



IPS Family Handbook 2016-2017

Updated, March 2, 2017

Table of Contents

Section 1: About the School

1.1 Mission

1.2 Beliefs

1.3 Graduate Profile

1.4 School Information

1.5 Staff 2016-17

Section 2: Policies and Procedures

2.1. Instruction and Assessment

2.1.A. Learning and Teaching

2.1.B. Assessment Policy (Effective Nov. 1, 2016)

2.2. Promotion, Retention, and Dismissal

2.3. Tribes

2.4. Students

2.4.A. Admission

2.4.B. Arrival and Dismissal Procedures

2.4.C. Attendance Policy

2.4.D. After School Extra Help

2.4.E. Authority for Disciplinary Actions

2.4.F. Language Policy (for use from Feb. 1, 2017)

2.4.G. Healthy Snack

2.4.H. Homework

2.4.I. Inclement Weather

2.4.J. Lockers

2.4.K. Make-up Assignments

2.4.L. Planner

2.4.M. Academic Honesty Policy (for use from Feb. 1, 2017)

[2.4.N. Student Behavior](#)

[2.4.O. Student Lunch](#)

[2.4.P. Textbooks](#)

[2.4.Q. Uniforms](#)

[2.5. GENERAL SCHOOL OPERATIONS](#)

[2.5.A. Announcements](#)

[2.5.B. Campus Hours](#)

[2.5.C. Child Protection](#)

[2.5.D. Deliveries](#)

[2.5.E. Health and Safety](#)

[2.5.F. Non-Smoking Policy](#)

[2.5.G. Emergency Evacuation](#)

[2.5.H. Fund Raising Activities](#)

[2.5.I. Governance](#)

[2.5.J. Leadership](#)

[2.5.K. Parties](#)

[2.5.L. School Trips](#)

[2.5.M. Special Education](#)

[2.5.N. Transportation](#)

[2.5.O. Use of Technology](#)

[2.5.P. Visitors](#)

[2.5.Q. Volunteers](#)

[2.5.R. Waiver of Liability](#)

Section 1: About the School

1.1 Mission

In partnership with the school community, the mission of the International Programs School is to:

- Engage students from diverse cultural backgrounds in a comprehensive, American and international college preparatory programs, that challenges, and encourages high expectations for success.
- Empower students to become independent, critical thinkers with the skills to participate positively in a global society.
- Promote understanding, tolerance, and compassion for others, and develop students of integrity and principle.

1.2 Beliefs

- We believe that every child is a unique individual with potential for growth.
- We believe that the best learning and teaching takes place in a safe and orderly environment that is free of prejudice, violence, and bullying.
- We believe in students striving to achieve their full potential guided by caring, professional staff.
- We believe that the skills to utilize technology are essential to prepare students for the future.
- We believe that all students are responsible for active participation in their own learning.
- We believe in developing responsibility and service to others by modeling and teaching ethical and moral issues.
- We believe that high standards of excellence in teaching are necessary to challenge students.
- We believe in respectful, honest, and constructive communication among all members of the school community.

1.3 Graduate Profile

International Programs School graduates are academically, intellectually, and technologically competent. Through creativity and innovation, they are able to conceptualize, analyze, and solve problems. Expressing themselves intelligently and interestingly both orally and in writing, they possess the necessary 21st century skills to advance to a higher level of education and be successful in the school of their choice.

Furthermore, they have the ability to be productive members of society. Being adaptable to change they are capable of thinking independently as well as working and engaging in teams. Being able to take risks and explore new ideas they are able to accept, appreciate,

and work in harmony with culturally diverse peoples and able to inspire and motivate others.

Our graduates are responsible for their actions. While reflecting on their own performance, they will be successful in their personal goals. They selflessly serve to make the world a better place and are instilled with the desire to use their education to serve society.

"International Programs Schools for Boys and Girls is a candidate school* for the IB Diploma and Primary Years Programmes. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy - a commitment to high quality, challenging, international education that International Programs School believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: The Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit <http://www.ibo.org>"

1.4 School Information

<i>School Name:</i>	The International Programs School in Al Khobar (IPS)
<i>Mailing Address:</i>	P.O. Box 691 Dhahran Airport 31932 Kingdom of Saudi Arabia
<i>Telephone Numbers:</i>	(966 13) 857-5603 (Direct)
<i>Fax Number:</i>	(966 13) 857-0076
<i>School Website:</i>	www.ipsksa.com
<i>E-Mail Address:</i>	admin@ipsksa.com
<i>Office Hours:</i>	7:30 a.m. to 4:00 p.m., Sunday – Thursday
<i>Owner:</i>	Mrs. Haifa Mubarak Al Suwaiket
<i>Director:</i>	Mr. James Leahy
<i>K1 – G3 Principal:</i>	Mrs. Linda Amin
<i>G4-G12 Boys Principal:</i>	Mr. Mark Decker
<i>G4-G12 Girls Principal:</i>	Ms. Lorraine Els
<i>IB DP & G7-12 Curriculum Coordinator:</i>	Mrs. Ana Leahy
<i>IB PYP & KG-G6 Curriculum Coordinator:</i>	Ms. Samantha Wood

1.5 Staff 2016-17

	<u>Position</u>	<u>First Name</u>	<u>Last Name</u>
	<i>Admin</i>		
0	Owner	Haifa	Al Suwaiket
1	Director	Jim	Leahy
2	Principal – KG1-G3	Linda	Amin
3	Principal – G4-G12 Boys	Mark	Decker
4	Principal – G4-G12 Girls	Lorraine	Els
5	Saudi Girls’ Principal	Elham	Ahmed
6	IB DP & G7-G12 Curriculum Coordinator	Ana	Leahy
7	IB PYP & KG-G6 Curriculum Coordinator	Sam	Wood

	<u>Position</u>	<u>First Name</u>	<u>Last Name</u>
	<i>Faculty</i>		
1	KG1A	Huda	Alhusseini
2	KG1B	Rana	Aridi
3	KG2A	Wafa	Nour
4	KG2B	Racielle	Ramillo
5	KG2C	Ameerah	El Biali
6	G1A-Boys	Sue	Coppard
7	G1B-Boys	Nicolette	Woods
8	G1C-Girls	Deborah	Jorritsma
9	G1D-Girls	Amy	Norman
10	G2A-Boys	Yasmine	Ahmad
11	G2B-Boys	Mandee	Curran
12	G2C-Girls	Carolyn	Grace
13	G2D-Girls	Siham	Dbouk
14	3A-Boys	Philippa	Boyd
15	3B-Boys	Stephanie	Bell
16	3C-Girls	Sarah	Beebeejaun
17	3D-Girls	Imaan	Murteza
18	4A-Boys	Samuel	Chan
19	4B-Boys	Sahar	Kilani
20	4C-Girls	Zeinab	Mohamed
21	4D-Girls	Pilar	Fradin
22	5A-Boys	Ben	Blaser
23	5B-Boys	Mick	Huiet
24	5C-Girls	Margaret	Thompson

25	5D-Girls	Roseann	Feskens
26	6B	Damon	Pezzutto
27	6C-Girls	Theresa Rosa	Lee
28	6D-Girls	Denise	Baranski
29	Psychologist/Counselor	Sadia	Hassan
30	Speech & Language/ Counselor	Jinan	Alawi
31	ELL		
32	ELL	Merriam	Eid Al Nassir
33	Eng & Social - 7/8 Boys	Boguslaw	Balata
34	Eng & Social - 7/8 Girls	Johnna	Trottman-Huiet
35	HS Girls' History	Katharine	Galic
36	HS Boys' History	Tim	Bremser
37	HS Girls' English	Shelley	Inglehart
38	HS Boys' English	Hart	Murphy
39	Yearbook + Publications	Kathy	Decker
40	Math & Science - MS	Fida	Khoury
41	HS Boys' Science	Bill	Collins
42	Math - (HS Girls' Math + Physics)	Kimberly	Shank
43	Math + Math/Science Support	Dalia	Abo Mazid
44	MS/HS Boys' Math/Science	Henry	Menchero Perez
45	Math - MS, HS	Juan	Lopez Bettin
46	HS Girls' Science + Guidance	Marqurite	McCurdy
47	PE (male)	Bassam	Ghunaim
48	PE (female)	Larissa	Brewer
49	PE (female)	Joszeфина	Gough
50	PE (female)	Christina	Wachtler
51	Boys' IT + Business Studies	Souad	Ibrahim
52	Girls' IT	Judy	El Kahi
53	Art - ES, MS, HS	Marek	Andrasko
54	Art - ES, MS, HS	Heba	Salem
55	Art - ES	Cheryl	Caguimbal
56	Arabic & Department Chair	Rana	Naaman
57	Arabic - ES	Iman	Abou Hamzy
58	Arabic - ES	Ola	Bahmad
59	Arabic - MS + Business Studies	Karine	Saad
60	Arabic - ES	Screen	Rahmeh

61	Arabic - ES	Nancy	Hanna
62	Arabic - HS	Abir	Zebian
63	Arabic - ES	Souhad	Eid
64	Arabic - MS, HS	Nahla	Aboulhosn
65	Arabic - MS, HS (PT 12-13)	Arwa	Haddad
66	Arabic	Lina	Muiny
67	Arabic - ASL		
68	Arabic - ES	Marwa	Al Subaei
69	Islamic Studies & Department Chair	Dr. Mahmoud	Al Kadri
70	Islamic Studies - MS/HS Boys	Fahmy	AbouHarga
71	Islamic Studies/Arabic	Abdullah Saeed	Al Emam
72	Islamic Studies/Arabic	Abdullah Ismaeel	Al Qurashe Al Shareef
73	Islamic Studies	Ibtihal	Ali Hakima
74	Islamic Studies	Marwa	El Hamaky
75	Islamic Studies	Amani	Al Zahrani
76	Islamic Culture	Faten	AlSharmani
77	Islamic Culture + ES Islamic Studies	Somayah	Al Nahdi
78	Saudi Hist/Geo + CAS Coordinator	Rafif	Badghaish
79	Saudi Hist/Geo + Arabic ASL	Nadia	Ghazal
80	French - MS, HS	Rita	Maalouf
81	French - MS, HS	Lina	Murad
82	Librarian	Kate	Asis
83	STEM Facilitator + Lab Technician	Rania	Abou Soliman
84	Permanent Substitute		
85	Permanent Substitute	Debbie	Bremser
86	Permanent Substitute	Karen	Coles
87	Permanent Substitute + ASL Arabic	Feras	Alamad
88	Permanent Substitute	Teresa	Cunanan

	<u>Position</u>	<u>First Name</u>	<u>Last Name</u>
	<i>Learning Assistants</i>		
1	KG1A	Ludi	Oclarit
2	KG1B	Barbara	Pengson
3	KG2A	Theresa	Castro
4	KG2B	Raquel	San Miguel
5	KG2C	Joyce	Gonzales

6	G1A	Fely	Valledor
7	G1B	Vanessa	Hufana
8	G1C	Alona	Palomares
9	G1D	Nourhan	Arnaut
10	G2A	Freda	Garcia
11	G2B	Alma	Culaton
12	G2C	Johanna	Lucaberte
13	G2D	Patricia	Yanguas
14	Library Assistant	Remia	David
15	Library Assistant	Haneen	Hamza
16	Lab Technician	Cynthia	Keochkerian
17	Arabic (LA)	Sara	Suhail
18	Arabic (LA)	Sarah	Al Shahrani
19	Art (LA)	Nisreen	Arnaut
20	Art (LA)	Helen	Pelayo
21	Art (LA) KG-G2	Nyema	Abualsaud
	<u>Position</u>	<u>First Name</u>	<u>Last Name</u>
	<i>Support</i>		
1	HR Manager	Yasmeen	Badghaish
2	Executive Assistant	Tony	Lagasca
3	Training/PD Coordinator	Areg	Al Jaber
4	IT Manager	Donabel	Agustin
5	Nurse	Hwaidah	Al-Marayat
6	Registrar	Jenna	Ortega
7	Business & Finance Controller	Nancy	Al Merhi
8	Business & Finance Controller	Michelle	Ashkar
9	Accountant	Sadia	Mazhar
10	Government Relations Manager	Diana	Taha
11	Government Representative	Mujari	Al Qahtani
12	Ministry of Education Registrar	Mawahib	Somali
13	Admission Recruiter	Nesreen	Al-dimerdash
14	Admin Assistant & Graphic Design	Rita	Bechara
15	Phone Receptionist	Hind	Al Dughaiter
16	Facilities Support	Marlon	Domincel
17	Custodian (Boys)	Sobuz	Begum
18	Custodian (ES + Girls)	Judy	Ghirmatsion
19	Custodian (MS/HS Girls)	Edna	Afworkihabte

20	Driver	Nap	Belen
21	Security Officer	Bander	Al Dossary
22	Security Officer	Saad	Al Suraya
23	Security Officer	Ahmed	Mufareh

	<u>Position</u>	<u>First Name</u>	<u>Last Name</u>
	<i>Other:</i>		
1	External Accountant	Mohamed	Barbarawi
2	GlobalNet	Abu	Abuthahir
3	Gardener (EV)	Dawa	Sarita

Section 2: Policies and Procedures

2.1. Instruction and Assessment

2.1.A. Learning and Teaching

IPS puts the students at the center of the learning/teaching process. The school aims to provide a physical, intellectual and emotional environment which enables them to become lifelong learners. IPS believes that students should be independent and responsible learners and that this learning should be facilitated, enhanced and supported by the whole school community. The school provides a clear framework for learning that ensures progression, continuity and challenge. The school recognizes individual abilities and is sensitive to cultural, linguistic, racial, class and gender differences. We believe in a whole school approach whenever possible to all aspects of the teaching and learning process.

IPS will effectively deliver a relevant, stimulating, challenging and cohesive program of work using all resources and personnel at its disposal.

Aims:

- To make the students' experience of school positive, happy and successful;
- To enable all students to achieve;
- To encourage students to think for themselves;
- To enhance experiences and personal growth of both staff and learner;
- To develop a passion for learning in students and a passion for teaching in staff;
- To provide a stimulating and challenging curriculum.

Procedures: To implement these aims IPS will:

- Use multifaceted teaching methods;
- Plan for differentiated learning experiences so all levels of students can achieve at their level
- Implement collaborative learning where appropriate;
- Use a network of interlocking teams involving administration, teachers, learning assistants, parents, proprietor, other students working in partnership;
- Encourage effective, reflective staff;
- Develop a calm, positive classroom environment;
- Carefully structure and plan learning experiences;
- Use assessment for learning;
- Teach to clear objectives and explain them to the students;
- Match learning activities to students' abilities;

- Communicate effectively to all relevant community members;
- Develop student independence and responsibility for their learning;
- Pursue high and realistic expectations of both staff and students;
- Use cross curricular opportunities whenever possible;
- Recognize age appropriate effective development, and developmentally appropriate instructional activities and material.

[2.1.B. Assessment Policy \(Effective Nov. 1, 2016\)](#)

2.2. Promotion, Retention, and Dismissal

IPS believes every child is a unique individual with potential for growth. Assessment results allow school to provide the best learning environment for students to learn and grow. When assessment results show a student struggling to access the curriculum, school will endeavor to provide that student with the appropriate learning environment to succeed. With the student at the center of teaching and learning all decision making at school will be in the student's best interest.

Aims:

- Ensure the best interests of the student are catered for;
- Provide clarity for the school community;
- Provide school consistent wide criteria for promotion, retention and dismissal;

Procedures:

- Students meeting or exceeding academic grade level expectations with acceptable behavior and with families demonstrating commitment to IPS' Mission, Beliefs and Graduate Profile will be promoted to the next level.
- Students failing to reach the accepted level in any subject may not be promoted to the next level.
- IPS will consider 3 options for children assessed as not meeting year end expectation: Retention at current grade level, Promotion to the next level after summer study and passing the new grade's entry test before the beginning of the school year, Withdrawal at the year's end.
- Students whose behavior has consistently not met expectations and has been recorded as such and communicated to parents may not be asked to return to school.
- Families who consistently demonstrate that they are not in agreement with IPS Mission, Beliefs, and Graduate Profile may be asked not to return for the next school year.
- Teachers and administration will document and communicate with parents their concerns about students assessed as not meeting expectations.
- All communications, conferences and meetings will be clearly documented and filed.

- The administration will work with the parents to find the best placement elsewhere for a student if it is decided that IPS does not have the resources to meet the particular needs of that student.
- Decisions to retain or dismiss do not rest solely with the teacher.
- Final decisions will be made by the Director with recommendations from Principals.

2.3. Tribes

Tribes Learning Communities (TLC®) is a process that intentionalizes the teaching of social-collaborative skills within the academic context of the classroom.

Tribes classrooms and Tribes schools are predicated on 4 Mutual Agreements:

- *Attentive Listening*
- *Mutual Respect*
- *Appreciation/No Put Downs*
- *Right to Pass/Participation*

The ultimate goal of a Tribes classroom is to create a learning community where students can excel both personally and academically. In a Tribes classroom the teacher “sets the stage” by explicitly teaching and modeling the Mutual Agreements.

The development of this learning community includes the following stages:

- *Inclusion* (presenting self to the group in a positive light and building a sense of belonging and trust)
- *Influence* (accepting differences, making decisions and managing conflict)
- *Community* (working together creatively)

In a Tribes classroom a vast repertoire of teaching strategies are utilized. These strategies reflect current research around cooperative learning, multiple intelligences and brain compatible learning and are integrated within the context of the grade and subject curriculum. Embedded within a Tribes classroom are structured opportunities for students to work individually, in pairs and in small groups (often called Tribes). Ownership of the learning and the classroom environment is a shared responsibility of both the teacher and the students. This shared leadership encourages initiative, values innovative ideas, and stimulates academic growth. In this collaborative classroom culture, conflict is reduced and more time is spent on learning tasks.

What Tribes is Not?

A “stand alone” series of activities or energizers

A “miracle cure” for solving all class/school issues

Easy – it actually takes a great deal of effort to initially establish and reinforce the Mutual Agreements

STRATEGIES/IDEAS	
Establishing Community Circle	<ul style="list-style-type: none"> ● Continue to prompt/remind students of the 4 mutual agreements during circle ● Model the length of time for sharing by each person by giving an example ● Remind students that there will be reflection questions at the end of circle ● Give students a focus question to listen for ● Assign a place in circle (especially for younger students - Kdg. or Gr. 1) ● Use table circles (sharing in their Tribes group) in addition to whole class circle ● Provide “talk time” (e.g., Think/Pair Share) prior to circle ● Respect the students’ right to pass during circle...let participation evolve over time rather than making it an immediate issue ● Use popcorn style (e.g., occasionally have the students toss the koosh ball to determine whose turn it is next)
Living the Mutual Agreements	<ul style="list-style-type: none"> ● Use real incidents (e.g., Saturday class defacing classroom students desks) to help students understand how actions can affect other people’s feelings ● Brainstorm group solutions to specific problems (e.g., Lumpy Rug – instruct students to make snowballs of concerns, place snowballs under a rug, discuss solutions to the concerns as a class - gradually the rug gets smoothed out) ● Use conflict mediation with students when problems/issues arise ● Reinforce positive behaviours of “kids in the middle” (see page 31) ● For younger students use an inanimate object (e.g., Scoop the Pelican) to communicate observations and reinforce positive values
Putting the Class into Tribes	<ul style="list-style-type: none"> ● Build towards creating Tribes (e.g., task specific groups where success is likely, sharing needs/materials in a group, etc.) ● Remember that students don’t always have to do everything in their tribes and continue to use other cooperative grouping strategies (remind class of this too!) ● Allow students who need time away from the group to do so with mutual respect ● Allow time for reflection and group processing (e.g., what worked well/things to consider for next time)

TRIBES RESOURCES:

Gibbs, J. (2001). *Tribes: A New Way of Learning and Being Together*. Windsor CA: CenterSource Systems, LLC

Gibbs, J. (2001). *Discovering Gifts in Middle School: Learning in a Caring Culture Called Tribes*. Windsor CA: CenterSource Systems, LLC

<http://www.tribes.com>

2.4. Students**2.4.A. Admission**

IPS is an educational community whose purpose and mission is to educate young people intellectually, morally and physically. The School recognizes the special circumstances in which parents find themselves in relation to the education of their children when they bring their families overseas, and welcomes applications for admission from all in the community whose children can benefit from the education offered at the school. The School's mission and Beliefs underpin all that goes on in the school and are a clear indication to parents as to our approach to education. We believe that the education of the children and young people in our care is particularly enhanced by a positive partnership between parent and school.

Aims:

- To establish consistency regarding admissions and placement
- To inform parents about IPS's ethos, mission and programs
- To collect relevant information regarding prospective new students
- To place students in age-appropriate grades unless there are mitigating circumstances

Procedures:

- Applications for admission are accepted throughout the year. Those applying for admission are considered on an individual basis. Families seeking admission first meet the Admissions Secretary, who will provide them with verbal and written information. In her absence, an Admin. Staff carries out this function.
- Prospective families are invited to meet with the Director and/or Principal of the relevant section who will explain the School's Mission and outline the programs offered, before touring the school facilities.
- Admission will be finalized after completion of the School application form, previous school records, the School's admission test with a possible personal interview with the Director and/or Principal.

- The International Programs School delivers a predominantly US program. The priority for admission is given to those who, by virtue of their previous education experience, prefer to attend an English-speaking international school. Students should, therefore, be fluent in English or be at a stage where they can achieve fluency given limited specialist support.
- Students with diagnosed Special Educational Needs are not admitted to the school unless it is believed that the school can actively help the student to progress with the resources available and without the need for extra staffing arrangements.
- Priority when accepting students into IPS is given to siblings of those already in school and returning students. New families are prioritized in the order according to the date of their application.
- Acceptance into IPS and allocation to a particular grade can only be authorized by Director in consultation with the appropriate Principal.
- Students who meet admission requirements for grade level in which there is no place available will be placed on a waiting list in chronological order according to the date of enrollment fee payment.

Entrance Assessments:

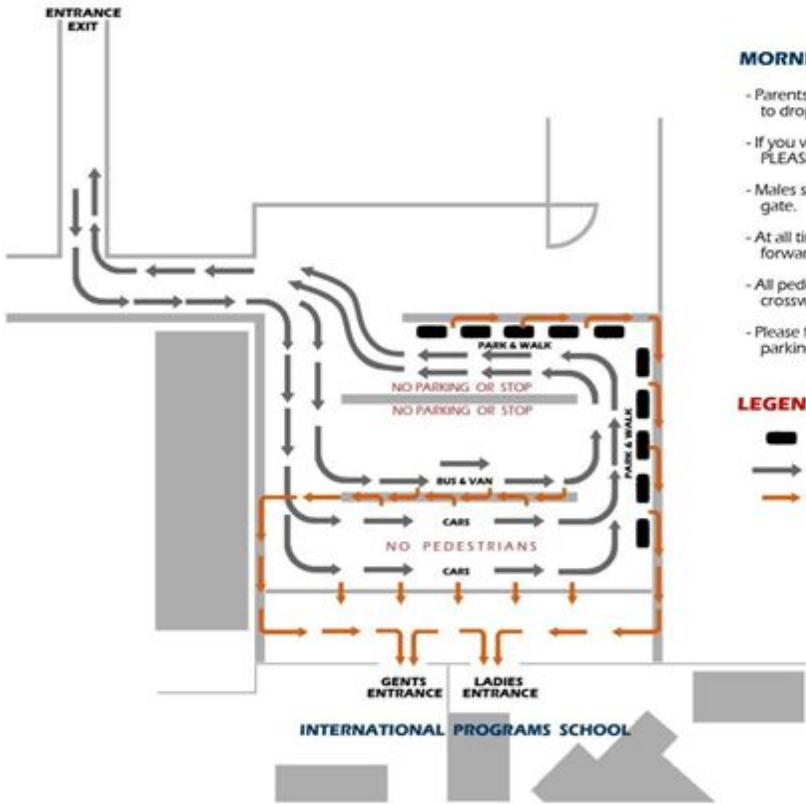
- Students, regardless of background, are required to sit English language and math assessments for their age appropriate grade. This Entrance Assessment is an essential prerequisite of the admissions procedure, and will be administered by the homeroom teacher of the appropriate grade who will make the initial recommendation.
- The school has very limited resources to offer support for students with diagnosed learning difficulties. School will therefore assess students before admission in order to be sure that it is able to provide appropriately for the needs of the individual. Where the school feels it cannot provide support, then the student will not be offered a place. Where possible, the Principal will refer the student to schools or advisers which can possibly help.
- IPS cannot accept students who are working well below the expected level for the grade level. Students must be deemed to be able to access the curriculum to be offered a place in the school.

Other Data:

- School requires previous school reports and parents should provide evidence of previous school records when families first visit the school. No student will be accepted into school unless copies of the most recent school reports are provided. For students with learning difficulties, a psychological report should also be provided.

- School reserves the right to contact the transferring school if a student wishes to transfer to IPS from another International school in the Al Khobar area.
- Parents are required to provide all documentation necessary and complete the forms issued by the School.
- All students admitted to IPS must live with parents or an authorized adult guardian. When a student does not live with a parent, the Director, or a designee, will investigate and make a determination concerning a possible waiver.

2.4.B. Arrival and Dismissal Procedures

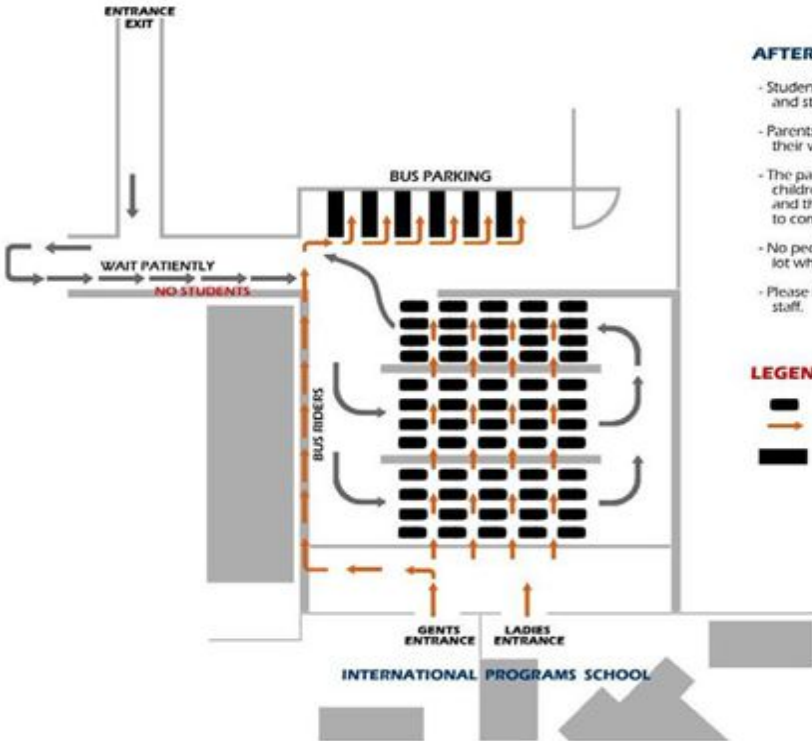


MORNINGS - SAFETY FIRST!

- Parents & Drivers encouraged to stay in cars to drop off quickly and keep traffic flowing.
- If you want to walk your child to the door. PLEASE park in designated areas only.
- Males should NOT enter through the female gate.
- At all times pull over to sidewalks and as far forward as possible.
- All pedestrians must use sidewalks and crosswalks.
- Please follow the directions of IPS Staff in the parking lot.

LEGEND:

- PARKED VEHICLES
- MOVING VEHICLES
- PEDESTRIANS



AFTERNOONS - SAFETY FIRST!

- Students may only enter cars that are parked and stationary in the lot.
- Parents/ Drivers must report to gate staff once their vehicle is parked.
- The parking will fill, parents/drivers report, children are released, the parking is moved and then filled as many times as necessary to complete dismissal.
- No pedestrians are permitted in the parking lot when vehicles are moving!
- Please follow the directions of all parking lot staff.

LEGEND:

- PARKED VEHICLES
- PEDESTRIANS
- BUS

Arriving at School

All students should arrive at school no earlier than 7:30 a.m., when building and grounds supervision begins.

- K-5 – Upon arriving at school, students should go directly to their playground area where teacher supervision is provided. At the ring of the bell at 7:50 a.m., students make their way to their classrooms.
- Grades 6-12 – Upon arriving at school, students should go to the common area designated for Middle and High School. At the ring of the 7:50 a.m. bell, students make their way to their homerooms.

Dismissal

The last class ends at 2:45 p.m on Sunday, Monday, Wednesday, and Thursday. On Tuesdays classes end at 1:25 for all students. All students must be picked up by their parents, a designee, or a compound bus unless they are enrolled in an after-school program. Students who are not collected must go to the school office.

Sunday, Monday, Wednesday, and Thursday:

2:45 p.m.	Classes end
3:00 p.m.	Extra-curricular activities begin
4:00 p.m.	Extra-curricular activities end and students must go home

Tuesdays

1:25 p.m Classes End (K1 included)

After dismissal is complete faculty & Staff will conduct meetings and planning sessions throughout the school.

Release procedures designed to implement safe passage in the parking lot must be adhered to by students, parents, and drivers.

2.4.C. Attendance Policy

In accordance with general school philosophy, we believe daily, regular attendance to be a must, as our classes are based on active classroom learning. Students must be present in order to participate in interactive learning activities; otherwise, they will not reap full benefits from our program. Teachers, administrators, and parents should work together to ensure that students miss as little school as possible.

Parents of students who are absent are expected to notify the school office of that absence. Students who return to the school after an absence must bring a medical doctor's note or a parent note. Only students excused for their absence will be allowed to make up missed assignments or participate in after-school activities.

Whether or not a student is absent from school legitimately, students must attend at least 90% of the year's class time in order to receive valid report card marks. This means that a student cannot miss more than 18 classes to receive a passing grade, or credit for a high school course.

If a student needs to leave during the day, the parent must request permission from the director or the principal, indicating the time and reason. All students leaving the campus during the school day must sign out at the school office.

Any students entering school after 7:50 a.m. must sign in at the school gate to receive a pass to proceed to class. Parents of students who are habitually late in the morning will be contacted for a conference with the principal to resolve the issue.

2.4.D. After School Extra Help

Teachers will assist IPS students with extra academic help outside the regular classroom hours. Should the need arise, teachers will schedule an appropriate time with the student(s). This help is free of charge to the students and should not be mistaken for private individual tutoring.

2.4.E. Authority for Disciplinary Actions

Authority for disciplinary action, including expulsion, lies with the Director or Principal, who may use any reasonable means to obtain evidence of the offense. This includes search of student and belongings (with at least two school personnel present), questioning of witnesses, requesting the services of the Ministry of Education and enforcement authorities, etc.

2.4.F. Language Policy (for use from Feb. 1, 2017)

2.4.G. Healthy Snack

All students have breaks throughout the day and HEALTHY snacks are encouraged. Eating is done inside classrooms or in designated areas before or after recess. Eating is not encouraged outside classrooms.

2.4.H. Homework

IPS students are responsible for the active participation in their own learning. Homework requires students to spend time outside the classroom in assigned learning activities. At IPS the purpose of homework is to practice, reinforce, or apply acquired

skills and knowledge. Homework will develop regular study skills and the ability to complete assignments independently.

Aims:

- To contribute toward building responsibility, independent work habits, self-discipline and lifelong learning habits.
- Assure parents of IPS commitment to challenging student learning Provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and promote independent enquiry.

Procedures:

- Teachers will assign homework that is meaningful to the taught curriculum, ensuring that assignments are relevant, challenging and meaningful and that reinforce classroom learning objectives.
- Cohort teachers will ensure the amount of homework is balanced between subjects.
- Assigned homework will expect academic effort and extend study skills.
- Elementary grades are given between 30 and one hour of homework per evening.
- Grade 6 is given 60 to 90 minutes homework per evening.
- Grades 7 to 12 is given approximately 2 to 3 hours of homework each evening

2.4.I. Inclement Weather

On days when it is raining, if the playground areas are wet and puddled, or if there is a sandstorm, the administration may determine that students should be kept inside the classrooms during recess. Teachers will be notified by internet. Have a plan for things to do in your class on these days.

2.4.J. Lockers

Middle and High School students will be assigned a locker. They use lockers to store textbooks and personal belongings, and will be asked to buy a combination lock for their locker. Students are discouraged from bringing valuables to school, but are required to secure their personal belongings in their locked locker for safekeeping during the school day.

2.4.K. Make-up Assignments

Parents must notify teachers in advance of a planned student absence so that teachers have time to prepare make-up assignments. All make-up work must be completed by

the end of the term. Work that is missed due to an illness must be made up as soon as possible. Work or tests missed as a result of an unexcused absence cannot be made up.

2.4.L. Planner

Student planners are issued for grades one through twelve. Planners should aid students in effectively organizing their homework, and provide a means for teachers and parents to communicate and record their communications. Teachers are responsible for making sure that students use the planner.

2.4.M. Academic Honesty Policy (for use from Feb. 1, 2017)

2.4.N. Student Behavior

IPS expects student behavior reflecting the school's Mission and Beliefs and Graduate Profile. Students are responsible for their own actions. As team members they will recognize the importance of the positive effect on the school's ethos of their own thoughtful behavior. As individuals they will understand their part in the learning process. They will act as good role models for each other applying the 4 rules 'Be Kind, Be Respectful, Be Responsible, Be Safe'. Students will follow school rules and regulations and do their part to maintain the reputation of the school. There will be consequences to unacceptable behavior.

Aims:

- To ensure an environment that is conducive to learning.
- To create an environment in which students feel confident, secure and safe
- Define for the school community the expectations of student behavior so it is observed consistently throughout the school.
- Define the consequences of unacceptable behavior
- *Procedures:*
- Students will be familiar with the Mission, Belief and Graduate Profile and match their behavior to them.
- Students will be made aware of the rules and regulations regarding positive behavior as described in the Parent Student Handbook, and of the consequences of breaching them.
- Students will be punctual to school in the morning and to their classes during the day. Students late to school will report to the office for a late slip to give to the teacher. Students will be recorded as present, absent or tardy.
- Students will use their assigned locker to store textbooks and personal belongings.

- Students will use their planners to organize homework, and as a means of communication between home and school.
- The teacher will exhaust all classroom strategies before referring the student to the Principal.
- Students bringing knives, firearms including imitation ones, firecrackers, smoking materials, alcohol, inappropriate photos or magazines will have the materials confiscated, be referred to the Principal, know their parents will be contacted and face possible suspension or expulsion.
- Cell phones, laptops, iPads etc. will be used under faculty supervision.
- Students not wearing proper school uniform will be send home to change and recorded as late upon their return. Hats are required for all elementary students and encouraged for all students when outside in the hot sun. Hats will be removed when inside.
- Students, who copy or allow their work to be copied will receive 0 and not given the opportunity to make up the assignment, are ineligible for the honor roll, and may not participate in clubs or activities. Repeat offenders will be subject to more severe consequences up to and including suspension or expulsion.
- Students showing repeated inappropriate classroom behavior may be sent to the Principal, parents may be contacted and further disciplinary action may be taken.
- Students who steal school or other's personal property will be the subject of an investigation leading to serious consequences which may include suspension, expulsion and / or the involvement of the local police.
- Students who willfully destroy school property will be held accountable, their parents called and full restitution demanded.
- Students who miss more than 10% of class days may not be eligible for promotion.
- Students not at morning homeroom need to register with the main office and be given a late slip to give to the teacher. Students arriving after first period will have their name recorded by the office. Parents of repeat offenders will be required to meet with the Principal.
- Students who willfully intimidate (bully) others verbally, physically, socially, or through electronic means will be counseled on appropriate behavior, and will face consequences if they persist in these actions.
- Students will be referred for after-school detention in cases where both teachers and Principal agree it will be an effective deterrent.
- Students will not place orders for outside delivery of food for school. Any food ordered and delivered will be sent back to the caterers.

- Students who lose or damage school textbooks or any instructional materials on loan will be required to pay for replacement or repair. Final report cards are withheld if monies are outstanding.

2.4.O. Student Lunch

A schedule for lunch and lunch recess supervision will be provided at the beginning of the year. Lunch will be consumed in the classroom or at the outdoor lunch tables where class teachers are responsible for supervision. Students must bring lunch from home and should include only healthy items. No students are allowed to place orders for outside delivery to the school.

2.4.P. Textbooks

At the beginning of the school year, teachers should obtain all textbooks for distribution to students. As the textbooks are distributed, the student's name, the textbook number, and the book condition must be recorded on the Textbook Distribution List provided by the office. Teachers should keep the list, and provide a copy to the office. Each student should then use *only* the textbooks assigned to him/her for the remainder of the year.

Students who lose or damage textbooks or any instructional materials loaned will be required to pay for replacement or repair. At the end of each year teachers will inform the business office about the students who owe for lost or damaged textbooks.

2.4.Q. Uniforms

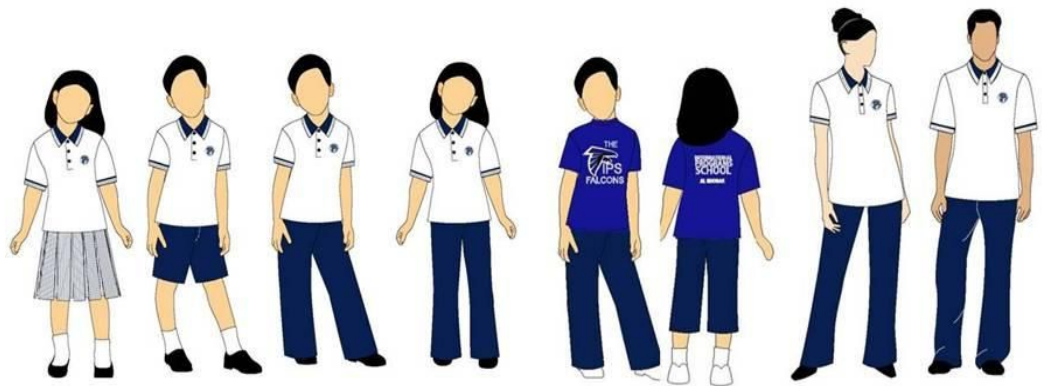
IPS students must wear school uniforms at all times. Uniforms are available from Adeem Uniform, located in Al Khobar Mall (1st floor, Shop 198-199), their phone number is 0138820534.

All students may choose to wear on a daily basis the uniform polo or uniform T-Shirt with uniform solid navy pants or uniform navy and white stripe athletic pants.

- ES Students (K1-G5) may wear uniform shorts (boys or girls) or uniform "skorts" (for girls) when desired.
- MS/HS Students (G6-G12) may wear uniform shorts for PE class or Athletics ONLY - at all other times for all MS/HS students' long pants are expected.
- Hats are required for elementary school students and encouraged for all students for outside play and should be removed when indoors.
- Students will be sent home to change when not in proper uniform.

Procedures:

- The policy will be explicitly presented in staff orientation week and published in the Family Handbook and in all admission materials.
- The expectations will be made explicit to students new to IPS and to families during the admission procedure and beginning of year communications.
- The community mentors each other to ensure all abide by the expectations.
- Administration and Teachers will monitor compatibility with the staff/students dress expectations,
- When dress style is not compatible with the above expectations individuals will be asked to discuss the issues involved with the administration.
- Continued lack of adherence to expectations will be asked to discuss the issues again and a record put on file.
- Further complaint will be grounds for disciplinary action which may include being sent home to change.



2.5. GENERAL SCHOOL OPERATIONS

2.5.A. Announcements

Announcements to students/ parents will be sent to the teachers on an as-needed basis. Weekly bulletins inform and remind all staff and are sent via email. E-mail and the school webpage are the primary channels of communication.

2.5.B. Campus Hours

The school campus will be open on school days from 7:00 a.m. to 5:30 p.m. Staff may access the campus on weekends by making arrangements with the school office.

2.5.C. Child Protection

IPS fully recognises its responsibilities for child protection and is committed to providing support in suspected cases of abuse and neglect. Staff is required to report signs of child abuse to the school administration, who will investigate and take

appropriate action. IPS recognizes that because of the day to day contact with children and young people, school staff are well placed to observe the outward signs of abuse.

This Child Protection policy applies to all staff, board of governors and volunteers working in the school:

Aims:

- Ensure safe recruitment practices in checking the suitability of staff and volunteers to work with children and young people.
- Raise awareness of child protection issues and equipping staff and students with the skills needed to keep them safe.
- Follow procedures for identifying and providing supportive counselling and intervention to suspected cases of abuse.
- Establish a safe environment in which students can learn and develop.
- Bearing in mind that there are no Child Protection Agencies in Saudi Arabia, the school will do its best to follow the procedures set out by appropriate overseas agencies.

Procedures:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- Ensure students know that there are adults in this school whom they can approach if they are worried.
- Include opportunities in the curriculum for students to develop the skills they need to recognize and stay safe from abuse.
- Ensure IPS has a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure that it has a nominated governor responsible for child protection
- Ensure every member of staff, including temporary and substitute staff, volunteers and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the sign of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Keep written records of concerns about children, even where there is no immediate need for intervention.

- Ensure all records are kept securely; separate from the main student file, and in locked locations.
- Develop and then follow procedure where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

IPS recognizes that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. IPS may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the students through:

- The content of the school's programs.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the students know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Ensuring that follow up is provided for these students even when they have left (if possible).

2.5.D. Deliveries

Students are responsible for managing their materials to/ from and at school. IPS does not accept deliveries for students during the day.

2.5.E. Health and Safety

IPS believes that the best learning and teaching takes place in a safe and orderly environment. We believe in students striving to achieve their full potential guided by caring, professional staff. Everyone at IPS is committed to providing the highest level of security for our students and community members. The key to producing a positive outcome during a crisis lies in preparation and prevention. The school recognizes its corporate responsibility for ensuring that the Health and Safety Policy is implemented in the school. The establishment of a healthy and safe environment is an essential prerequisite for the work of the school. It depends upon sound management, vigilant supervision and the co-operation of all personnel (children and adults).

Aims:

- Ensure the community is confident that the school has health and safety guidelines for planned responses to a variety of situations;
- Provide IPS administration, staff, students and parents with tools to face emergency situations;
- Ensure the health, safety and welfare of everyone on the IPS campus;
- Develop a school ethos which positively promotes safety;
- Establish and maintain safe working procedures among staff and pupils.
- Establish a system for the reporting, recording and investigation of accidents and incidents ensuring that this is applied rigorously.
- Facilitate safety training for staff.

Procedures:

- Make students aware of safety issues and their responsibilities and duties where appropriate;
- Regularly review and revise the Emergency Procedures Manual; Test the procedures laid down in the Emergency Procedures Manual on a regular basis;
- Ensure that all staff members are re/introduced to the procedures during orientation at the beginning of the school year and that they become familiar with them and how to implement them;
- Re-form the Emergency Team, as described in the Emergency Procedures Manual, at the beginning of each school year and ensure each member understands the roles and responsibilities laid down for them;
- Ensure that at all times there is an adequate number of staff trained in CPR/First Aid/AED;
- Inspect and report on playgrounds, athletic grounds and equipment regularly, and upgrade or repair to ensure they continue to be safe to use;
- Set up the system, at the beginning of the school year, for arrival and dismissal times to ensure the safety of students in the parking lot;
- Remind parents/students/ staff, at the beginning of the year of the necessity for students going home with friends have to have a written permission from their parents;
- Review, and revise if necessary, the Staff and Parent/Student handbooks and ensure that staff / parents/students are aware of the health and safety points made in them. Students will have a mid-morning break and a lunch break. Teachers will act as role models to promote healthy eating.
- Administration will determine if students should be kept inside during recess if the weather is too wet, too hot, or too dusty. Teachers will be notified by email and will have activities planned for these days.
- IPS requires everyone using the school campus, with no exceptions, to respect IPS' smoking ban which encompasses all the property, 24 hours a day, 7 days a week.

- The community is made aware of and understands the evacuation plans that are posted in all rooms. Emergency evacuation drills are conducted periodically as scheduled by the administration, one of which each semester will be unannounced. SEE EMERGENCY PROCEDURES MANUAL.
- All visitors must check in with the office and be directed to the appropriate location. Teachers who bring visitors must check the visitor in with security and update the Principal. Visitors may not use the computers, communications systems, or library without written permission from administration.
- Monitor and review this policy and ensure that necessary revisions are undertaken.

2.5.F. Non-Smoking Policy

IPS is a non-smoking campus. The ban encompasses all property within the boundary walls of the school, and outside gate area at the front and back of the school. All rest rooms, closets, work areas, rest areas, locker areas, storage, rooms, roof areas, gate house, security office and all other areas on school property not mentioned are considered part of this no smoking ban.

This policy is in effect 24 hours a day, 7 days a week. It includes all activities held at the school and any transportation provided by IPS. Parents, visitors, drivers, repair and delivery people will also be required to refrain from smoking while on school grounds.

We care about the safety, well-being and health of our students and co-workers. Your total cooperation is not only requested but also required.

2.5.G. Emergency Evacuation

Evacuation plans must be posted in all classrooms. All personnel should understand these plans. Teachers will receive specific instructions at faculty meetings.

Emergency evacuation drills are conducted periodically. An unannounced evacuation drill must be completed once a semester. Acquaint your students with the proper route for evacuating the building. Detailed instructions will be handed out at the beginning of the year.

2.5.H. Fund Raising Activities

IPS promotes understanding, tolerance and compassion for others and develops students of integrity and principle. Our Whole Child in the Whole Community helps the community to focus on how individuals can make a positive contribution in a

global society by giving opportunities to show responsibilities and service to others. This includes the possibility of fund raising for any child centered charity that the school supports.

Aims:

- Explain the rules applicable when collecting and distributing funds.
- Provide transparency when handling money.
- Confirm the school's commitment to others that we as a community can support.

Procedures:

- All activities involving fundraising by student groups must be approved by the Director.
- Individual students or student groups may not represent IPS without prior school authorization nor can the school's name be used to advertise groups or activities without the school's express permission.
- A faculty member or members will supervise the activities including the collecting of money.
- All monies collected will be accounted for in writing and stored in a secure place until handed over or distributed appropriately.
- Activities will be screened by the school administration to maintain a balance of time spent by faculty and students on fund raising.

2.5.I. Governance

The IPS governing authority recognizes the importance, to the school's development in general and student learning in particular, of effective governance and its relationship with good leadership. To this end the proprietor and administration meet regularly to oversee the successful functioning of the school in support of the Mission Statement and Beliefs.

Aims:

- To support the administration in directing the delivery of challenging US preparatory program;
- To reflect understanding, tolerance, integrity, and principle in all its actions;
- To take the responsibility for planning the school's future direction;
- To communicate respectfully, honestly and constructively with the school community;
- To manage a strategic role;
- To work together with the Director effectively without duplication of effort

Procedures:

- Ensure compliance with Saudi laws and regulations;
- Establish and maintain a positive collaborative relationship with the administration;
- Provide procedures for continuity and succession of Director;
- Communicate Ministry of Education feedback;
- Carry out annual appraisal of the Director.

2.5.J. Leadership

The IPS Director recognizes the importance, to the school's development in general and student learning in particular, of good leadership and its relationship with effective governance. To this end the proprietor and administration meet regularly to oversee the successful functioning of the school in support of the Mission Statement and Beliefs.

Aims:

- To work cooperatively with the governing authority in directing the delivery of challenging US preparatory program;
- To reflect understanding, tolerance, integrity, and principle in all its actions;
- To liaise with the governing authority to plan the school's future direction;
- To communicate respectfully, honestly and constructively with the school community;
- To manage a strategic role;
- To work together with the governing authority effectively without duplication of effort;
- Guide and mentor school leaders and potential leaders within the school;
- To be accountable, consistent, and transparent.

Procedures:

- Oversee the academic, security and business management of the school;
- Establish and maintain a positive collaborative relationship with the governing authority;
- Direct the management, organization and supervision of all school activities;
- Ensure school policies are up-to-date, effectively monitored, and enforced.

2.5.K. Parties

To maximize the time students have with teachers in meaningful learning activities, class parties may not be held without consultation with the Principal. Class parties must come at the close of the school day and last no longer than 30 minutes.

2.5.L. School Trips

IPS believes that high standards of excellence in teaching are necessary to challenge students and many of these challenges can be faced outside the classrooms and school environs as well as inside. Field trips are encouraged and sponsored by school to enhance learning and teaching. Students will experience social and personal development by being outside the usual learning environment and gain deeper insights into the learning objectives connected to the curriculum.

Aims:

- Ensure the safety of everyone undertaking a school sponsored field trip.
- Ensure the experiences gained are linked directly to appropriate learning objectives.
- Ensure that communication between all appropriate groups connected to the trip is clear and timely.

Procedures:

- Teachers are encouraged to organize at least one field trip per year.
- The trip will meet appropriate educational objectives
- Responsible personnel will carry out risk assessment prior to the trip.
- Approval for the trip will be obtained from the principal before making arrangements.
- The appropriate field trip request forms will be used to explain the purpose of the trip and its relation to the course outline.
- All proposed times, places, arrangements and parent volunteers will be reviewed with the principal and recorded on the appropriate field trip forms.
- Teachers will prepare lessons plans for the classes they will miss, notify other teachers concerning students, distribute and collect parent permission slips and arrange for collecting money from parents.
- Field trips during the day should be back in campus by 2:30.
- The cost of the field trip is the responsibility of the parents.

Responsibilities of Teachers, Students and Parents for School Trips:

For ALL IPS trips communication BEFORE A TRIP LEAVES between administration, teachers, students, and parents is extremely important. DURING A TRIP communications should be minimized and limited to ONLY emergency situations. Trips are very busy affairs for everyone involved and calls TO/FROM members of the trip should be made ONLY in emergency situations. As a general rule, “If there are no calls, then everything is great and going as planned”.

Teachers

- Teachers are expected to publish all trip logistics, purposes, and regulations in such a manner as it is easily understood and communicated to administration, students, and parents.
- Teachers are responsible for the safety and well-being of the group at all times.
- Teachers must ensure all necessary bookings and arrangements have been made prior to departure.
- Teachers are to be vigilant and anticipate possible risks.
- Teachers are to ensure that valid contact numbers are provided to parents and IPS offices, and that these numbers are monitored.
- Teachers are to maintain a high standard of appropriate behavior from students.
- Teachers are to role model appropriate, sensible behavior and decorum at all times.
- Teachers are ALWAYS on duty and the highest degree of professional ethics is expected at all times.

Students

- Students are expected to be fully informed and knowledgeable about all trip logistics, purposes, and regulations. It is their responsibility in coordination with teachers to ensure parents are fully informed.
- Students are responsible for the safety and well-being of the group at all times.
- Students are expected to favorably represent IPS when outside the school grounds.
- Students are responsible for following school and trip rules at all times.
- Students must be respectful of teachers, each other, and members of the public.
- Students are responsible for fulfilling the academic expectations and requirements associated with the trip.

Parents

- Parents are expected to be fully informed and knowledgeable about all trip logistics, purposes, and regulations.
- Parents are responsible for the delivery and collection of students from point of departure and arrival unless otherwise provided by the trip.
- Parents responsible to provide all valid travel documents and funds for their children.
- Parents are to respect the curfews and instructions given by IPS teachers to students.
- Parents are to ensure that valid contact numbers are provided to trip chaperones and IPS offices, and that these numbers are monitored.

- Parents are responsible for all trip costs and any extra fees associated with early return of their child in case trip supervisors deem it necessary.

2.5.M. Special Education

IPS carefully considers the resources needed for successful learning and teaching. As a result of these considerations the school has determined that it does not have the resources to enable students with moderate to serious educational needs to access the educational programs it offers. This policy covers those students who are accepted into the school but whose subsequent needs were not obvious through previous school reports or during the assessment for admission. Having accepted the student into the school, IPS recognizes its responsibilities to the student and family to work towards the best outcome for the student's success.

Aims:

- To assess, support, and advise colleagues in their identification of children who are clearly struggling academically and/or behaviorally.
- To assess, support and advise colleagues in their identification of students who are gifted and/or talented
- To inform parents of the student's particular difficulties and / or needs and to work with them to find the best outcome for the student.
- *Objectives:*
- To organize a Student Study Team of teachers, parents, councilor, and administration to monitor the progress and/or behavior of the student
- To plan and evaluate high quality, differentiated lessons directed at the specific needs of the student, so that the student has a sense of accomplishment.
- To monitor the effect of any interventions on the workload of the teachers concerned, and the other members of the class.
- To keep records of progress up to date.

Procedures for supporting struggling students:

- A teacher who recognizes a student showing serious weakness academically and/or eccentric behavior discusses the issues with the Principal who will investigate the teacher's observations and form a Student Study Team if the situation warrants it.
- The team supports and encourages the teachers in contact with the student, through discussions, modeling, and observations. Meetings and discussion are recorded.
- The team regularly meets to discuss the effects on the teachers and students working with the student and has the option of suggesting full or part time support person to aid the student in class. Parents will be responsible for the

expense of such a learning assistant. The final decision on recruiting such a person will be with the Director and Principal.

- If the team decides that the resources of school are such that the needs of the student are not being met the Administration will work with the parents to find the best placement elsewhere for the student.

Procedures for supporting Gifted and/or Talented students:

- Teachers who recognize a student showing exceptional strengths in their class will discuss the issues with the principal who will investigate the teacher's observations and form a Student Study Team if the situation warrants it.
- School will investigate and provide on-line support for advanced students if appropriate.
- School will coordinate schedules so that students can attend some classes in a higher grade if appropriate.
- Teachers will consider the following 5 strategies:

Contact with parents: Contact with parents will be maintained to give confidence to parents that the school recognizes the learning needs, and to confirm our commitment to challenging the student.

Individual help: Provide some extra support (from either the teacher, or the LA, if available) Plan a specific program for them to complete in the classroom with a small amount of support.

Differentiation: The teacher will provide work for the gifted and talented student that is differentiated at an individual level. Differentiation can be by: task, time, resources, and/or level of support.

Using a mentor: Identify an individual person to whom the student can go for support, help, or just to talk through issues that are either bothering them, or interesting them.

Educating the Whole student: Ensure the student's experience at school is not just work, work, and work.

- Strategies and meetings are recorded and filed.

2.5.N. Transportation

Although families are responsible for the transportation of their children to and from school, there are occasions when school sponsored activities require school to provide transport. With the belief regarding responsibility for student safety at all times in mind, IPS only hires transport from local, reputable, companies. The school minibus service record is kept up-to-date and is driven by a fully licensed driver.

Objectives:

- To ensure student safety on school field trips
- To establish procedures for hiring transport from suitable companies.
- To ensure student safety in the parking lot.

*Procedures:*Field Trips

- School maintains a list of transport companies whose training and safety records can be verified.
- Staff appointed to arrange field trips refer to the list when organizing transport.
- Staff confirm that the transport has seat belts enough for all passengers
- Field Trip leaders follow the procedures for organizing field trips.

Parking Lot

- Staff, students, parents and drivers observe the morning drop off and collection procedures.

2.5.O. Use of Technology

IPS believes that the skills to utilize technology are essential to prepare student for the future, and will empower them to contribute to a twenty-first century global society. IPS information resources, materials and technology are accessible and of adequate scope, quantity and quality to facilitate the school's pursuit of its total educational program. IPS educates students to take a responsible, therefore safe, approach to their use of the technology available to them. Awareness of e-safety is part of the school's e-safety provision.

Aims:

- To inform to all members of the school community who have access to, and are users of, school IT systems, both in and out of school.
- To ensure that the school infrastructure / network is as safe and secure as is reasonably possible. The relevant people will be effective in carrying out their e-safety responsibilities;
- To ensure that children and young people are safe and are protected from potential harm, both within and outside school.
- To ensure E-safety is a focus in all areas of the curriculum and that staff reinforce e-safety messages in the use of ICT across the curriculum.

The following policies and procedures are monitored and adjusted annually:

[BYOD Purpose and Policy](#)

[Responsible, Respectful Use Policy](#)

[Social Media Policy](#)

2.5.P. Visitors

All visitors must check in with the office and be directed to the appropriate location. Teachers who bring visitors must check the visitor in with security and update the principal. Visitors may not use the computers, communication systems, or libraries without administration authorization.

2.5.Q. Volunteers

There are times when the school would benefit from the contributions of a volunteer. Volunteer activities need to be initiated by the teacher and approved by the Principal.

2.5.R. Waiver of Liability

Adequate supervision of students will only be provided between the hours of 7:30 a.m. and 3:10 p.m. Saturday through Wednesday except for those students who are participating in school organized activities from 3:10 to 4:00. The school will not be responsible for students on campus before or after these hours.