutions in accordance with the Article 7 of the Amiri Decree 10, 1994. As such, smoking is strictly prohibited in the school campus and also in its surroundings, to include area 841. The school reserves the right to search students and their bags and lockers for cigarettes when reasonable suspicion exists of a violation. Bringing cigarettes to school is considered an equal offence to smoking. In addition, students who smell strongly of any type of tobacco smoke, as determined by the teacher and or administrator, may be subject to being prohibited entry into the classroom environment, or removed from the classroom, in order to not disturb others until the matter is corrected.

Consequences of smoking at IKNS:

First Time  Suspension for one day & counseling.
Second Time Suspension for 3 days & counseling.
**Third Time**

Matter to be referred to School President for conciliation

**Possession/ Distribution of illegal materials or substances.**

The abuse of drugs is a global pandemic that each day threatens the lives of people young and old in every continent. Even mild or so-called ‘social’ or ‘recreational’ drugs cause irreparable long-term damage to the body. Drugs destroy people, families and societies. Drug abuse is particularly damaging to younger people. In countries all over the world there are strict Laws prohibiting the manufacture, sale, distribution and personal use of drugs. The punishments for breaking these laws are very serious indeed. A young person ‘experimenting’ with drugs therefore may come into contact with criminal elements in society. It is in this context that IKNS will deal most severely with cases of students who either bring drugs or other illegal items such as drugs, weapons, or pornographic materials to school. In these cases the students will be deemed to have terminated any good relationship they may have had with the school and will be referred to the school President and the School Board, which may result in expulsion.

**SEARCH & SEIZURE**

A Principal or school administrator need only ‘reasonable suspicion’ in order to search a student or his/her locker. An adult witness must be present. Female students may only be searched in the presence of a female school official(s). Reasonable suspicion can be determined by meeting any of the three examples herein: Direct Observation, Information from a credible source, Evasive or concealing behavior.

**TRUANCY**

Willfully staying out of school on a normal school day, remaining out of class without permission, or willfully avoiding the responsibility to serve a detention are considered acts of truancy.

**VACATIONS AND TRIPS**

The school strongly discourages student absence for family vacations or social occasions due to the negative impact absences have on student achievement. In the event a student is to be absent especially in the beginning of the year it is recommended that the student contact the school and or teachers to receive missed work prior to returning to school.

**WEAPONS**

No real or look-a-like play weapons, including pocket knives, of any kind should be brought on campus or taken on school sponsored activities. Consequences may include suspension or expulsion.

**CONSEQUENCES TO INAPPROPRIATE BEHAVIOR**
In order that IKNS may continue to operate and foster an orderly, fair and safe learning environment for all students, the school has developed policies to address student discipline. IKNS students are expected to abide by the Student Code of Conduct and other school behavioral expectations as contained in this handbook or as directed by the school’s staff and administrative management. Violations or breaches of school rules and procedures by students shall be dealt with using a progression of consequences, which appropriately meet the seriousness of the offense. The measures, in order of severity, are as follows:

**Progressive Discipline**

**Staff/Student Conference:** During the conference, behavioral expectations will be reaffirmed and consequences of future rule infractions are communicated. The parent is not contacted at this time. This step informs the student that they are responsible for changing their negative behavior. If the student has an item that is prohibited, it will be confiscated.

**Removal From Class:** If a student is disruptive to the class, he/she is asked to leave the room to a designated area in order to compose him/herself and allow the rest of the class to continue learning. Once the student has settled down, he/she may re-enter the class. If a student is again asked to leave the room, other consequences will be imposed in consultation with administration and notification of parents.

**Parent Contact:** A parent contact, by phone or email will be made if a student repeatedly does not conduct him/herself according to the school expectations or the behavior is severe enough to warrant immediate parental attention.

**Detention of the Student:** Either the faculty or administration may issue detention. *(see school specific policy section for more details)*

**Referral to the Principal / Discipline Committee:** If a student’s behavior is disruptive to the learning environment, and other interventions such as counseling have failed to achieve a change in the students behavior, then he/she will be sent to the Principal/Discipline Committee for disciplinary measures.

When a student acts in such a manner that his/her behavior indicates a danger to him/herself or others, the staff member will notify the Principal immediately for correction.

**Community Service:** Depending on the class grade of the student, community service may include a variety of tasks in the different sections of the school. Depending on the infraction, students may be required to complete the community service during the school day, after school, or return to campus during the weekend such as school beautification.

**Behavioral Plan:** If a student continues to act in an irresponsible manner, a behavioral plan will be developed. This plan will be written with the input of the student, parents, teachers, and the Principal or designee. The intent of this plan is to educate the student to behave in a more appropriate, responsible manner within a defined timeframe.
Suspension of Student: Behavior that deviated from accepted standards as judged by the administration will lead to suspension from 1-5 school days as determined by the school administration. Ex: In-school suspension, in which the student spends the entire day or class period studying in school but is not allowed to attend classes. This may include community service. Out-of-school suspension in which the student is not allowed on campus for the term of the suspension. The student is expected to make up all classroom work missed during an out-of-school suspension. A day missed due to suspension is considered as an absence.

Behavior Probation: This measure will be taken by the school for students who repeatedly fail to meet appropriate standards and expectations of conduct, even after school intervention involving school administration, staff and the parents of the student. This probation would serve as a warning that further failure or resistance to meet appropriate conduct standard within a defined period of time will result in more serious consequences up to the discontinuation of students’ enrollment.

Expulsion of the Student: A student who is expelled will not be eligible for readmission for the remainder of the school year. Normally, this would be in a situation where, following counseling and conferences with the student and parents, and after sending his file to the Ministry of Education, the student: continues to behave in a manner that is detrimental to the school; or, is unable to profit from the academic program; or, either interrupts the learning of others or endangers their safety. However, in severe cases, expulsion may be recommended without benefit of prior counseling or conferences. In the event of expulsion, all fees for that billing period are forfeited.

TYPES OF INAPPROPRIATE BEHAVIOR

The following are some examples of offences:

- Behavior that puts the safety of students and staff at risk
- Disrupting Instruction & Learning
- Leaving school campus without permission
- Disrespectful behavior
- Fighting
- Smoking
- Cheating
- Stealing
- Vandalism
- Repeated minor misbehavior/ infringements
- Possession of illegal substances (Drugs, Weapons, Tobacco, Pornography, etc.)
- Bringing to school items that may cause offence or harm to others.
- Involvement in pranks
- Repeated lateness, skipping, absences and violations of the uniform policy
- Bullying and harassment
- Forgery
ELEMENTARY SCHOOL SECTION SPECIFIC POLICY

School Hours

**Kindergarten:** School starts at 7:45 a.m. and ends at 12:30 p.m. School personnel will supervise students from 7:15 a.m. to 12:45 p.m. The school will not assume responsibility of students prior to 7:15 a.m. or after 12:45 p.m. Parents are kindly requested to arrange to drop off and pick up their children as per the times indicated above. Even if KG students have brothers or sisters in the Elementary School, parents are kindly requested to arrange for their children’s collection prior to 12:45 p.m.

For KG1 and KG2 Parents, who, for any reason would like their children to stay after KG school hours, the school offers an “after-school” program for students from 12:30 p.m. to 2:00 p.m. for a fee.

**Elementary:** School starts at 7:45 a.m. and ends at 2:00 p.m. School personnel will supervise students from 7:15 a.m. to 2:15 p.m. The school will not assume responsibility of students prior to 7:15 a.m. or after 2:15 p.m. Parents are kindly requested to arrange to drop off and pick up their children as per the times indicated above. Even if Elementary School students have brothers or sisters in the Middle or Secondary Schools, parents are kindly requested to arrange for their children’s collection prior to 2:15 p.m.

Elementary School students, who, for any reason would like to stay after Elementary School hours, may enroll in the Elementary School Activities Program from 2:00 p.m. to 3:00 p.m. for a fee.

**School Gates**

School gates will open at 7:15 a.m. each morning to receive students. The first period starts at 7:45 a.m. All students are expected to be inside the classroom by this time.

School gates will be closed at 8:00 a.m.

**Recesses**

A snack recess and a play recess are scheduled each day.
Absences and Tardiness
Absences of students should be reported the same day to the school office. Upon returning to school, students are required to submit to their homeroom teacher a written excuse from their parents. In case of a medically incurred prolonged absence, a medical report must be submitted to the school office specifying the illness and duration. Parents should telephone the office in the morning to request homework assignments and arrange for a pick-up at the end of the school day. Please do not contact teachers in their classrooms.

Change of Usual Routine
If you wish your child to change his/her usual daily routine i.e. leave school early or with another person, please notify the office in writing ahead of time. The person collecting a dismissed student during the school day must sign him/her out at the reception.

School Uniforms
Students are required to wear a neat and tidy school uniform. Students are requested to abide by the school uniform regulation at all times as described below:

- Uniform for girls: A knee-length dress with a pleated skirt or Bermuda shorts or slacks (Color: Maroon) with a plain white shirt or blouse with collar.
- Uniform for boys: Shorts, Bermuda shorts, or slacks (Color: Maroon) with a plain white shirt with collar.
- P.E. uniform: White or black shorts or pants or track suit with the IKNS House t-shirt.

Students not abiding by the school’s uniform policy will be reported to the administration and will not be allowed to attend class.

Rules and Regulations
Students are required to comply with the rules of the school and in particular students must:

- Arrive for school on time.
- Work and play in the assigned areas.
- Perform expected schoolwork.
- Respect and cooperate with all teachers and school personnel.
- Be responsive to directions.
- Respect the rights and property of others.
- Avoid fighting, shoving, throwing objects, or use of abusive language.
- Maintain cleanliness and tidiness.
- Avoid bringing any toys and games to school.
- No sweets, or chewing gum are allowed at school.
**Supervision**
Students are supervised during all school activities. Students are not allowed to use the school playground after school hours without the approval of the administration. Supervision starts at 7:15 a.m. and ends at 12:45 p.m. in Kindergarten and at 2:15 p.m. in the Elementary.

**Instructional Materials**
Parents pay for textbooks and notebooks before the start of the school year. Teachers will be responsible for distributing textbooks and notebooks to students at the beginning of the school year. Parents are kindly asked to provide basic school supplies such as pencils, pens and erases.

**Progress Reports**
In the elementary school written reports are sent to parents at the end of each trimester. In the event that a student is experiencing academic difficulties, parents will be requested to meet with his/her teachers to discuss the child’s performance. A summary of each conference will be written and a copy placed in the student’s file.

**Certificates of Achievement**
At the end of the school year and upon the recommendation of the faculty, special certificates are awarded to students in recognition of their outstanding academic achievement and exemplary behavior.

**Conditions for awarding certificates are:**
- a) Outstanding behavior, attitude, work and social habits,
- b) No grade below “B”,
- c) At least two grades of “A” in major subjects (Arabic, English and Math).

**Parent Conferences**
Parent-Teacher conferences are scheduled by the school at the end of the first trimester. Parents will be informed in writing of the time and place. Other meetings between parents and teachers may be arranged through the school office. Teachers may be seen only by appointment.

**Homework**
Students will complete an important part of their instructional work at school and under their teachers’ supervision. Homework is given to reinforce basic skills and to practice new concepts learned in school. The time required for homework depends on the student’s pace and level of performance.

The following is an estimate of the amount of time needed each day to complete homework assignments:
- Grades 1 and 2: 30 to 40 minutes
- Grades 3 and 4: 40 to 60 minutes
- Grade 5: 60 to 80 minutes
**Remedial Help**
Extra help will be offered in the form of remediation by the student’s subject teacher and within the class period.

**Circulars and Letters**
Circulars and letters are vital means of communication. These are generally sent home with students. Parents are requested to read them carefully and promptly and follow-up on any requests.

**Illnesses and Accidents**
Illnesses and accidents involving students during school hours are reported immediately to the infirmary. If necessary, parents will be contacted by the school office.
MIDDLE SCHOOL SECTION SPECIFIC POLICY

Attendance

School starts at 7:45 a.m. and ends at 3:00 p.m. Parents are kindly requested to arrange to drop off and pick up their children as per the times indicated above.

The first period starts at 7:45 a.m. Students are expected to be inside the classroom by this time. Students are expected to be in school at all times and to follow their assigned schedule every day.

It is an expectation from all students to participate in extracurricular activities, which include clubs, athletic activities and school socials.

Minimum Attendance Requirements: The minimum attendance is set at 85% of the school/course time in each semester. It should be understood that unexcused absences whether for whole days or specific periods are dealt with as disciplinary infractions.

Communication Regarding Attendance Requirements

In case of absence, parents are kindly requested to notify the school by telephone or in writing before 9:00 o’clock to enable teachers to provide work to the school office for parent pick-up.

When returning from absence students must submit an excuse to the office. If they fail to give an excuse the student is considered as absent without an excuse. It is the student's responsibility to resolve the absence status within 48 hours after returning. No excuse will be accepted for an absence, whether it is a medical report or a parental written excuse, after 48 hours. Absences are recorded in the student file and on grade reports.

Students are responsible for submitting the missed work during their excused absences.

Assembly

Middle school assembly takes place every Sunday instead of the homeroom period. At assembly, the students must observe the National Anthem and the prayer in an atmosphere of silence, dignity and respect. Students should move promptly to and from the assembly and will be marked tardy or absent for the assembly in accordance with the procedures outlined.
Behaviors at Break Times

During break times as at all times in the school, students are expect to act respectfully and with regard for the needs of others. This is especially true when the high school classes are in session. Students must not enter the high school building during break times unless to go to the library or the infirmary. Rough play, verbal or physical taunting, pushing, shoving or other rowdy behavior will be seen as breaches of the school’s code of conduct and student will be subject to sanctions including break detentions. For the safety and comfort of all, students are not allowed to be in any of the school buildings during first break unless they are attending the library or to meet with a teacher or administrator. Students are also restricted from entering ‘out of bounds’ areas including the gymnasium, the front of the main building and the areas behind the gymnasium and art buildings unless accompanied by a teacher.

Mobile Phones

Mobile phones should be turned off and placed in lockers. If they are seen or heard, they will be confiscated, even if they are not being used. Repeated violations will result in referring the matter to the administration or the discipline committee.

Dress and Grooming Expectations

IKNS students are expected to dress in a manner that shows consideration for all members of our school community reflecting an attitude of professionalism and success. The guidelines for the regular and PE uniform are there to help us guarantee fairness and equality among all IKNS students. To create a general atmosphere that is conducive to learning, students’ appearance must not represent a danger to his or her health or welfare, or attract undue attention and become a distraction.

Uniform Expectations

Regular Uniform

Pants/Skirts

- Dark green (school fabric)
- Bermuda shorts and skirts must be below the knee.
- Tight pants/skirts are not allowed.

Shirts

- White, preferably with school emblem on the shirt’s pocket.
- Tight or sleeveless shirts are not allowed.

Shoes
• Preferably black
• Covers the whole foot
• High heels, sandals or slippers are not allowed

Make-up/long hair/hats/scarves

• Girls must not wear make-up
• Earrings must not extend beyond the ear lobe.
• Boys' hair should not be of a length that can be tied; hair should be neat.
• Hats are not are not allowed inside the building.

PE Uniform

Pants

• PE Uniform is to be worn only on PE days.
• Black; one to three stripes on the sides are allowed; no attached pockets or designs.
• Bermuda shorts are allowed.

Shirt

• PE shirt (T-shirt with school's mascot and name)
• Black/grey/white/ or Navy blue jackets can be worn but no additional pockets/designs to be attached.

Consequences for not abiding by the uniform policy: This will lead to warning and contacting the parents to have the uniform sent to school. A student will be referred to the administration for repeated incidences.

Grading System and Grade Point Average

Annual averages: In computing annual averages in grades 6 through 8, each semester weighs 50%.

Semester averages: Semester averages of subjects, which have end of semester exams, namely Arabic, English, Math, Science, and Social Studies (only Grade 8) are computed in the following way:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Course work</th>
<th>Semester Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>8</td>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Cumulative GPA and Honor List:
Beginning in Grade 6, students' academic standing appears on their Semester Grade Report using a four-point scale. The cumulative GPA for grades 6 to 8 determines rank and honors, as follows:
Honors for a cumulative GPA of 3.25 - 3.49
Distinction for a cumulative GPA of 3.50 - 3.74
High Distinction for a cumulative GPA of 3.75 or above

<table>
<thead>
<tr>
<th>(%)</th>
<th>Grade</th>
<th>Standard Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100</td>
<td>A+</td>
<td>4.30</td>
</tr>
<tr>
<td>93 – 96</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>67 – 69</td>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>63 – 66</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60 – 62</td>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Student of the Month Award
Each month Teachers vote on selecting the student of the month from each homeroom (up to a total of fifteen students). The criteria for selection are: exemplary behavior, no failures, a minimum C average. The student with the highest votes is selected as the Student of the Month.

Merit Awards
At the end of the school year, Merit Awards are presented to students whose performance show one or more of the following: high achievement, academic effort, progress, or exemplary behavior. Merit Awards are presented in a the Grade level awards assembly.

Time Suggested for Homework
Grades 6 and 8: 100 to 120 minutes per night, Sunday through Thursday and on weekends as needed.

Private Tutoring
Under normal conditions, students are expected to receive explanations and assistance at school. IKNS discourages the practice of private tutoring because of its potential negative impact on the development of the student's self-reliance and independence.

In a few cases, due to long absences or identified specific weaknesses, the school will authorize teachers to tutor students under the following conditions:

- Prior written approval from administration.
- It is provided on the basis of a clear instructional plan specifying the content to be
covered, the materials to be used, the duration of tutoring, and the criteria for assessment of the progress.

- A report is submitted at the end of the period approved, with copies to the administration, parents, and the student's file.
- The school takes no part in the financial arrangement between the teacher and the parents, however, payment is done through the school’s accounting office.
HIGH SCHOOL SECTION SPECIFIC POLICY

ATTENDANCE
School starts at 7:45 a.m. and ends at 3:00 p.m. Parents are kindly requested to arrange to drop off and pick up their children as per the times indicated above.

The first period starts at 7:45 a.m. Students are expected to be inside the classroom by this time. Students are expected to be in school at all times and to follow their assigned schedule every day.

MINIMUM ATTENDANCE REQUIREMENTS
The minimum attendance is set at 85% of the school/course time in each semester. It should be understood that unexcused absences, whether for whole days or specific periods, are dealt with as disciplinary infractions. Unexcused and Excused absence hours will need to be made up prior to credit being awarded and may effect grade level promotion and the ability to graduate on time.

COMMUNICATION REGARDING ATTENDANCE REQUIREMENTS
In case of absence, parents are kindly requested to notify the school by telephone or in writing before 9:00 o’clock to enable teachers to provide work to the school office for parent pick-up.

When returning from absence students must submit an excuse to the office. If they fail to give an excuse the student is considered as absent without an excuse. It is the student's responsibility to resolve the absence status within 48 hours. No excuse will be accepted for an absence, whether it is a medical report or a parental written excuse, after 48 hours from the absence date. Absences are recorded in the student file and on grade reports.

Students are responsible for submitting the missed work during their excused absences.

ASSEMBLY
High School assemblies take place during the week and during the homeroom period. One day is assigned per grade level for the assembly. During assembly time, students go to the assembly point instead of the homeroom period. At assembly, the students must observe the National Anthem and the prayer in an atmosphere of silence, dignity and respect. Students should move promptly to and from the assembly and will be marked tardy or absent for the assembly in accordance with the procedures outlined.
BEHAVIORS AT BREAK TIMES

During break times as at all times in the school, students are expect to act respectfully and with regard for the needs of others. This is especially true when the Middle School classes are in session. Students must not enter the Middle School building. Rough play, verbal or physical taunting, pushing, shoving or other rowdy behavior will be seen as breaches of the school’s code of conduct and student will be subject to sanctions including break detentions. For the safety and comfort of all, students are not allowed to be in any of the school buildings during first break unless they are attending the library or to meet with a teacher or administrator. Students are also restricted from entering ‘out of bounds’ areas including the gymnasium, the front of the main building and the areas behind the gymnasium and art buildings unless accompanied by a teacher.

MOBILE PHONES AND ELECTRONIC DEVICES

Students are discouraged from bringing cell phones and electronic devices to school. Students are not allowed to use these devices during class time unless instructed. The student must assume responsibility for all electronic items brought to school. The school will not replace lost or damaged personal items.

- Mobile phones and Electronic devices may be used before school begins, or at the end of the school day.
- During break time day, students may use their mobile devices inside the student lounge only.
- Phones kept in bags, pockets, or lockers must be turned off (not vibrate), so that they do no disrupt classroom instructional time.
- Mobile phones are strictly prohibited from being used during class time unless instructed.
- Phones will be confiscated when seen being used or held in the open areas including hallways, playing fields, and areas other than the student lounge.

Consequences:

- **First offense:** Phone will be returned at the end of the day.
- **Second offense:** Confiscation – Phone will be returned at the end of the following day
- **Third offense:** Confiscation – Phone will be returned at the end of the 2nd day.

- Repeated violations of this policy may result in referral to the discipline committee, parent conference, and/or out of school suspension.
STUDENT VEHICLES

Students are not allowed to drive their cars to and from school without having a valid driving license and a written parental permission. Students who hold driving licenses are not allowed to have other student passengers in their cars without written approval of both sets of parents. It is the responsibility of parents to ensure the implementation of this rule.

Students are not allowed to drive or park their cars within the school campus.

Consequences for driving a car, to and from school without license and permission:

- **First Time:** Warning, parents informed
- **Second Time:** Suspension for one or more days
- **Third Time:** Referral to the discipline committee

CONSEQUENCES FOR LEAVING SCHOOL WITHOUT PERMISSION

- **First time:** Suspension for one day.
- **Second time:** Suspension for three days.
- **Third time:** The student may be referred to the Discipline Committee

TARDY TO SCHOOL AND CLASS PROCEDURES

Promptness is a requisite to learning. Students who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other students. The bell is the signal for class to begin, not for students to come in from the hallway.

If the student arrives late for school, he/she should report directly to the classroom. The student should be marked “unexcused tardy” unless there is a note from the parent or legal guardian or other acceptable source explaining the reasons for being late. Students arriving 15 minutes or more will need a re-admit from the administration prior to entry to class.

Teachers should use appropriate progressive discipline procedures for effective dealing with tardiness including but not limited to: assigning detention, extra class work, project work, extra classroom duties etc.

The teacher may refer to a school administrator specifically designated by the school principal to handle such problems, those students who, in the teacher’s judgment, are not making progress toward correcting the problem.

- Upon the first referral by a teacher, the administrator should attempt to determine the nature of the problem, inform the student and the student’s parent/guardian of the absence and tardy policy.
• The administrator in charge may elect to refer the student to counseling should the facts warrant behavior intervention.

When a student is late to class as a result of being detained by another teacher, the student must present and admit slip or note signed by the other teacher who detained him/her. They do not need an admin note. If a student is unable to present an admit slip or note for being tardy to class, the teacher is to admit him/her as “unexcused tardy” to class and implement appropriate progressive discipline. A tardiness for 30 minutes or more will count toward the student’s absence.

LEVELS OF DISCIPLINARY ACTION, DETENTION and GENERAL PROCEDURES

1. General Detention

Assignments to general detention are assigned by teachers or administrative staff for various offenses including but not limited to: failure to complete assignments, tardiness, minor class disruption etc.

Supervisor: Appointed or conducted by an administrator

• General detention will be held as determined by the administration such as during break time or after-school hours.
• students are required to be prompt: remain silent (no talking, laughing, joking, humming, or any other noises considered to be disruptive) during detention session: All students must have work. All students must bring something to write with and to write on. All assignments must be completed during detention or additional detention may be added. (The detention Supervisor may issue additional academic assignments. Teachers may also submit required work to be completed.
• No student will be allowed to leave the detention room except under emergency conditions.
• Willful failure to report is ‘refusal to obey school rules’ and a charge of ‘truancy’ will be leveled resulting in additional detention and disciplinary action.
• Failure to report a second time will result in Saturday detention program attendance.
• Following a Saturday detention students are to leave campus immediately and are not permitted to loiter.

2. Behavioral Detention

Assignments to program are made by the Assistant Principal, or referral to, by administrative staff for various offenses including but not limited, continued disruptions, refusing to obey teacher and classroom rules, conduct unbecoming of and IKNS student etc. Behavioral student will receive counseling as part of their detention program participation.
**Supervisor:** Appointed or conducted by an administrator

- Behavioral program detention is held in a separate location selected by the counselor during the detention period time.
- Students will be assigned academic work (i.e. career inventory assessment, or academic survey materials etc.) and academic counseling.
- Failure to report is ‘refusal to obey school rules’ and a charge of ‘truancy’ will be leveled resulting in additional detention and disciplinary action.
- Failure to report a second time will result in Saturday detention program attendance.
- Following a Saturday detention students are to leave campus immediately and are not permitted to loiter.

3. **Saturday Detention (General and Behavioral programs)**

Assignments to Saturday Detention are made by the administrative staff.

**Supervisor:** Appointed or conducted by an administrator

- Saturday detention is held from 9am to 12pm in location determined by the administration.
- Behavioral detention students should wear appropriate clothing for working outdoors.
- Students are required to be prompt: silent during detention session and (all project assignments must be completed or additional detention may be added. The detention monitor may issue additional project assignments.)
- No student will be allowed to leave detention except under emergency conditions.
- Failure to report is ‘refusal to obey school rules’ and a charge of ‘truancy’ will be leveled resulting in additional detention and disciplinary action.
- Failure to report a second time will result in Saturday detention program attendance.

Following a Saturday detention students are to leave campus immediately and are not permitted to loiter.

**DRESS AND GROOMING EXPECTATIONS (GRADES 9-12)**

IKNS students are expected to dress in a manner that shows consideration for all members of our school community, is safe, and reflects an attitude of professionalism and success. The guidelines for the regular and PE uniform are there to help us guarantee fairness and equality among all IKNS students. To create a general atmosphere that is conducive to learning, a student’s appearance must not represent a danger to his or her health or welfare, or attract undue attention and become a distraction.
## Uniform Expectations:

<table>
<thead>
<tr>
<th>Grades 9-12</th>
<th>Regular Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirt</strong></td>
<td>White, with collar, one or two chest pockets</td>
</tr>
</tbody>
</table>
| **Pants/Skirts** | **Boys:** Dark grey pants, Bermuda shorts (below knee), only inner pockets, preferably school fabric  
**Girls:** Dark grey pants/skirts/Bermuda (below knee), only inner pockets, preferably school fabric  
OR  
*Active wear leggings, grey, in which case well-below-waist shirt (with collar) must be worn. Loose fitting & appropriate length* |
| **Sweaters** | Color; Black/grey/white/navy blue; shirt (with collar) underneath; no additional pockets/zippers; |
| **Jackets** | |
| **Shoes** | Closed toe; no high heals, no sandals or slippers; |
| **Make-up** | |
| **Hats** | Girls: No make-up, earrings below ear lobe  
No hats in the bldg.  
Shawls: black, grey, white, navy blue  
Boys: Hair not to be tied, must be kept neat |
| **Shawls** | |
| **Long hair** | |
| **Grade 12 only** | **Shirt** | Collar optional, preferably with school logo |
| **Pants** | Black or grey, preferably with school logo |
| **PE Uniform** | **To be worn only on PE days** |
| **Grades 9-11** | **Shirt** | White or Black T-shirt with IKNS logo  
Loose fitting & appropriate length |
| **Pants** | Sweat/sport/Bermuda shorts (one to three stripes only are allowed on the sides) no cut offs.  
OR  
*For girls: Active wear leggings: black, grey, white or navy blue. In which case well-below-waist shirt must be worn. Loose fitting & appropriate length* |
| **Jewelry** | Earrings, necklaces, or watches, etc. are not to be worn on PE days, for safety reasons. |
| **Logos** | **All Grades** | All clothing |
| | | Other than IKNS logos, No large emblems or logos greater than 3 inches |
Sports Team Game Day Policy Guidelines

Students who are currently listed on an IKNS team roster may wear the team jersey/uniform on game day provided that the coach/instructor submits the team roster to the administration.

Consequences for not abiding by the uniform policy:

- **First time**: warning; a uniform pass is given to student; the pass is to be kept by the student for the whole school day in order to be shown to teachers upon request.
- **Second time**: a uniform pass is issued, and time for bringing the uniform from home that same day is given. Student is to change upon receipt of uniform.
- **Third time**: student stays in the office until uniform is brought from home or other arrangements have been made.

*Persistent abuse of this policy may result in additional consequences up to and including suspension.*

GUIDELINES FOR ANNOUNCED TESTS AND HOMEWORK

**Announced Tests**
Students are expected to make all efforts to sit for announced tests on the date scheduled. If they are absent for reasons beyond their control, with an excuse accepted by the school, they will be required to sit for a make-up test. Students are expected to prepare at home for their test and not during school time.

**Homework Definition**: Homework is defined as the quality and meaningful work assigned to students to complete outside the regular school day.

**Purpose**
In general, homework is used to enhance learning and provide feedback about learning. More specifically, it is used to:

- Review/reinforce concepts, principles, skills and information learned in class;
- Practice skills and information learned in class;
- Prepare for the next lesson through engaging students in making observations, watching videos, completing reading assignments, gathering information, etc.

**Time Suggested for Homework/Study**

- **Grades 9 and 10**: 100 - 120 minutes per night, Sunday through Thursday and on weekends as needed.
- **Grades 11 and 12**: 120 - 150 minutes per night, Sunday through Thursday and on weekends as needed.
Expectations for Students and Parents

Students shall:

- Ask questions to clarify homework assignments before leaving class.
- Complete and submit homework assignments by the due date.
- Complete all assignments honestly in accordance with the teacher’s directions.

Parents shall:

- Provide a suitable environment for homework, and guide or assist in homework when unusual difficulties arise but never do the homework for their child.
- Communicate with their child/children’s teacher(s).
- Monitor activities so that sufficient time is provided for homework.

GRADE POINT AVERAGE AND GRADING SYSTEM

Beginning in Grade 9, students' academic standing appears on Transcripts of Records using a four-point scale:

<table>
<thead>
<tr>
<th>(%)</th>
<th>Grade</th>
<th>Core Level Courses</th>
<th>Standard/ Applied Level Courses</th>
<th>Enriched Level Courses</th>
<th>Higher Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100</td>
<td>A+</td>
<td>3.80</td>
<td>4.30</td>
<td>4.80</td>
<td>5.30</td>
</tr>
<tr>
<td>93 – 96</td>
<td>A</td>
<td><strong>3.50</strong></td>
<td><strong>4.00</strong></td>
<td><strong>4.50</strong></td>
<td><strong>5.00</strong></td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
<td>3.20</td>
<td>3.70</td>
<td>4.20</td>
<td>4.70</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
<td>2.80</td>
<td>3.30</td>
<td>3.80</td>
<td>4.30</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
<td><strong>2.50</strong></td>
<td><strong>3.00</strong></td>
<td><strong>3.50</strong></td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
<td>2.20</td>
<td>2.70</td>
<td>3.20</td>
<td>3.70</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
<td>1.80</td>
<td>2.30</td>
<td>2.80</td>
<td>3.30</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
<td><strong>1.50</strong></td>
<td><strong>2.00</strong></td>
<td><strong>2.50</strong></td>
<td><strong>3.00</strong></td>
</tr>
<tr>
<td>70 - 72</td>
<td>C-</td>
<td>1.20</td>
<td>1.70</td>
<td>2.20</td>
<td>2.70</td>
</tr>
<tr>
<td>67 – 69</td>
<td>D+</td>
<td>0.80</td>
<td>1.30</td>
<td>1.80</td>
<td>2.30</td>
</tr>
<tr>
<td>63 – 66</td>
<td>D</td>
<td><strong>0.50</strong></td>
<td><strong>1.00</strong></td>
<td><strong>1.50</strong></td>
<td><strong>2.00</strong></td>
</tr>
<tr>
<td>60 – 62</td>
<td>D-</td>
<td>0.20</td>
<td>0.70</td>
<td>1.20</td>
<td>1.70</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
The courses are classified into Core, Standard, Applied, Enriched, and Higher according to the number, scope and the degree of depth of the IKNS standards covered in the course.

**Annual averages:** In computing annual averages in Grades 9 to 12, each semester weighs 50%.

**Semester averages:** The average of each subject is computed in the following way:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Coursework</th>
<th>Semester Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>8</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>9</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>10</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>11</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>12</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**CUMULATIVE GPA, HONOR LIST AND MERIT AWARDS**

The cumulative GPA of grades 10 to 12 determines graduation rank and honors, as follows:

- **Honors** for a cumulative GPA of **3.25 - 3.49**
- **Distinction** for a cumulative GPA of **3.50 - 3.74**
- **High Distinction** for a cumulative GPA of **3.75 or above**

**Honor List**

To be placed on the Honor List, a student must have an average of (B+) or higher, no failures, and good discipline and attendance records.

**Merit Awards**

At the end of each semester students who have exhibited exemplary behavior, academic effort and improvement may be recommended for Merit Awards. Subject to approval by the Principal, these awards will be presented at morning assemblies.

**HONOR SOCIETY**

Students of grades 9 to 12 who excel academically, participate effectively in activities, clubs, and athletics, and enjoy personal and social qualities, may apply for membership to the IKNS Honor Society. Members of the Honor Society are expected to exhibit model behavior through abiding by all school rules at all times.

**GRADUATION REQUIREMENTS**

In order to be eligible for graduation a student must have:

A record of regular attendance (absence/tardiness must not exceed 15% of the instructional time), an acceptable discipline record, and earned the following credits in grades 9-12: *(next page)*
- 4.0 credits in Arabic
- 4.0 credits in English
- 15 credits in other major subjects, to include a minimum of 3 credits in Mathematics, 3 credits in Science, and 3 credits in Social Studies.

And the following **minor subject** credits:

- 2.0 credits in Islamic Studies (for Muslim Students)
- 2.0 credits of National Social Studies (1.0 credit for IB students)
- 1.5 credits of Physical Education (for eligible students)
- 0.50 credits of grade 9 electives
- 0.50 credits of computer 9
- 0.50 credit of Theory of Knowledge (for IB students only)

**The total of 29.5 credits**

A student can graduate with one credit less in major subjects (other than Arabic and English) and 1 credit less in minor subjects (other than Islamic Studies). As such, the **minimum number of credits required for graduation is: A total of 27.5 credits.**
Educational Program Policies
I: PROMOTIONAL POLICY

Promotion

A student is eligible for promotion to the next grade level if he/she passes all subjects studied at his/her current grade level. For a student to pass a subject, he/she must achieve a minimum of 60% in his/her end of year average in this subject. The 60% is translated to the letter grade “D-” on the student’s grade report. In line with the Make-Up Examination Policy below, a student who achieves passing grades in all his/her make-up examinations will be eligible for promotion to the next grade level.

Make-Up Examinations

In all divisions of the school, make-up examinations are conducted before the start of the school year. A subject is identified as major or minor by the number of hours of instruction per cycle/week. The terms 'major' and 'minor' are not used in any way to reflect the importance of a subject. The table below shows major and minor subjects in the different sections of the school.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Major Subjects</th>
<th>Minor Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG1</td>
<td>Arabic, English</td>
<td>None</td>
</tr>
<tr>
<td>KG 2 to Grade 5</td>
<td>Arabic, English, Math</td>
<td>All other subjects</td>
</tr>
<tr>
<td>Grades 6 and 7</td>
<td>Arabic, English, Math, Science</td>
<td>All other subjects</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Arabic, English, Math, Science, Social Science</td>
<td>All other subjects</td>
</tr>
<tr>
<td>Grades 9</td>
<td>Arabic, English, Math, Science (Biology/Chemistry), Social Science (History/Geography)</td>
<td>All other subjects</td>
</tr>
<tr>
<td>Grade 10</td>
<td>All subjects that are taught for four hours or more per cycle, e.g. Arabic, English, Math, History, Physics, etc.</td>
<td>All other subjects</td>
</tr>
<tr>
<td>Grades 11 and 12</td>
<td>All subjects that are taught for four hours or more per cycle, e.g. Arabic, English, Math, History, Physics, etc.</td>
<td>All other subjects</td>
</tr>
</tbody>
</table>
Eligibility for Make-up examinations

Kindergarten and Elementary School

In the Kindergarten and Elementary School, a student who, by the end of the school year, fails to achieve a minimum grade of ‘D-‘ in one major subject will be asked to sit for a make-up examination in that subject.

Middle and Secondary Schools

In both the Middle and Secondary Schools, a student who, by the end of the school year, falls in any of the three categories below will be asked to sit for make-up examination(s) in the subject(s) he/she failed to pass:

a) Fails to achieve a minimum of (D-) in one or two major subjects.
b) Fails to achieve a minimum of (D-) in one major and one or two minor subjects.
c) Fails to achieve a minimum of (D-) in one or two or three minor subjects.

If a student misses a make-up examination without a written excuse that is approved by the School Administration, this student will not be allowed to make-up for the examination he/she missed.

A student who passes all his/her make-up examinations will be eligible for promotion. This student will be issued a new duly dated end of year Grade/Progress Report, with the end of year average for the subject he/she made up for replaced with the letter grade (D-).

A student who fails any make-up examination will not be promoted to next grade level unless he/she is eligible for conditional promotion. Conditional promotion applies only to students in the Middle and Secondary School.

Conditional Promotion

Conditional Promotion only applies to Students in the Middle and Secondary Schools.

Eligibility for Conditional Promotion

Following the make-up examinations period, a Middle or Secondary School student, who is still failing one subject, major or minor, will be eligible for promotion to the next grade level provided that the parents of this student consent in writing to enrolling their child in a make-up course in the subject he/she failed to pass. Parents will be informed in writing by the School in the case of their son/daughter is eligible for conditional promotion.

Make-up courses are organized after school hours and are supervised by the School at a cost provided by parents.

A make-up course undertaken by a student in a certain subject is considered as one of the subjects that the student is undertaking in the grade level he/she has been conditionally promoted to. As such, passing or failing a make-up course will be dealt with in a similar
way to other subjects studied by the student in that school year. Thus a make-up course contributes to the promotion of the student to the next grade level.

The table below shows the length of make-up courses for major and minor subjects per school division.

<table>
<thead>
<tr>
<th>School Division</th>
<th>Major Subject</th>
<th>Minor Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School (6 - 8)</td>
<td>20 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>Secondary School (9 -12)</td>
<td>28 hours</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

**Failing to pass the year**

A student fails to pass the year if he/she obtains failing grades in a number of subjects that exceeds what has been specified in item 1.2.3 above (Eligibility for Make-up examinations).

A student fails to pass the year if he/she fails to pass his/her make-up examinations.

A student who fails to be promoted twice within the same school division – Kindergarten to grade 5 or Grade 6 to grade 12 - will be asked to leave the school.

A student cannot repeat the year if his/her age, attendance and discipline records do not allow.

**STUDENT SUPPORT: RECOVERY CLASSES**

**What are Recovery Classes?**

Recovery classes are only offered to Middle School Students in three major subjects, Arabic language, English language and Mathematics.

Recovery classes aim to provide support for students who are academically weaker for various reasons than their counterparts in mainstream major subjects. They are designed to reinforce the material taught in a mainstream major subject by means of giving a student three extra lessons per cycle in the mainstream major subject under study. These extra lessons are scheduled to be taught during the school day in replacement of “Elective” or “French” lessons. As such, Recovery classes are not meant to replace instruction time or assessment tasks in any major subject studied at the mainstream level. Their purpose, however, is to help students enhance their learning experience in mainstream major subjects through boosting their knowledge, skills and confidence in these subjects.
Who should be in Recovery Classes?

Any Middle School Student, who by the end of the school year is promoted to a mainstream course in Arabic, English and/or Mathematics with a grade ‘D-‘ in any of these subjects, is requested to undertake recovery classes in that subject(s) during the following semester.

For how long should a student stay in Recovery?

Recovery classes extend over a period of one semester, after which students are expected to move out of recovery. However, if it is in the best interest of a student, (based on the recommendation of his/her teachers) recovery classes may be extended for this student over the second semester.

Cost of Recovery Classes

The cost of any Recovery Class is determined by the School and paid by students.

SPECIAL COURSES

What are Special Courses?

Under the discretion of the school, special courses are offered to Elementary and Middle School students in Arabic or English languages to compensate for the lack of streaming at these two stages.

Special courses are offered based on the availability of teachers and scheduling restraints. Special courses are offered as a replacement for mainstream courses. As such, they have their own structure and assessment tasks that are different from those of mainstream courses. Special courses are meant to bring the level of students gradually up to a minimum that allows them to join mainstream courses. Thus, the progress of every student undertaking a special course will be evaluated by the School by the end of the school year to decide if this student will either be transferred to a mainstream course, continue in the special course or exit from the School.

Who should be in Special Courses?

Special courses are offered as:
1. An IKNS student who, for special circumstances, needs to improve in Arabic or English, and the School believes that he/she would benefit from being enrolled in a special course.
2. New students who are academically strong, but for special circumstances need to improve in English or Arabic.

How long is the Special Course?

Special courses extend over a period of two semesters.

Cost of Special Courses

The cost of any Special Course is determined by the School and paid by students.
II: ADMISSIONS PROCEDURES

Admission to the school depends on vacancies and meeting entrance requirements.

Time:

Admission of new students is handled through offices of each division of the school. Application forms are issued and received for students entering grades KG-5 through the admissions office located in the KG section of the school. Application forms for students entering grades 6-8 and 9-11 are collected from the secretary in the Middle and Secondary Schools, respectively. (Applications are issued for a period of one month, usually mid-January to mid-February of each year. Applications are issued depending on vacancies for particular grades. After an initial round of students have been accepted, a second round of admission applications may be considered depending on the number of vacancies still available. The second round of admission applications is held during the month of April. Entrance examinations are administered during the month of April or May.

Applications:

All admission applications are issued from, and returned, to the secretary handling admissions, either in the KG office, Middle School Office, or Secondary School office.

Admission applications consist of the following items:

a. A list of skills, which will be covered on the entrance examination from the three major subjects (Arabic, English Mathematics, and Science (HS) will be given to the students/parents. Books may be issued to parents upon request and a deposit for the books is required at that time.

b. A letter of recommendation must be submitted with a progress/grade report indicating the successful completion of the applicant’s previous grade in school.

Applications must be completed, including other required documents, by the parents before proceeding to the admissions office. When the review of the application is completed, a letter will be sent to the parents informing them of the date and time of the student’s interview and/or entrance examinations.
**Required Entrance Examinations:**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Subjects</th>
<th>Duration per subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten I</td>
<td>Interviews by appointment</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Kindergarten II</td>
<td>Interviews by appointment</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Grades 1-3</td>
<td>Arabic, English, and Math</td>
<td>35-45 minutes</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>Arabic, English, and Math</td>
<td>45-55 minutes</td>
</tr>
<tr>
<td>Grades 6-9</td>
<td>Arabic, English, and Math</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Grades 10-12</td>
<td>Arabic, English, Math, and Science</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>
III: ASSESSMENT POLICY

Purpose for Assessment: In the context of IKNS, assessment is an essential component of a learning process designed to promote the attributes and characteristics that define the IB Learner’s Profile.

IKNS assesses students in order to:

- Enhance teaching and learning
- Monitor and evaluate student progress towards meeting IKNS and IB Diploma Program learning objectives.
- Provide feedback to students, parents and other stakeholders
- Gather evidence to support teacher reflection on the effectiveness of their teaching

Principles of Assessment:

- Assessment is key to planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and students].
- When designing assessment, it should be aligned to IKNS standards. (Learning objective for grades K-12 chosen by IKNS and published on the IKNS Atlas Rubicon website) and for grades 11 and 12 of IB Diploma Program, assessment should be aligned to the aims, objectives and assessment criteria of each IB subject as required by the IBO. (The specific IB aims, objectives, and assessment criteria used to plan each unit of study are also available of the IKNS Atlas Rubicon website)
- Assessment is criteria-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.
- Teachers are responsible to clearly explain assessment criteria (rubrics), whether such criteria are internally developed or prescribed by IBO, and are required to make students fully aware of them as the basis for evaluating their work.
- Achievement of individual IKNS standards or IB prescribed learning objectives as stated on the IKNS Atlas Rubicon website should be the only basis for grades. Effort, attitude,
and other behaviors shall not be included in grades but should be communicated to parents and students separately.

- There should be a healthy balance between formative and summative assessment. Teachers should recognize that summative assessments are post-learning experiences. That is, it is assessment of learning. More importantly, teachers should recognize that the majority of their time should be spent on designing formative assessment, assessment for learning. That is, assessment that provides both them and their students with valuable information to guide future learning.

- Diverse learning styles are understood and accommodated

- There are opportunities for both peer and self-assessment.

- Assessment presents opportunities for students to reflect on their own learning.

- Before starting new learning, teachers assess students’ current knowledge and experience.

- Teachers provide students with feedback for future learning.

- Assessment tasks should be internally moderated, both at departmental and grade level, and between Secondary, Middle and Elementary schools, to ensure consistency.

- Reporting to parents is meaningful.

**Assessment Practices:**

- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process. It is important to note that the **IKNS Classroom Environment, Planning and Instruction Policy** urges teachers to engage students by creating a classroom environment where, all learning experiences emphasize understanding and offer provocative essential questions that create opportunities for structured inquiry; opportunities that train students to be thinkers and risk-takers. (IB Learner’s Profile: Inquirers, Knowledgeable, Thinkers, reflective and Risk-takers) When designing assessment tasks, teachers should keep in mind that inquiry is central to creating an engaging learning environment.

- Participation may be included in a grade if it is stated as part of IKNS standards and benchmarks or agreed upon IKNS assessment rubrics.

- Grades should be weighted carefully to reflect the intended importance of each standard and each assessment during a specific time period. (Term, mid-semester, semester, year)

- Teachers should record evidence of student achievement on an ongoing basis. Where repetitive measures are made of the same or similar knowledge, skills, or behaviors, the more recent mark or marks should replace the previous marks for grade determination.
• Formative assessment will be used as follows: Since the purpose of formative assessment (e.g. quizzes, initial drafts, homework, and questions during instruction) is to provide direction for the improvement of learning, teachers are required to provide feedback on formative assessment. The weighting of Formative assessments will be considerably low. It should not exceed 15% of allocated grade for any given Unit of study. Summative assessments should be used primarily to determine grades.

• Late submission of assessment evidence should be handled as follows: Teachers may set due dates and deadlines for all marked assessment evidence that will be part of a student grade. Penalties for late submission of assessment should be linked to participation as defined in IKNS standards and benchmarks or agreed upon IKNS assessment rubrics. Late submission of assessment evidence may lead to parent contact and be noted for inclusion as a comment in the IKNS Progress report. Late submission of assessment evidence may lead to an invitation or the requirement to attend a support session during the school day, before school, during break time, or after school hours.

• Absences should be handled as follows: Students shall not be penalized only for absence. Absent students shall be given makeup opportunities for all missed summative assessments (marked assessment evidence that will be part of student grades) without penalty, provided that they have a valid excuse.

• Incomplete assessment evidence shall be handled as follows: Students are expected to complete all required work and will be given opportunities and support to do so, unless such assessment tasks are no longer valid, for example, students already received feedback. In such cases, an “Incomplete” grade will appear on their Progress Report / Grade Report.

• When communicating with students and parents, teachers are expected to: Discuss assessment with students, in an age-appropriate manner, at the beginning of instruction. Provide to students and parents a written overview of assessment, including grading, in clear, easily understandable language during the first week of classes in each course of grade. Provide students with a written overview of assessment in clear, easily understandable language, indicating how each summative assessment throughout the course will be evaluated before each such assessment is administered.

**Grading Scales and Descriptors**

Parameters: The school shall always meet the requirement of the Ministry of Education in Bahrain to translate grades into percentage. IKNS adopted the following table as a definition of its Internal Grading Scale:
Internal Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 %</td>
</tr>
<tr>
<td>B</td>
<td>80-89 %</td>
</tr>
<tr>
<td>C</td>
<td>70-79 %</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

IKNS Internal Grading Descriptors:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student’s work shows a thorough understanding of the required <strong>Knowledge and Skills</strong> described in the IKNS standards or the IBDP learning objectives. There is evidence that shows that the student has the ability to consistently <strong>transfer and apply</strong> the acquired knowledge and skills to a wide variety of situations. There is a consistent evidence of <strong>analyses, construction and evaluation</strong> where appropriate. There is <strong>consistent</strong> evidence in the student’s work that demonstrates <strong>critical thinking and reflection on learning</strong>, where appropriate.</td>
</tr>
<tr>
<td>B</td>
<td>The student’s work shows a strong understanding of the required Knowledge and Skills described in the IKNS standards or the IBDP learning objectives. There is evidence that shows that the student has the ability to consistently transfer and apply the acquired knowledge and skills to a wide variety of situations. There is generally strong evidence of analyses, construction and evaluation where appropriate. The student work <strong>generally</strong> demonstrates critical thinking and reflection on learning, where appropriate.</td>
</tr>
<tr>
<td>C</td>
<td>The student’s work shows an <strong>adequate</strong> understanding of the required Knowledge and Skills described in the IKNS standards or the IBDP learning objectives. There is evidence that shows that the student has the ability to transfer and apply the acquired knowledge and skills to <strong>familiar</strong> situations. There is a generally evidence of analyses, construction and evaluation where appropriate. The student work <strong>occasionally</strong> demonstrates critical thinking and reflection on learning, where appropriate.</td>
</tr>
<tr>
<td>D</td>
<td>The student’s work shows <strong>limited</strong> understanding of the required Knowledge and skills described in the IKNS standards or the IBDP learning objectives. The evidence shows that the student has the ability to <strong>only</strong> transfer and apply the acquired knowledge and skills to <strong>familiar</strong> situations with support from the teacher. There is <strong>occasional</strong> evidence of analyses, construction and evaluation where appropriate. In general, there is limited achievement against most of the learning objectives or clear difficulties in some areas.</td>
</tr>
<tr>
<td>F</td>
<td>The student has <strong>very limited or minimal</strong> understanding the required Knowledge and Skills described in the IKNS standards or the IBDP learning objectives. The evidence suggests that the student has minimal or very limited ability to transfer and apply the required knowledge and skills to <strong>familiar</strong> situations even with the support of a teacher.</td>
</tr>
</tbody>
</table>

A list of **action verbs** implied by the highlighted keywords in assessment statements of the IKNS Descriptors.

| Knowledge | State, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat |

Ibn Khuldoon National School, www.ikns.edu.bh, info@ikns.edu.bh
Skills

- Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, re-view, select and translate

Transfer and Apply

- Use an idea, concept, equation, principle, theory or law in a new situation

Analyses

- Appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question and test

Construction

- Assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, and write

Evaluation

- Assess the implications and limitations

Critical Thinking

- Acquire the skills necessary to conduct inquiry and research and show independence in learning

Reflection on learning

- Give thoughtful consideration to their own learning and experience

Recording and Reporting

Official reports are sent twice a year and progress reports are sent in the mid-semester. The reporting system, which is presented by the school to parents, is comprehensible and understandable. It includes detailed comments regarding student progress as well as recommendations by the teachers regarding progress requirements and concerns.

IKNS organizes and runs oral conferences twice a year where parents discuss progress reports with teachers. In addition, parents and teachers have the option to set meetings at anytime. Each teacher has a designated time in the timetable for parent-teacher meetings.

Teachers record grades on the Powerschool Gradebook, which provides online, daily access to students and parents. Grades are updated weekly. In addition, it has a Family Portal that provides a channel for communication and feedback to students, parents and teachers.

Academic Honesty

IKNS Students are expected to complete and submit their own work. We believe that learning cannot take place without upholding the principles of honesty, self-reliance, and responsibility. In language of the IB Learner’s Profile, an IKNS student must be “principled”. Copying work from other students, using material from books, CD-ROM's, computer programs, Internet sites or other sources, without proper acknowledgment, or cheating on tests or exams, is in contradiction with these fundamental principles. All students are expected to abide by IKNS Academic Honesty Policy.

IB Diploma Program Assessment

Assessment in general is highly sensitive process that requires the professional judgment of the teacher. Assessments in the IB Diploma Program are based upon evaluating each course aims and objectives. Effective teaching, therefore, is teaching to the course formal requirements, both External and Internal.

In the context of IKNS, the Internal Grading Scale and Descriptors are used along with IBDP Assessment Criteria as specified in each of the subject guides. Both are given to students at the beginning of each course and are applied to formative as well as summative tasks within each
Unit Plan. Each Unit Plan for all courses taught at IKNS is published on the school’s Atlas Rubicon website. When designing assessment tasks for IBDP courses offered at IKNS, teachers are required to consult subject guides, mark schemes and Examiners Reports on the OCC for current grade boundaries. The purpose of these assessment tasks is to help students to improve their understanding of what defines excellence and where their own work stands in relation to IBDP learning objectives. IB teachers and Heads of Department are required to collaborate to arrive at a professional judgment that translates IKNS grades, for all assessment tasks used during the two years of the IB Diploma Program, to IB Grades from 1 to 7.

Teachers are also required to abide by **IKNS Internal IBDP Calendar** that is published at the beginning of the academic year.

The end of year examination of IBDP courses at IKNS is a summative assessment. Grade 11 examination covers all the topics taught in year 1 and Grade 12 examination is a mock IB examination that covers the entire course. The end of year examination is worth 35% in year 1, and 40% in year 2, of the Final Grade.

The following table represents a practical approximation of how the Final Grade of IB courses are translated into IB grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Approximate Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>90-100</td>
</tr>
<tr>
<td>6</td>
<td>80-89</td>
</tr>
<tr>
<td>5</td>
<td>70-79</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
</tr>
<tr>
<td>3</td>
<td>50-59</td>
</tr>
<tr>
<td>2</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>39 and below</td>
</tr>
</tbody>
</table>

**Training New Teachers**

During the Orientation period, all new teachers are required to attend a training seminar that explains the **IKNS Framework for Teaching**. Issues related to the IKNS Assessment Policy are discussed in depth in domains 1 and 3 of this document.

All new IB teachers are required to attend an official IB Workshop before instruction begins. They are also required to meet with DP coordinator for an overview of the implementation of IB Diploma Program.

Furthermore, the school is committed to the continuous training of IB teachers and committed to providing all the necessary resources for the successful implementation of the IB Diploma program.

**Roles and Responsibilities for Implementing the IKNS Assessment Policy**
Teachers at IKNS are expected to be knowledgeable of all aspects of the Assessment Policy and are responsible for implementing it. The Principal of each school division with Heads of Departments are expected to train and supervise teachers to ensure the proper implementation of the Assessment Policy.

The IBDP Coordinator supervises IB teachers and reports to the Principal of the Secondary School. IBDP Coordinator is also required to write a report after each official IBDP examination session to evaluate the overall performance of IKNS students and to highlight the strengths, weaknesses and areas of improvement for running and organizing the IB Diploma Program.

Because assessment is a complex process, the IKNS Assessment Policy is a living document and is subject to annual review.

**Reviewed in November 2012.**

**Review Process**

Following receiving feedback from the IBO, the IB Coordinator, Heads of Mathematics and Science and the President of the school formed a special committee to address the revisions required by the IBO. The last section of the IKNS Assessment Policy describes how the school is planning to monitor its implementation.
IV: ACADEMIC HONESTY POLICY

Since IKNS made a decision that the IB Learner’s profile is the best expression of its Philosophy and Mission Statement, since this decision was spelled out in great detail in the document entitled “IKNS Framework for Teaching”, the conclusion that no observer can avoid is that trust and honesty are central to making teaching and learning flourish at IKNS.

In contrast, acts of academic dishonesty replaces the independent learning that we strive to achieve with undesirable outcomes such as dependency on others that may lead to the students’ lack of self-confidence or worse to their lack of self-worth.

The key to creating IKNS culture that rejects academic honesty is to increase the level of awareness among the members of its community. The list of definitions below defines what is considered as academically dishonest acts, it includes acts were thus far aware of and the list is by no means exhaustive, these definitions cover some but not all possibilities, especially as technology advances.

Definitions:

• **Cheating**: includes using unauthorized notes, study aides, or information on an examination; altering a graded work after it has been returned and then resubmitting that work; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

• **Plagiarism**: submitting material that in part or whole is not entirely one’s own work without attributing those same portions to their correct source.

• **Fabrication**: falsifying or inventing any information, data or citation, presenting data that were not gathered in accordance with standard guidelines; defining the appropriate methods by which the data were gathered or collected.

• **Obtaining an Unfair Advantage**: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) unauthorized collaboration on an academic assignment.

• **Aiding and Abetting Academic Dishonesty**: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.

• **Falsification of Records and Official Documents**: altering documents affecting academic records, forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official school document.

Prevention of Academic Dishonesty

IKNS encourages all teachers to submit students’ work to external bodies for verification and evaluation of sources. Teachers are also encouraged to have clear instruction for students to keep all rough notes and drafts. The existence of documents that show how the students’ work had evolved over time allows students and teachers to guard themselves against acts of academic dishonesty.
Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher suspects that a student may have breached the school’s policy of academic honesty, the teacher will inform the relevant Head of Department or Coordinator. Together they will investigate the suspected case, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations.

In general there should be clear evidence that the student had committed an act of dishonesty. For example, students will be found guilty of plagiarism only if there is clear evidence in the form of source material that has been copied, which is an act that clearly shows the student’s intent to be dishonest. Suspicion of plagiarism is not enough.

If it can be shown that inappropriate work (plagiarized, copied from other students, previously handed in and so on) has been submitted, the Head of Department or Coordinator will make a recommendation to the Principal of the school as to whether or not the case is one of academic dishonesty. The determining factor in settling such disputes is the school’s ability to build a case to clearly establish the student’s real intent.

The Consequences of Academic Dishonesty

Consequences for 1st offense:

Assessment tasks are no longer valid if students choose to be academically dishonest. For that reason the IKNS Assessment policy (Article # 9) allows the teacher to award a zero for any assessment task that was subject to an act of academic dishonesty. The teachers will complete an incident report and a copy of report will go the students file. The Principal will notify parents and may initiate a conference with the parent and student.

Possible consequences for 2nd offense:

The student will be referred to the disciplinary Committee. Possible consequences to be determined by the committee may include but are not limited to suspension, course credit loss, and removal from sports teams and school societies and activities.
APPENDIX V: LANGUAGE POLICY

In its philosophy and mission statement, IKNS attaches the highest value to offering a curriculum that is “bilingual at all levels”; a curriculum that enable students to meet the challenges and opportunities of a rapidly changing world. The meaning of the statement “bilingual at all levels” expresses the desire of the school to encourage all members of IKNS community -- students, parents, teachers and administrators—to be ideal communicators. Through the languages spoken and taught, the aim of school is to offer a curriculum that allows students to reach their highest potential as language learners and become ideal bilingual communicators that are able to understand and express ideas and information confidently and creatively in more than one language.

IKNS further believes that:

- All teachers are language teachers regardless of discipline or grade level.
- Mother tongue development (Arabic) is vital in order to maintain culture, heritage and links to the community.
- All languages are equally valuable; the language of instruction (English) and mother tongue should receive additional support in order to further fulfill each student’s educational.
- Students of other mother tongues should also receive additional support. (Where it is possible and practical)

IKNS Languages and Context

The purpose of the Ibn Khuldoon National School is to provide students with an advanced educational program that builds on Arab and Islamic values, allowing students to develop in harmony with their culture and tradition and meet the high academic standards of international education. IKNS is a national private educational institution and primarily caters to Bahraini students. Under Bahraini law, IKNS is obligated to teach the prescribed curriculum used by government schools in Arabic language, Islamic education and National studies at the elementary, middle and secondary levels. The language of instruction in all other subjects is English.

At the elementary and middle levels, the emphasis in both Arabic and English is on the continuing acquisition of language skills in the following five strands: Reading, Writing, Listening and Speaking, Media and Research. Mathematics, Science, Art, Social studies, Music and ICT are delivered in English. National studies and Islamic education are delivered in Arabic. In secondary, all subjects are delivered in English with the exception of Arabic, Islamic education and National studies.

The aim of school’s language programs is to enable IKNS graduates to be bilingual
communicators in Arabic and English.

Language Use at IKNS

Language does not only provide means for communication, it is the home for being, thinking and identity.

Teachers should recognize that all teaching is language teaching and should always aim to use language that enables students to:

- Acquire knowledge that helps them understand their surroundings, culture and identity.
- Express their thoughts with clarity and confidence

IKNS expects Teachers’ spoken and written language to be correct and conforms to standard Arabic or English, depending on the language of instruction of subject.

Support for mother tongue (Arabic)

To fulfill the requirements of the Ministry of Education in Bahrain, all IKNS students must study Arabic in the Elementary, Middle, and Secondary. IKNS supports the development of the mother tongue of its students at IKNS by allocating at least five hours per week for Arabic teaching. Mother tongue is further developed through the teaching of Arabic through Islamic education and National studies.

IKNS also recognizes that bilingual education presents a real challenge to students and their parents and it also recognize that not all students learn at the same pace nor have similar learning aptitudes as language learners. Therefore, IKNS provides additional Arabic support for students who are experiencing academic difficulties through offering remedial help.
In the Elementary school, the Arabic department offers help for identified students before, after, and during the school depending on the restraints of the schedule.

In Middle school, “Recovery” classes are offered to students in Arabic. Recovery classes aim to provide support for students who are academically weaker than their counterparts in mainstream Arabic. The Recovery classes are designed to reinforce the material taught in the mainstream by giving students three extra lessons per cycle. Recovery classes are taught during the school day in replacement of the “Elective” course.

For students with other mother tongues, less than 3% of total student population, language development is encouraged and supported where it is possible and practical.

Based on the recommendation of the Arabic teachers, Head of the Arabic of department and the school’s Principal, special courses in Arabic are offered to Elementary and Middle School students who, for special circumstances, are unable to cope with the demands of mainstream standard Arabic courses. The special courses in Arabic are offered based on the availability of teachers and scheduling restraints. Special courses are offered as a replacement for mainstream standard Arabic course. The purpose of special courses is to bring the level of students gradually up to a minimum that allows students to join mainstream standard Arabic courses. Therefore, it is mandatory at IKNS to assess the progress of every student enrolled in a special course by the end of the school year to decide if this student will either be transferred to a mainstream standard Arabic courses, or continue in the special course.

In Secondary school, depending on the needs of Grade 10, for example when new students join the school, the school will offer IB Arabic B or IB Arabic ab initio.

Additional Support for the language of instruction (English)

The Elementary English Department uses a variety of interventions to assist struggling learners. At the start of each year and subsequent terms, the English Department assesses progress in the areas of Reading and Spelling, using a Running Record and the Morrison McCall Spelling Inventory respectively. In Grades 1 and 2, this information is then used to group children for intervention and support via the Reading Room, where Reading Books, sight word, comprehension and phonic revision activities are chosen to support their learning. The students are monitored weekly by a Reading Room assistant and are given the opportunity to read to an adult individually as well as be assisted with decoding, word attack and comprehension skills. Based on their progress, the students then proceed through a variety of instructional material until they graduate from the program in Grade 2. Students who are still struggling by the end of Grade 2 continue with the Reading Room program into Grade 3. From Grades 1 through 5, many of the class learning activities are differentiated through instructional materials, small groups, worksheets, peer and adult support. In Grades 1, both classes are supported by a full time TA who is available to support a small group or individual.
In Middle School, “Recovery” classes are also offered to students experiencing academic difficulties in English.

**Special Education Needs (SEN)**

Students, who are identified as SEN, will receive language support throughout their education. The IKNS Counseling and Guidance Department will provide this support by designing individual educational plans in cooperation with Arabic and English departments in all three schools.

**Teachers Support for the Implementation of the IKNS Language Policy**

To ensure the proper implementation of all policies into actual practice, IKNS introduced a new Framework that defines teaching and learning within the context of IKNS. The purpose of the IKNS Framework for Teaching, which is based on the work of Charlotte Danielson, is to outline the school expectations for the performance of teachers in four domains: (1) Planning, (2) Classroom Environment, (3) Instruction and (4) Professional Responsibilities. Language development and language use is a recurrent theme in all four domains. The school contracted the Danielson Group to train all teachers in using the IKNS Framework for Teaching. Starting this year, all teachers were required to use this Framework for their professional development. The Framework is also used by the administration for the annual evaluation of teachers and Heads of Departments. Language development strategies are specifically tackled in domains 1 and 3. For further details please see the IKNS Framework for Teaching.

IKNS provides on regular bases In- School professional development days that address language acquisition and language teaching methodology.

The school also has two well-resourced Media Centers, one for the Elementary school and the second for Middle and Secondary schools.
An Overview of Language Offerings at IKNS

Arabic and English standards are published on the IKNS Atlas Rubicon website. The curriculum in both languages is divided into five key stages and each stage covers the following strands: Reading, Writing, Listening and Speaking, Media, and Research. IKNS English standards are based on the English AERO standards. IKNS Arabic standards are based on the Bahrain Ministry of Education requirements. In the first three stages from Grades K-8, we offer standard Arabic and English with support. In Grades 9 and 10, we offer three different courses in English and Arabic that cover the same standards but with different focuses. Core courses focus on language skills, Language and Literature courses focuses on Language skills and some literature, and Enriched courses focuses entirely on literature. In the Grades 11 and 12, we continue to offer IKNS based Core and Language and literature courses in Arabic and English alongside IB Diploma courses in Arabic and English.

Reflections on IBDP Offerings in Group 1 and 2

IKNS annually reviews the languages offered at IB DP level. The selection of courses is based on:

- The requirements of Ministry of Education of Bahrain
- The recommendations for placement of students into Group 1 and Group 2 as outlined in the IB Diploma Language Guides
- The needs of IKNS students in Grade 10.

Since the majority of IKNS are Bahrainis, fluent in Arabic, with Arabic cultural heritage, and required by the Ministry of Education of Bahrain to study Arabic at the same level of government schools, IKNS generally offers Arabic A (Literature), Arabic A (Language and Literature). And since IKNS students have had more than 5 years exposure to English, we offer English A (Language and Literature).

However, when new students join IKNS in grade 11 from the international community, the school offers IB Arabic B or IB Arabic ab initio, or Self-Taught A languages to accommodate their needs.

Reviewed in November, 2012

Review Process

Following receiving feedback from the IBO, the Curriculum Coordinator initiated formal discussions with the Arabic and English Heads of Departments in all three schools to address the revisions required by the IBO. Section 6 of the IKNS Language Policy describes the actions taken by school for its implementation.
VI: Curriculum Review Cycle

Introduction

The IKNS curriculum is designed to capture the essence of the school’s philosophy and mission statement. The school’s curriculum follows mostly American based standards combined with the required standards in Arabic, Islamic studies, and National and Social Studies prescribed by Bahrain’s Ministry of Education. The IKNS curriculum is designed to allow students who completed Grade 10 to choose between the International Baccalaureate Diploma and the High School Diploma programs.

All courses that IKNS offers in Grades 1 to 12 are school-based and aligned to international standards except the courses offered under the IB Diploma program.

IKNS in total maintains and implements approximately 229 courses in 10 content areas.

The purpose of reviewing the curriculum every five years is to ensure that it is reflecting the true spirit of the IKNS philosophy and mission statement. In addition the review is an opportunity for the school to renew and maintain its curriculum current and relevant to a world that is continuously changing.

Historical Background

After the MSA accreditation report of 2009, the school identified revising its curriculum as one
of main organizational objectives. The table below illustrates the progress that IKNS had made in past five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>IKNS faculty completed choosing and aligning standards in all subject areas from K-12. The edited standards were uploaded on Atlas by the end of year.</td>
</tr>
<tr>
<td>2010-2011</td>
<td>All planning units for all subjects were available on Atlas and each includes the new edited standards and assigned assessment tasks. By the end of the year, the school faculty developed a new assessment policy. The school also published the document “IKNS Framework for Teaching”, which is designed to define Teaching and Learning at IKNS.</td>
</tr>
<tr>
<td>2011-2012</td>
<td>The school trained teachers in using the “IKNS Framework for Teaching”. Teachers continued to refine their unit plans in light of the new assessment policy. Specifically, they had to distinguish between formative and summative assessment tasks and link them to standards and benchmarks.</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Teachers began work on listing the sequence of learning experiences on their Atlas unit plans. The school trained teachers in using the Powerschool Gradebook. The IKNS IB program was reviewed and the IBO recommended some changes to the IKNS Assessment policy. The changes were made and advertised to the school community.</td>
</tr>
<tr>
<td>2013-2014</td>
<td>The NAQQAET visited school and rated it as “outstanding” and recommended more differentiated instruction and establishing solid links between subjects to make the curriculum more coherent and the teaching more relevant. The school ran two In-Service days dedicated to the Self-Study for the MSA and trained a group of teachers in using the Renzulli software.</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Following the feedback from the subject committees, the school dedicated the first In-Service day to explore “differentiated Instruction”.</td>
</tr>
</tbody>
</table>

Curriculum Review Cycle

Following the two In-Service Days that focused on MSA standards for Educational Programs and Planning, it became clear that there is a need to establish a systematic curriculum review cycle that addresses subject specific issues and concerns.

The IKNS curriculum review will focus as the table below shows on two content areas and will guarantees that the standards of content areas remain unchanged for a period of five years after review.

The review cycle includes three key stages:
1. **Researching the Current Curriculum:** in stage 1, the focus is investigating the current standards of a content area and review the issues related to its assessment, resources and delivery. The purpose of the research is to evaluate and reveal areas of strength in the current program as well as the deficiencies that need to be addressed during the curriculum development. The reviewer will examine:

- The current curriculum unit plans on Atlas
- Sequence of learning experiences as defined on unit plans
- Allocated resources and materials
- Staff development especially in the use of technology
- Feedback from staff, parents and students
- Standardized assessment data
- Analysis of horizontal links between the area and other content areas

2. **Developing the Intended Curriculum:** in the second stage, the focus is developing a school plan to address the issues that were identified in stage 1. More specifically, the reviewer establishes a new shared vision for a certain content area that is in harmony with the school’s strategic plan.

3. **Implementation:** in the last stage, teachers will implement the new curriculum and will be monitored by the school leaders in the content areas. The implementation of the new program runs for a period of five years. Staff development will be ongoing in needed areas based on teachers’ observations and evaluations.

**Timeline**
# Suggested Curriculum Review Schedule

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arabic and Science</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Social Sciences and Art and IT</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Music and Physical Education</td>
</tr>
<tr>
<td>2019-2020</td>
<td>English and Mathematics</td>
</tr>
</tbody>
</table>