



# STUDENT/PARENT HANDBOOK 2025-26

# TABLE OF CONTENTS

## Letter from the Superintendent

## ISG Central Administration

## ISG Mission - Profile of Graduates - Learning Principles - Assessment Beliefs

## General School Information - Faculty & Staff

- [Letter from the Principal](#)
- [School Demographics and Overview](#)
- [Staff Directory/departments/divisions](#)
- [School Schedule](#)
- [School Calendar](#)
- [Contact Information](#)
- [Child Protection](#)
- [Partners in Education \(PTG\)](#)

## Admissions, Attendance & Withdrawals

- [Admissions / Enrollment](#)
- [Attendance Procedure](#)
- [High School Graduation Requirements](#)
- [High School: Repeating Classes - Credit Recovery - Online Education](#)
- [High School Transfer Credits](#)
- [Middle/High School Course Changes](#)
- [Promotion / Retention of Students](#)
- [Early Leave Policy](#)
- [School Hours](#)
- [Withdrawal Procedure](#)

## Academics

- [Accreditation](#)
- [Curriculum & Standards](#)
- [Honors / Advanced / Specialty Programs](#)
- [Middle & High School Course Descriptions](#)
- [Middle & High School Honor / High Honor Roll](#)
- [Academic Integrity](#)
- [Academic Probation](#)

## Assessment & Reporting

- [Elementary Grading Policy](#)
- [Elementary Grade Descriptors](#)
- [Elementary Reports & Reporting Timelines](#)
- [Elementary Homework Policy](#)
- [Middle & High School Assessment and Reporting / Grading Policy](#)
- [Middle & High School Reports and Reporting Timelines](#)
- [Standardized Testing Programs](#)
- [Homework Policy](#)
- [High School Exams](#)

## Student Services

- Guidance & Counseling Services
- Middle & High School Homeroom / Advisory
- Learning Support and EAL
- Library
- Parent/Teacher/Student Conferences
- Textbooks, Supplies and School Equipment
- Food
- Lost & Found

## Student Conduct

- Expectations
- Dress Code
- Care for School Property
- Diversity

## After School Activities - Athletics - Co-curricular Activities - School Trips

- After School Activities
- Middle & High School Athletics
- Transportation
- Attendance/Participation - Behavior
- Field / Study Trips

## Health - Safety - Security

- Illness & Injury
- Nurse's Office
- Emergency Drills
- Student Search
- Parent Contact Information
- Photography Consent Form
- Problems or Concerns
- Identification
- Elementary School Parties / Celebrations
- Arriving/Departing Campus and Transportation

## Technology

- ISG Technology Use Agreement/Contract
- Technology in Class (Elementary School)
- Bring Your Own Laptop (Middle & High School)
- Mobile and Electronic Devices
- School Telephone Use
- Digital Citizenship
- Personal Property

## Letter From The Superintendent

Welcome to the ISG Jubail Student Parent Handbook.

ISG has been providing high-quality education grounded in U.S., U.K., and international curriculum since 1962. Each of our five schools has a unique character and diverse community focused on outstanding learning experiences for our students with warmth and care for all as we embrace and welcome the over 50 nationalities at our schools. As an educator for almost 30 years, valuing and ensuring positive relationships are a priority for me and our teams ensure that the ISG core values of "respect, responsibility, acceptance and integrity, with a commitment to act" are honored and lived out in authentic ways every day.

For me personally and professionally, core values provide a foundation to center and balance me in my leadership and in my relationships. ISG teachers and staff members connect with and build upon our core values in their own experiences and in creating our learning environment. Our teams also ensure students are supported in the development of their own core values as an essential part of their ISG education with these values being carried with them as they move forward in life. Core values are essential in providing valuable common views, agreements, and approaches in engaging with one another and as a foundation for our learning environment.

Our five ISG schools provide an unparalleled, coeducational experience for our students and welcome families as learning partners. Our schools are fortunate to have engaged, passionate, and experienced educators and staff members who create amazing experiences for our students. ISG is privileged to be hosted in the Kingdom of Saudi Arabia where we engage in a rich and unique cultural environment and benefit from a supportive Saudi network of educators throughout the Kingdom.

We appreciate our returning ISG families and we welcome our new ISG families to our community. Deciding who to trust for the education of our child(ren) is important and our teams are honored to have the confidence of your family. We appreciate your choosing ISG.

ISG looks forward to a continued partnership in learning with parents as well as with our extended school community supporting and creating rich and engaging learning for our students.

Warm regards,

Rhonda Norris  
ISG Superintendent

## ISG District Administration

Superintendent  
Assistant Superintendent  
Director of Human Resources and Government Compliance  
Director of Operations and Facilities  
Director of Finance  
Director of Teaching and Learning

Rhonda Norris  
Jana Barnhouse  
Balqees Al-Ghamdi  
Joseph Bearn  
Maga Bashirov  
Hans Ott

## ISG Mission Statement & Guiding Principles

### ISG Mission

We inspire innovation and compassionate action.

### Assessment Beliefs

The purpose of assessment is to improve learning.

#### *Beliefs:*

- The student is the first and most important user of assessment data.
- Reflection is integral to deep learning.
- Assessments should be aligned with adopted standards.
- Feedback to students should be timely, targeted, accurate, actionable, ongoing, and embedded in the assessment process.
- Assessments should produce accurate data capable of informing instruction and learning.
- Assessments should give students opportunities to demonstrate their learning in a variety of ways.
- Creating and upholding structures that support teacher collaboration around assessment practices will enhance student learning.

### Graduate Profile

Student conduct is fundamentally fused with our Graduate Profile. As part of the MSA accreditation process, the school invited students across all ISG schools to collaborate and create the following list of characteristics based on a wide breadth of educational knowledge and understanding of what it means to educate the whole child. We endeavor to make students aware of these characteristics and motivate students to strive towards integrating them into their lives.

ISG students will demonstrate the following characteristics:

- Leadership - inspire and motivate others
- Collaboration - purposeful and effective interaction with others
- Individuality - self-development, confidence, and motivation
- Open mindedness - embrace and respect diverse ideas to refine perspective(s), balance judgment, and inspire compassion
- Balance - well-roundedness, focus, and sustenance of a healthy mental and physical lifestyle through an efficient and proficient use of time
- Integrity - willingness and desire to do the right thing
- Growth mindset - belief that talents may be learned and perfected through perseverance
- Critical thinking - apply multiple perspectives and deep reasoning to real world situations

### Learning Principles

- Students learn best with voice and choice.
- Learning is a reflective practice.
- Learning requires a safe, collaborative environment.
- Learning requires feedback for growth.
- Learning inspires passionate engagement.
- Learning from failure requires a growth mindset.
- Appropriate challenge engages and motivates learners.

See the link to the [ISG Guiding Principles](#).

# GENERAL SCHOOL INFORMATION - FACULTY & STAFF

## Letter From the Principal

Greetings to all Students, Families, and Members of our ISG Jubail Community,

It is a pleasure and privilege to welcome you to the 2025-26 academic year. Our staff are eager to engage with students and families as we prepare for another successful year of learning. As we look forward, it is also important to reflect on where we have been, and who we are as a community. ISG Jubail is a truly special place; we are a community united by our shared mission to *inspire innovation and compassionate action*. We succeed, we fail, we celebrate, we persevere, and we learn...together.

Our experiences over the past few years have helped us recognize the value of the learning experience, especially as a social endeavor, and have allowed us to know ourselves in new ways and forge relationships anew.

None of what we do would be possible without the support of our student and parent community. The critical roles that families play in education has never been more evident. It is in this sentiment that I express our sincere gratitude for your continued partnership and support of our mission and the continuous learning that happens in and out of school. Our community has risen to meet the challenges of this modern era in education, and we continue to do so in a deliberately innovative and compassionate manner. I feel fortunate to be in such esteemed company.

With our mission and guiding principles defined and visible, this handbook ensures that our programs and expectations are also clearly communicated and shared with all. Our commitment to our students and school will never waiver and we will continue to find new ways to improve and build on the great work undertaken both past and present. We hope that the following information supports our students and families in their commitment to personal and academic excellence.

Sincerely,  
Dr. Jamie Martin  
ISG Jubail Principal



## School Demographics and Overview

ISG Jubail was established in 1978 as Jubail Academy. ISG Jubail was initially contracted by the Royal Commission to serve expatriate families in the Jubail Industrial City area.

The school is currently fully accredited by The Middle States Association of Colleges and Schools (MSA). ISG Jubail successfully completed its re-accreditation process in the school year 2010/11. The school is a part of the International Schools Group which is composed of five schools throughout the Eastern Province of Saudi Arabia with three divisions: American, British and International.

ISG Jubail serves a student population from age 4 through 18 years – Kindergarten through Grade 12. The school's current student population consists of over 400 students from more than 30 different nationalities. The nationalities predominantly represented are American, Indian, Canadian, Venezuelan, Malaysian, British, Filipino and Australian.

Safety of our students is a main priority, and our staff strives to ensure a secure, learning-focused environment. In addition to two dedicated school guidance counselors to assist students, including a college counselor, there is also a full-time nurse on duty each school day.

Our teaching resources are similar to those found in any Western international school. We utilize the most current technology available, including digital textbooks. The school offers a comprehensive library media center. We also have a number of computer pods around the school and two mobile laptop carts. Some of the classrooms and teaching spaces are equipped with interactive Promethean® smart boards used as a tool to enhance the students' learning experiences.

Our teachers meet the certification requirements to teach within ISG District schools. ISG Jubail is staffed with a significant number of teachers predominantly certified in North America. However, keeping with the international school demographic, we do have a number of teachers from a variety of other countries and regions around the world. Our class sizes are medium (17-24 students per class). This benefits students, providing more one-on-one interaction between teacher and students and a greater degree of personal learning.

All our staff members are encouraged to take an active role in their own professional development. The schools in our District are members of Near East South Asia Schools (NESA) as well as members of the European Council of International Schools (ECIS). These organizations, along with others, offer a wide range of professional development opportunities for staff throughout the year.

## Staff Directory/Departments

Role	Name	Email
<b>Administration</b>		
Principal	Dr. Jamie Martin	<a href="mailto:marti.j.05@isg.edu.sa">marti.j.05@isg.edu.sa</a>
Assistant Principal	Sanjeev Jangra	<a href="mailto:jangr.s.05@isg.edu.sa">jangr.s.05@isg.edu.sa</a>
IBDP Coordinator	Brad Dugan	<a href="mailto:dugan.05@isg.edu.sa">dugan.05@isg.edu.sa</a>
Athletics and Activities Director	Wayne Joubert	<a href="mailto:joube.w.05@isg.edu.sa">joube.w.05@isg.edu.sa</a>
<b>Business Services</b>		
Operations & Transportation	Rajeesh Kumar	<a href="mailto:kumar.r.05@isg.edu.sa">kumar.r.05@isg.edu.sa</a>
Executive Assistant	Beenish Shayan	<a href="mailto:shaya.b.05@isg.edu.sa">shaya.b.05@isg.edu.sa</a>
Registrar	Manal Alibrahim	<a href="mailto:alibr.m.05@isg.edu.sa">alibr.m.05@isg.edu.sa</a>
Bookkeeper	Fadilah Al Gallaf	<a href="mailto:algal.f.05@isg.edu.sa">algal.f.05@isg.edu.sa</a>
International & Local Orders	Beenish Shayan / Fadilah Al Gallaf	<a href="mailto:shaya.b.05@isg.edu.sa">shaya.b.05@isg.edu.sa</a> <a href="mailto:algal.f.05@isg.edu.sa">algal.f.05@isg.edu.sa</a>



Front Desk	Amal Hussain	<a href="mailto:ghosn.a.05@isg.edu.sa">ghosn.a.05@isg.edu.sa</a>
Media Specialist	Rawan Abdullah	<a href="mailto:alsad.r.08@isg.edu.sa">alsad.r.08@isg.edu.sa</a>
<b>Counseling Department</b>		
KG1-G5 Counselor	Aaron Frontiera	<a href="mailto:front.a.05@isg.edu.sa">front.a.05@isg.edu.sa</a>
G6-12 & College Counselor	Tricia Jordaan	<a href="mailto:jorda.t.05@isg.edu.sa">jorda.t.05@isg.edu.sa</a>
<b>Nurse's Office</b>		
Nurse	Jami Anderson	<a href="mailto:ander.j.05@isg.edu.sa">ander.j.05@isg.edu.sa</a> <a href="mailto:isgjubail.nurse@isg.edu.sa">isgjubail.nurse@isg.edu.sa</a>
<b>IT Department</b>		
System/Network Adminisator	Rajeesh Kumar	<a href="mailto:kumar.r.05@isg.edu.sa">kumar.r.05@isg.edu.sa</a>
<b>Library/ Media Commons</b>		
Librarian	Melat Gebresalase	<a href="mailto:gebre.m.05@isg.edu.sa">gebre.m.05@isg.edu.sa</a>
Library assistant	Gayathri Sankaran	<a href="mailto:sanka.g.05@isg.edu.sa">sanka.g.05@isg.edu.sa</a>
<b>Elementary School</b>		
KG 1	Yasmeen Hamdallah	<a href="mailto:hamda.y.05@isg.edu.sa">hamda.y.05@isg.edu.sa</a>
KG 2 teacher	Saima Jamil	<a href="mailto:jamil.s.05@isg.edu.sa">jamil.s.05@isg.edu.sa</a>
KG 1 learning assistant	Morelvys Pina	<a href="mailto:pinac.m.05@isg.edu.sa">pinac.m.05@isg.edu.sa</a>
KG 2 learning assistant	Neorelene Duyao	<a href="mailto:duyao.n.05@isg.edu.sa">duyao.n.05@isg.edu.sa</a>
Grade 1 teacher	Kristen Bourn	<a href="mailto:bourn.k.05@isg.edu.sa">bourn.k.05@isg.edu.sa</a>
Grade 1 learning assistant	Gina Castro	<a href="mailto:castr.g.05@isg.edu.sa">castr.g.05@isg.edu.sa</a>
Grade 2 teacher	Catherine Gloria	<a href="mailto:glori.c.05@isg.edu.sa">glori.c.05@isg.edu.sa</a>
Grade 2 teacher	Jamie Fredenburg	<a href="mailto:frede.ja.05@isg.edu.sa">frede.ja.05@isg.edu.sa</a>
Grade 2 learning assistant	Oyun Ostrowski	<a href="mailto:ostro.o.05@isg.edu.sa">ostro.o.05@isg.edu.sa</a>
Grade 2 learning assistant	Geneve Mendoza	<a href="mailto:mendo.g.05@isg.edu.sa">mendo.g.05@isg.edu.sa</a>
Grade 3 teacher	Jasbinder Jangra	<a href="mailto:jangr.i.05@isg.edu.sa">jangr.i.05@isg.edu.sa</a>
Grade 3 teacher	Sally-Ann Waugh	<a href="mailto:waugh.s.05@isg.edu.sa">waugh.s.05@isg.edu.sa</a>
Grade 3 learning assistant	Menchie Caubalejo	<a href="mailto:cauba.m.05@isg.edu.sa">cauba.m.05@isg.edu.sa</a>
Grade 4 teacher	Valerie Logsdon	<a href="mailto:logsd.v.05@isg.edu.sa">logsd.v.05@isg.edu.sa</a>
Grade 4 teacher	Ann Kaufman	<a href="mailto:kaufm.k.05@isg.edu.sa">kaufm.k.05@isg.edu.sa</a>
Grade 4 learning assistant	Marcia Langa Chicupa	<a href="mailto:langa.m.05@isg.edu.sa">langa.m.05@isg.edu.sa</a>
Grade 5 teacher	Komali Abbineni	<a href="mailto:abbin.k.05@isg.edu.sa">abbin.k.05@isg.edu.sa</a>

Grade 5 teacher	Maryyah Trodep	<a href="mailto:trode.m.05@isg.edu.sa">trode.m.05@isg.edu.sa</a>
Grade 5 learning assistant	Victoria Pou	<a href="mailto:pou.v.05@isg.edu.sa">pou.v.05@isg.edu.sa</a>
<b>ES Specialist Team</b>		
Elementary Arabic teacher:	Sara Al Fahad	<a href="mailto:alfah.s.05@isg.edu.sa">alfah.s.05@isg.edu.sa</a>
Elementary art teacher	Sheerin Ibrahim	<a href="mailto:ibrah.s.05@isg.edu.sa">ibrah.s.05@isg.edu.sa</a>
Elementary music teacher	Melek Demir	<a href="mailto:demir.m.05@isg.edu.sa">demir.m.05@isg.edu.sa</a>
Elementary PE teacher	André Nunes	<a href="mailto:nunes.a.05@isg.edu.sa">nunes.a.05@isg.edu.sa</a>
EAL support		
Specialist learning assistant	Maria Khan	<a href="mailto:khan.m.05@isg.edu.sa">khan.m.05@isg.edu.sa</a>
Elementary ASA Coordinator	Sara Al Fahad	<a href="mailto:alfah.s.05@isg.edu.sa">alfah.s.05@isg.edu.sa</a>
<b>Middle School and High School</b>		
ELA teacher	Neal Bourn	<a href="mailto:bourn.n.05@isg.edu.sa">bourn.n.05@isg.edu.sa</a>
ELA teacher	Dillon Sweales	<a href="mailto:sweal.d.05@isg.edu.sa">sweal.d.05@isg.edu.sa</a>
ELA teacher	Veron Naidoo	<a href="mailto:naido.v.05@isg.edu.sa">naido.v.05@isg.edu.sa</a>
Art teacher	Madiha Qamar	<a href="mailto:qamar.m.05@isg.edu.sa">qamar.m.05@isg.edu.sa</a>
Art teacher (GR6)	Maria Khan	<a href="mailto:khan.m.05@isg.edu.sa">khan.m.05@isg.edu.sa</a>
Band teacher	Kris Hammer	<a href="mailto:hamme.k.05@isg.edu.sa">hamme.k.05@isg.edu.sa</a>
Spanish teacher	Dr. Tomás Nicolás	<a href="mailto:blazq.t.05@isg.edu.sa">blazq.t.05@isg.edu.sa</a>
French teacher	Harriet Marston	<a href="mailto:marst.h.05@isg.edu.sa">marst.h.05@isg.edu.sa</a>
Math teacher	Preetha Nataraj	<a href="mailto:natar.p.05@isg.edu.sa">natar.p.05@isg.edu.sa</a>
Math teacher	Peggy Perkins	<a href="mailto:perki.p.05@isg.edu.sa">perki.p.05@isg.edu.sa</a>
Science teacher	Wayne Joubert	<a href="mailto:joube.w.05@isg.edu.sa">joube.w.05@isg.edu.sa</a>
Science teacher	Farah Hammoud	<a href="mailto:hammo.f.05@isg.edu.sa">hammo.f.05@isg.edu.sa</a>
Science teacher	Jim Fredenburg	<a href="mailto:frede.j.05@isg.edu.sa">frede.j.05@isg.edu.sa</a>
Science / Math teacher	Rayan El Mir	<a href="mailto:elmir.r.05@isg.edu.sa">elmir.r.05@isg.edu.sa</a>
Science assistant teacher	Anindita Ghatak	<a href="mailto:ghata.a.05@isg.edu.sa">ghata.a.05@isg.edu.sa</a>
Social studies teacher	Brad Dugan	<a href="mailto:dugan.j.05@isg.edu.sa">dugan.j.05@isg.edu.sa</a>
Social studies teacher	Shahida Joubert	<a href="mailto:joube.s.05@isg.edu.sa">joube.s.05@isg.edu.sa</a>
Social studies teacher	Elna Rajan	<a href="mailto:rajan.e.05@isg.edu.sa">rajan.e.05@isg.edu.sa</a>
Social studies & KSA/Islamic Studies teacher	Mardia Hamad	<a href="mailto:hamad.m.05@isg.edu.sa">hamad.m.05@isg.edu.sa</a>

PE Teacher	Haidar Alaqoul	<a href="mailto:alaqo.h.05@isg.edu.sa">alaqo.h.05@isg.edu.sa</a>
PE Teacher	Maja Meisie	<a href="mailto:maja.m.05@isg.edu.sa">maja.m.05@isg.edu.sa</a>

## School Schedule

The school is open at 7:30 a.m.- 3:30 p.m. Sunday through Thursday. We cannot take responsibility for students dropped off before 7:30 a.m. since they cannot be adequately supervised. The school office is not open on Friday and Saturday unless a previous agreement has been made with the administration. We are usually open one week before the school year begins and for one week following the end of the school year to handle registrations and withdrawals.

### Ramadan Hours

During the month of Ramadan classes are reduced to comply with the Ministry of Education regulations. The school day will be reduced to 5 hours as per Ministry directives.

During Ramadan, appropriate arrangements are made for children who are fasting such as providing supervised places for indoor breaks. All students will be required to continue to take part in all regular curricular activities including music and PE.

The school day for all students and grade levels starts at 7:45 a.m. and dismisses at 2:30 p.m. Divisional timings are outlined below:

Elementary School Schedule	
Times	Days: Sunday, Monday, Tuesday, Wednesday, Thursday
07:30 - 07:45	<i>Student Arrival</i>
07:45 - 08:10	Morning Meeting
08:15 - 08:55	Period 1
09:00 - 09:40	Period 2
09:45 - 10:25	Period 3
10:25 - 10:50	<i>Break / Recess</i>
10:55 - 11:35	Period 4
11:40 - 12:20	Period 5
12:20 - 13:00	<i>Lunch / Recess</i>
13:05 - 13:45	Period 6
13:50 - 14:30	Period 7
14:30	<i>Student dismissal</i>
14:30 - 15:30	<i>After School Activities</i>

## Middle & High School Schedule

	DAY 1	DAY 2	DAY 3	DAY 4
7:30-7:45	Student Arrival			
7:45-8:00	Advisory	Advisory	Advisory	Advisory
8:00- 8:05	Passing Time			
8:05-9:25	Block 1	Block 5	Block 4	Block 8
9:25-9:40	A.M. Break/Passing Time			
9:40-11:00	Block 2	Block 6	Block 3	Block 7
11:00-11:35	Lunch Time			
11:35-12:55	Block 3	Block 7	Block 2	Block 6
12:55-13:10	P.M. Break/Passing Time			
13:10-2:30	Block 4	Block 8	Block 1	Block 5
2:30-3:30	Meetings-ASAs-Sports			

## School Calendar

You can download a PDF version of the [2025-26 Academic Calendar here](#).

## Contact Information

It is vitally important that family contact information is updated in the school database. Families are requested to update their mobile, home and work numbers with the school, as well as their physical address and email addresses. Please verify that the information that you see on Skyward Family Access is updated. Should there be a need to change, please email the Admissions Office who will update these details for you. **It is the parents' responsibility to ensure accuracy of contact information with the school.**

## Child Protection

### [Child Protection Handbook](#)

ISG is committed to a positive and productive learning and working environment, which is free from discrimination, including sexual harassment.

When a member of staff has reasonable cause to believe that a child has had physical injury inflicted upon him or her by other than accidental means, or is to be found suffering from physical neglect or sexual abuse, that staff member is required to report such incident to the appropriate authority.

**ISG Jubail specific** - No form of sexual harassment will be accepted at ISG Jubail by, including and not limited to, student, parents, volunteers or staff. Any incidents that are seen or heard must be reported to the administration immediately. The incidences and consequences will be followed through as per the severity of the incident and relevant services will be contacted if necessary.

## Partners in Education (PTG)

ISG Jubail School has an active and involved Parent Teacher Group (PTG). All parents are encouraged to become part of the PTG. Meetings are held at school on a monthly basis. The PTG sponsors multiple community-building and fund-raising activities during the course of the school year such as the Spring Spectacular Festival, some sports programs and After-School Activities, Candy Grams and Teacher Appreciation Week. Please contact the front office for more information.

The PTG sponsors assistance to teachers in classroom settings, supports school and family social interaction, and provides a non-biased forum for sharing information on issues that impact our children.

We welcome parents who would like to help promote and run school events. ISG Jubail's PTG is a great way to become involved with school activities that truly benefit all our students. It is a friendly group and time commitment is determined by individual preference. Some parents like to help in many activities, while others choose particular events. Whatever involvement you can offer would be very welcome.

How to Get Involved:

- Attend meetings. Information about meeting days and times are to be determined.
- Volunteer your time. This can be done at school or at home depending on the project and you can give as much time or as little time as your schedule will allow.
- Participate in planning committees for events.
- Help with fundraising ideas and initiatives.
- Support sports teams by volunteering to assist with concessions.
- Invite us to come to you - the PTG board is actively seeking individuals to host sessions at compounds.

Please contact the front office for more information or visit [ISG Jubail PTG's Facebook page](#).

You may contact the PTG president at [jubail.pto.president@isg.edu.sa](mailto:jubail.pto.president@isg.edu.sa).

# ADMISSIONS AND WITHDRAWALS

## Admissions / Enrollment

ISG welcomes applications from students of all nationalities. In making admissions decisions, places are offered to those applicants whose experiences and records indicate that they will succeed in our school's academic program.

### New Student Applications

New students applying to ISG Jubail can find all the steps of the admissions process and a list of required documents on the [ISG Admissions](#) page.

### New Student Enrollment

If accepted to ISG, new students must complete all medical, government, and financial enrollment requirements in order to attend school. The nursing office, student accounts team, and government relations team will review new students' documents and determine whether all requirements have been met. Allow for a minimum of 10 business days for each department to review and confirm that your child has been cleared to start school. Incomplete enrollment requirements may delay your child's start date.

### Current Student - Annual Re-enrolment

Current students re-enrolment documents and enrollment tuition fees agreements are sent to parents via email mid-year. Seats will not be held beyond the deadlines set for returning paperwork and paying requested fees.

### Fees

ISG is a not-for-profit organization, and all revenue is reinvested into the schools to fund the cost of education. ISG Jubail's tuition and fees can be found on the [Tuition and Fees](#) page. Questions regarding your child's account may be directed to the Student Accounts department at [studentaccounts@isg.edu.sa](mailto:studentaccounts@isg.edu.sa).

For any questions regarding admissions or enrollment, please contact:

- For general enquiries, [admissions@isg.edu.sa](mailto:admissions@isg.edu.sa)
- For ISG Jubail enquiries, [jubail.admissions@isg.edu.sa](mailto:jubail.admissions@isg.edu.sa)

## Attendance Procedure

To report any absence, please fill out the [Student Absence Form - ISG Jubail](#)

Learning is a social experience. Students engage with valuable resources, interact with teachers and classmates, participate in discussions, ask questions, and gain a deeper understanding through active and in-person learning. Regular attendance is a critical factor in student success, both academically and socially. Classroom learning further involves real-time interactions, collaboration, and immediate feedback from teachers. These essential elements of the classroom experience cannot be fully replicated through asynchronous or independent study, even in today's digital, information-rich world.

Research consistently shows that students who attend school regularly perform better academically. For instance, a study by the American Institutes for Research (2021) found that students who miss in-person learning more than 10% of the school year are significantly less likely to meet grade-level proficiency standards in reading and math. For these reasons, we place a strong emphasis on attendance as a foundation for student growth and achievement within our learning environment.

---

## **Attendance Expectations**

To support student success, ISG has instituted a district-wide attendance requirement that students attend at least 85% of all instructional days. This number aligns with educational approaches in our host country and in those



countries where we are accredited and inspected from, with many setting attendance expectations at 90% attendance or above. All students should strive to be present at school for all calendared school days.

While we track attendance over the full year, we monitor daily and weekly attendance and conduct semester-based monitoring to ensure early support and intervention. Families will be notified as attendance questions or concerns are raised (as outlined below), providing an opportunity to address concerns well before it becomes a learning issue.

- Email notification to family when a student accrues **7 absences** in the academic year.
- Email notification and phone call to family when the student accrues **10 absences** in the academic year.
- Email notification and a parent meeting are scheduled when the student accrues **15 absences** in the academic year.
- Email notification, a parent meeting, and a formal letter will be issued when a student accrues **20 absences** in the academic year.
- Students may be placed on re-enrollment hold for the next school year when **20 or more absences** are accrued—academic and behavioral data may also factor.

Please note that all absences—including those due to illness, travel, or family commitments—are counted toward the total, regardless of the reason. The only exceptions are school-sponsored activities (e.g., school-sponsored study trips, athletic events, or official school functions) as these experiences are coordinated with teachers and are an integral part of the learning experience at ISG. We do not distinguish between "excused" and "unexcused" absences; rather, absences are recorded as either with or without parental communication. Notifying the school is important and appreciated, but all non-school-sponsored absences still count toward the attendance total.

---

**Attendance Processes & Tally**

Parents are to inform the school by email if their child is going to be absent to maintain a clear record of students that are on campus and to ensure teachers can support students who are absent.

- Inform the school early to report your child's absence.
- Some parents may opt to share additional relevant documentation related to the absence (e.g., passport appointment, medical leave, etc.).
- Teachers will take attendance, and absences are counted/tallied each day in ES and per class in MS/HS (all reporting procedures will consider the course with the highest number of total absences).

---

**Attendance Reporting**

Beginning in the 2025-2026 academic year, absence totals will be reported on both report cards (learning reports) and student high school transcripts. These documents will include whether the student met the attendance requirements and a total absence count (not including days missed for school-sponsored events, activities, and/or competitions). An example report card or transcript format is as follows:

---

**EXAMPLE**

Student met ISG-Jubail attendance expectations: ✓ YES \_\_\_\_ NO

Total Absence Count: **11 days**

---

Elementary Absence Count

Student absences are recorded in half-day increments. To be considered present for a full school day, a student must attend at least 3.5 hours. Any attendance less than this threshold will be marked as a half-day absence.

Middle and High School Absence Count

Absences are recorded by class period. A student will be considered absent if more than 20 minutes late for a class. For reporting purposes—on report cards, end-of-year summaries, and transcripts—the class with the highest number of absences will represent the student's official absence count.

*In cases of extenuating circumstances (such as for medical treatment or emergency situations), the school will work collaboratively with families to determine how absences are reported and how learning will be supported. This may include adjusted reporting or temporary, alternative instructional arrangements when appropriate.*

---

## Excessive Absenteeism

In many countries around the world, governments and/or school boards begin implementing legal or financial consequences for families when a student's absences exceed 10–15% of the school year. These thresholds are commonly used to identify chronic absenteeism, which is closely linked to negative academic outcomes. As an international school, we align with global best practices by monitoring attendance closely and partnering with families to support consistent, daily attendance given our expectations above.

In addition to missed learning and potential academic and/or behavioral and well-being issues, a student may face consequences of excessive or chronic absenteeism as follows:

- All attendance data will be visible on report cards and transcripts (for review by transfer schools and/or universities and colleges).
- A student may not be offered re-enrollment for the next academic year.
- A student, if in Grade 12, may not be allowed to participate in the end-of-year graduation ceremony.
- A student may not be provided a full report card or academic transcript (especially in the case of insufficient evidence to report on progress and achievement).

---

## Attendance and Events, After School Activities and Extracurricular Activities

In order to attend an ASA or other extracurricular activity, a student must be present for a full day of school. Students who are absent from any of their scheduled classes will not be allowed to take part or participate in that day's co-curricular activities (athletics, music, etc.). Exceptions may be made for verified doctor appointments or other absences where prior approval was given by campus leadership.

---

## Tardies / Late Arrival to School

Please read our [Ready to Learn Expectations](#) that highlight our expectations of punctuality, preparedness and responsibility, which will encourage students to develop the habits, skills and mindset needed to make the most of their education.

If a student arrives late to school, they are required to sign in at the front reception desk. It is essential that they do this for our records and in case of any unforeseen emergency.

Teachers are empowered to have private conversations with students about their timeliness expectations whenever tardy.

Teachers and school leadership will follow the following procedure for the first three tardies of the semester:

- **Tardies:** Students will receive a tardy if they arrive late to Advisory or any class.
- **Three Tardies in a Week:** If a student receives three tardies in the same week, they will be required to attend a mandatory Time Management Session during the first lunchtime of the following week.
- **Communication:** If a student receives three tardies in the same week, parents and students will be notified of the tardy counts and any scheduled sessions that will occur over the weekend.
- **Exceptions:** We understand that there are times when lateness may be outside of a student's control. These situations will be considered on a case-by-case basis.

Our goal is not to punish but to support students in building the skills they need to succeed both in school and beyond.

---

### Absences on Assessment Days (High School)

Students accruing **2 or more absences** on summative assessment days in any higher-level (IBDP) class may be dropped from the course at the end of the semester or prevented from taking future higher-level courses.

Students who have **excessive absences (more than 3)** on assessment days may be prevented from taking higher-level courses the following year. Parent contact will be made by the teacher via email for any absences on an assessment day. In the occurrence of a second absence on an assessment day during a single semester, the teacher will inform campus leadership.

---

### Related Information

- If a student accrues excessive absences in a grading period, the teacher may have insufficient evidence to provide a grade/descriptor for a class or reporting strand—in this circumstance, the report card standard would be marked as **‘NCR’ for ‘No Credit’** or **‘IE’ for ‘Insufficient Evidence.’**
- Registrars will notify leadership of extended student absences.
- New students, with less than 35 days attendance in the semester will receive a “progress to date” report. This may include an NCR (no-credit) and/or a limited narrative comment.
- Any student attending for 10 days or less in a reporting period will receive an acknowledgement of attendance only.
- Excessive absences (**26 total absences / 15% of instructional time or more**) may impact a student's re-enrollment in the next academic year.
- It is the student's responsibility to obtain and complete missed work. In cases of long, unavoidable absences, an agreement will need to be created with the teachers regarding the amount of work to be made up (MSHS).
- Teachers will not be required to use Google Classroom outside of regular classroom use in order to fit the needs of students who are absent due to vacation or extended leave. If extenuating circumstances exist that do not allow the student to be in attendance, the use of Google Classroom to fit a student's needs may be utilized. Google Classroom will be used as an instructional tool when the school is closed for unplanned periods of time, in which case Virtual School will commence.
- School records are always available on Skyward, and parents are encouraged to monitor attendance and grades in that space.
- Campus Leadership, in consultation with the Assistant Superintendent and/or Superintendent, may adjust protocols in the case of extenuating circumstances, often with the support of any necessary documentation and in partnership with families who may be experiencing unique circumstances.

## High School Graduation Requirements (applicable to graduating classes of 2025-2027)

Subject Minimum	Credits Required
English Language Arts	4
Social Studies	4
Math	3
Science	3
Global Language	2
P.E. & Health	2
Fine & Performing Arts	2
Electives *	3.5
IT *	0.5
<b>Total Credits</b>	<b>24</b>

\* One of these credits is determined by the Saudi Ministry of Education: 0.5 credit for Saudi Kingdom History & Geography and 0.5 credit for Islamic Culture. Elective credits awarded for additional credits taken beyond a department's minimum and any independent courses - for example, Internship

\*IT - Multiple classes may be considered for awarded credit to fulfill the required IT credit (e.g. Digital Arts, Robotics, Journalism, Entrepreneurship, etc...)

## High School Graduation Requirements (applicable to graduating class of 2027 and beyond)

Subject	Minimum Requirement	College Prep Recommendation	Additional Guidance
English	4	4	*A full credit per year. ‡ At least two years of the same language.  ** Any course beyond the minimum subject requirement  ***If a student takes Arabic as a Foreign Language then the MoE Arabic is considered fulfilled
Science	3	4	
Social Studies	4	4	
Math	3	4	
Arts	1.5	2	
PE/Health	2	2	
Technology	1	1	
Global Languages*	2	3‡	
Electives**	5.5	5.5	
MoE Arabic***	0.5	0.5	
KSA Studies	0.5	0.5	
Total***	27	30.5	

### Determination of Valedictorian

ISG Jubail will name a graduating class valedictorian at the end of the Grade 12 academic year. Only students who have physically studied at ISG Jubail, with a full ISG Jubail-only course schedule will be eligible for consideration as valedictorian. Valedictorian will be determined by highest unweighted grade point average amongst students who meet the aforementioned criteria.

## High School: Repeating Classes - Credit Recovery - Online Education

Students will not receive course credit for a “1” or “NCR” and may be required to make up any lost credit through an external provider (accredited online learning programs) or repeat the class if it is a graduation requirement (Grades 9-12).

If a student repeats a course or earns credit via an external online provider, they will receive credit for a passing grade earned. This will replace the “1” or “NCR” as a transfer credit (XCR), however, this transfer credit will not factor into the GPA.

## High School Transfer Credits

Students who fulfill the graduation requirements outlined by ISGJ will be eligible to graduate after their fourth year in high school. Students who do not spend all four years in high school at ISGJ will need to be granted transfer credits to fulfill requirements as needed. Transfer credits will not factor into the cumulative GPA.

New students to high school who have received credits at another high school will be accepted and credited with transfer credits on a course by course basis. Counselors will review transcripts and credits will be awarded and identified in the ISGJ Transcript.

**Please note:** Grades received from previous schools will NOT be factored into the ISGJ cumulative grade point average. Transfer credits will read XCR on the transcript. **CREDITS WILL ONLY BE AWARDED WHEN ORIGINAL SEALED TRANSCRIPTS HAVE BEEN RECEIVED BY OUR ADMISSIONS OFFICE. OFFICIAL TRANSCRIPTS MUST BE RECEIVED BEFORE A STUDENT CAN BE PLACED IN CLASSES.**

Please note that report cards are only issued at the end of each semester according to a documented timeline. Parents may collect end-of-year reports from the registrar at any time following their general release (usually the second to last day of the school year), at a time convenient to both, but preferably prior to the start of the new school year. Parents will be able to access report cards and print them on Skyward when they are posted.

## Middle/High School Course Changes

Student requests to change courses (add/drop) must be made in the first two weeks of the academic year or the first two weeks of the start of a semester course. Initial requests need to go through the MS/HS counselor via email or Google Form.

The divisional timetable is carefully constructed based on this student course selection information, and in alignment with our staff availability and enrollment numbers. In instances where a student has opted into a course, a change may not be possible due to scheduling constraints, inappropriate level of study, and/or the balance of student numbers across a particular department or section(s) of a course.

## Promotion / Retention of Students

### Kindergarten-Grade 5

Students are promoted annually. Retention of a student in a grade or year is rare and only occurs after a very thorough and robust collection of evidence supports the decision. This may occur only upon the recommendation of the student's teacher(s) and the approval of the counselor and Administrator. Each teacher will keep the Administrator informed concerning the academic and social progress of each student during the school year. No students are promoted ahead of their age-related year group once in school. Please note, should we have cause for concern about a child moving up to the following school year in ES due to social, emotional or academic reasons, the number of days absent will be taken into consideration if we feel there is a need for a child to repeat the school year again.

### Grades 6-8

Students are promoted annually. Retention of a student in a grade or year may occur only upon the recommendation of the student's teacher(s), parents and the approval of the counselor and administrator. This could occur if a student has been placed in an inappropriate grade level. It is unlikely in the middle school grade level.

### Grades 9-12

A student will be promoted according to the classes the student passes. Failure to pass a required class means that the student will be required to fulfill the credit another time prior to receiving an ISGJ High School Diploma. Multiple failures to pass a class can lead to Academic Support and possible exclusion of the student as outlined above in the Academic Support section of this document.

## Early Leave Policy

Situations occasionally arise in which a student must leave school during the school day. Please inform the receptionist of the time you plan to pick up your child. As we have accepted the responsibility for your child during school hours, we require that parents notify the school office prior to the student's departure. In the case of an emergency, please call the school to inform us of the pick-up time. A student leaving school during the day must sign out through the office and must be picked up by either a parent or authorized adult, such as an identified driver. Upon returning, they must sign in again.

## School Hours

The school offices open at 7:30 a.m. Sunday through Thursday. Students should not be dropped off at school before 7:25 a.m. since they cannot be adequately supervised. The school offices close at 3:30 p.m. each day. **Students must leave campus at the conclusion of school activities in which they are involved.**

The school office is not open on Friday and Saturday unless by prior agreement with the Administrator. The school offices are usually open one week before the school year begins and on an as-needed basis following the end of the school year to handle registrations and withdrawals.

## Withdrawal from ISG Jubail

When a student withdraws during the school year, parents need to inform the school office as soon as possible to enable us to prepare a withdrawal package. Parents should notify the registrar via email [jubail-registrar@isg.edu.sa](mailto:jubail-registrar@isg.edu.sa). The registrar will send them a withdrawal form to complete online. In addition, parents must pick up the school records. No permanent records will be released to a student. ***Please be aware that the records will be sealed and that some schools will not directly accept unsealed records as being valid.*** Parents may request that records be forwarded to the new school. Students must make certain that all textbooks, library books, musical instruments, etc. are either returned or paid for before a withdrawal package will be released.

High school students should not withdraw from the school year or semester early. This may result in a loss of credits for that semester and could affect graduation requirements at the receiving school. Upon graduating from ISG Jubail, students will be provided with one official (original) high school diploma. graduating seniors can request up to eight certified copies of the high school transcript.

The school will provide the rest of the high school students with up to five certified copies of the transcript and leaving certificate; any additional copies may be requested for a fee of 50 SAR/copy. The request should be made a week in advance with no exceptions.

# ACADEMICS

## Accreditation

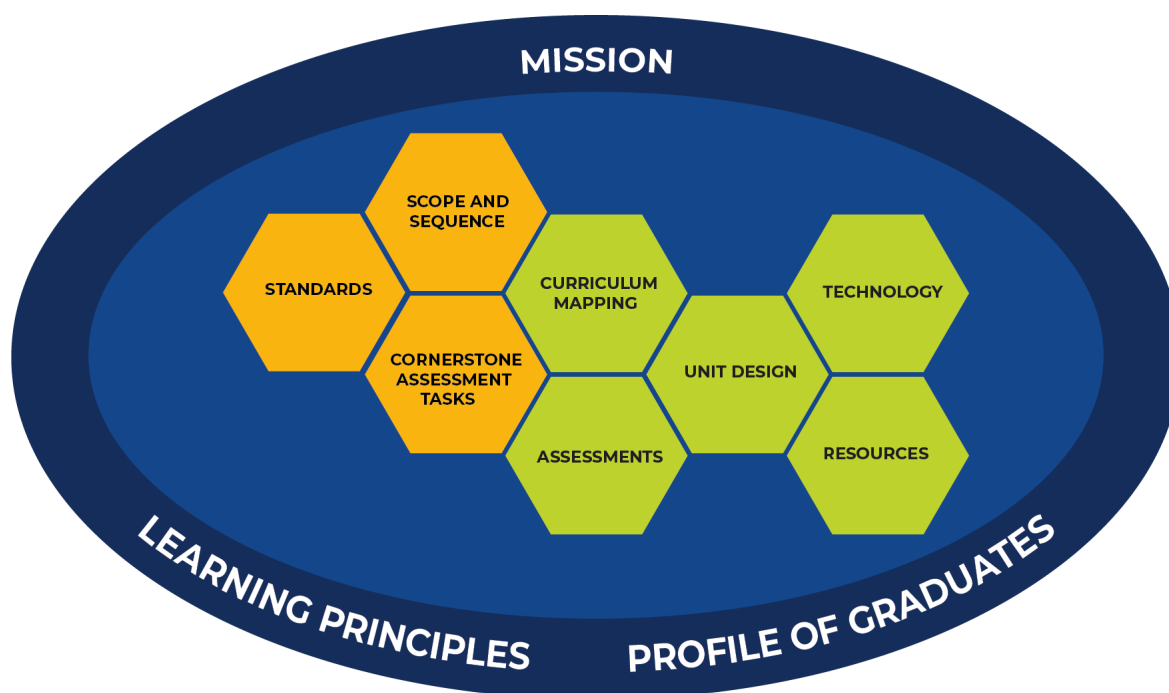
ISG pursued a district-wide System Accreditation with Middle States Association ([MSA](#)) as of 2018; previously schools were accredited individually by MSA. ISG Jubail is accredited by MSA and the Council of International Schools ([CIS](#))

## Curriculum & Standards

ISG Curriculum Standards are outlined on the [ISG Learns website](#) as follows:

- Common Core State Standards (CCSS) for Math & Language Arts
- Next Generation Science Standards (NGSS) for Science
- College, Career, and Civic Life (C3) Framework for Social Studies
- ISTE for Technology
- National Core Arts (NCAS) for Fine and Performing Arts
- SHAPE for Physical Education & Health
- ACTFL for Global Languages

ISG has shifted to a [Continuous Curriculum Review](#) process. The model involves planning at the system and at school level. In each of our schools, we have adopted universal standards, and this shifts our curriculum review from a cyclical review to a continuous review. Curriculum encompasses several key components outlined in the model below, and this model inspires innovation in our learning programs.



ISG Jubail uses the UbD (Understanding by Design) model to promote a more transdisciplinary, authentic and relevant approach to learning. The students work in units and learn through active inquiry, promoting critical thinking and moving from the concrete to more abstract concept development, which aims to develop the whole child. The units are designed to stimulate and challenge students to try new roles, experiment with ideas and materials and solve real problems. They encompass all relevant subject areas, including performing and visual arts, to help students enjoy their learning and prepare them to be successful.

## Honors / Advanced / Specialty Programs

ISG Jubail is an accredited IB World School, program details can be found in the [IBDP Handbook](#).

## MSHS Course Descriptions

[2025-26 Course Catalog](#)



## HS Honor / High Honor Roll

High honor roll and honor roll are calculated each semester and reflected on student grade reports. The high honor and honor roll GPAs (grade point averages) are as follows:

High Honor Roll - 3.7 and above

Honor Roll - 3.25 - 3.69

## Academic Integrity

The process of teaching and learning academic honesty continues to evolve as students progress through their schooling experience. Promoting academic honesty demands a whole school approach; teachers must embed and model appropriate examples, students must be clear about what is expected of them when conducting research, working collaboratively, and in general presenting their written and oral ideas. Teachers and administrators must enforce and interpret policies in a consistent manner, while students and parents need to understand and be informed of the policy. All students, and especially those working within the IBDP, must take ownership of their work and thoroughly understand the concepts associated with academic honesty and integrity.

Please find the full [ISG Jubail Academic Integrity Handbook](#) here.

## Academic Probation

The purpose of academic probation is to (1) identify one or more areas in which a student is not meeting the academic expectations of the grade level, (2) bring the area(s) of need/support to the attention of the student and parents, and (3) give sufficient opportunities for the student to improve identified areas through an improvement plan. Essential to this process is the student's commitment to academic improvement, with the necessary support from teachers and parents.

Academic probation may apply when the following circumstances arise:

### **Elementary Policy (Grades KG - 5)**

The student is consistently achieving below expectations in numerous assessment tasks or for a grading period (mid-semester/semester). At this level, the classroom teacher will work with the student, student-support team (SST) and parents on an individual basis. Formal testing, re-evaluation of the student's placement, resource support and/or retention may be considered should the academic need persist. In addition to the above process, a plan of improvement for the student on academic probation will be implemented following a parent/student/teacher or SST conference. Target assessment outcomes would be student performance at 'developing' (DE) or higher.

### **Middle School Policy**

The student is consistently not meeting academic expectations (e.g. multiple 'emerging' EM grademarks). The student will be placed on academic probation following a parent/student/SST team meeting and a letter of notification to the parents. A plan of improvement for the student on academic probation will be implemented following the parent/student/SST conference. Target assessment outcomes would be student performance at 'developing' (DE) or higher.

### **High School Policy**

If a student earns a grade below **3** at the end of any semester, that student may be at risk of not meeting academic expectations and will be considered for placement on academic probation. Generally, a student who earns a grade below **3** in two or more courses will be placed on academic probation. Additionally, the student, parents, learning support team and relevant classroom teacher(s) will collaborate to develop an individual student improvement plan with regard to the responsibilities of each party working toward improved student achievement.

### **Academic Probation Procedures - Middle School & High School:**

1. Before recommendation or identification for academic probation, a teacher should notify the student and parents through documented communication, progress reports and/or parent-teacher conferencing that the student is having difficulty in a particular area.

2. Academic probation is initiated by report card grades and/or prior to reporting periods by a letter from the school counselor or learning support specialist to the student and parents. Student will remain on academic probation until targets are met as communicated per the individual student improvement plan.
3. Every effort will be made during the probation period to help the student return to academic good standing. Individual student improvement plans may include one or more of the following:
  - a. Review of student's study skills and work habits.
  - b. Increased student-teacher contact time.
  - c. Provision for individual tutoring at the parent's expense.
  - d. Further involvement of parents in monitoring student study time and habits.
  - e. More frequent communication between home and school.
  - f. Additional support to the student which may include: study buddy, a learning contract, resource support, counseling support, study clubs, administrative involvement, etc...
4. If a student remains on academic probation for an extended period of time, without indication of improvement, the student will be put on an academic contract that may result in a recommendation to withhold re-enrollment.

# ASSESSMENT & REPORTING

## Elementary Grading Policy

ISG Jubail believes that grades serve as a valuable instructional tool by helping students, teachers and parents/guardians identify areas of strength and weakness. Students have the right to receive course grades that represent an accurate evaluation of individual achievement based on ISG district curriculum standards.

Grades are based on impartial and consistent evaluation of student assessments, both formative and summative. Students will have multiple opportunities to demonstrate achievement of curriculum standards – such as assessments, class activities, tests, essays, and projects. Behavior, effort and attendance are reported but considered separately from academic achievement.

Reporting Student Achievement:

- Grades will reflect student achievement toward ISG course curriculum standards.
- Grades will be reported in report cards. Struggling students will receive intermittent reports from teachers between the grading periods.
- Teachers will supply evidence of learning.

Teachers will communicate expectations of student performance prior to the completion of assessments. Parent-teacher conferences will be held as part of the reporting process each year, or more often as requested by parents or teachers. (ISG Policy #1080). Within ES at ISG Jubail, the school completes one PTC in semester 1 and completes a Student Led Conference (SLC) in semester 2.

## Elementary Grade Descriptors

Within subject areas assessments are based on rubrics, which help support students in understanding where their learning currently is and what steps need to be taken to improve in relation to the standard assessed. These are based on three levels, if a student is emerging, developing or proficient in the standard assessed. Elementary report cards will relay this information in a narrative form.

## Elementary Reports & Reporting Timelines

Official report cards will be issued at the end of each semester. Progress reports will only be issued at appropriate times during the semester where relevant. Progress reports are for communication purposes only and will not be reflected on the final semester report card. Report cards will be issued on the final day, or as close to the end of 1st semester and 2nd semester. These are in the form of a narrative, explaining how proficient a student is within the relevant subject area. The comment written in the report card is supported by the various formative and summative assessments that have occurred across the semester. Please see the school calendar for semester dates.

Students need to be in school for a minimum of 85% in order for report cards to be completed effectively. This percentage translates to being absent for a maximum of 26 days across the school year. Should they be absent for more than this, it may result in your child's teacher being unable to assess certain learning goals effectively for the semester, as assessments are completed at various times across the year. Staff will always endeavor to cover these areas wherever possible, but depending on timing, this may mean staff may be unable to complete certain sections of the report card. Please note, as listed in the section [‘Promotion / Retention’](#) should we have cause for concern about a child moving up to the following school year in ES, the number of days absent will be taken into consideration if we feel there is a need for a child to repeat the school year again.

### Reporting on Student Progress (ISG Policy #1080)

It is the policy of ISG Jubail School to communicate on a regular basis with parents regarding student progress. We believe that effective teacher/parent communication enhances student learning and achievement. Teachers will inform parents as early as possible of any concerns they have regarding students and seek the support of parents in helping their children develop to their fullest potential. In addition, parents are encouraged to respond to the regular communication from their child's teacher(s) to ensure a complete understanding of their child's growth relative to their ability to achieve.

As listed earlier in the attendance section, attendance affects formal reporting. Students may receive less than a full report if they have missed a significant amount of a reporting period.

### Elementary Progress (Kindergarten 1 to Grade 5)

Progress is reported through a Parent/Teacher Conference and through written reports at the end of each semester. Formative and summative assessments are maintained to help guide student progress, with certain items placed in the official school records of each student. Teachers or parents may request a meeting to discuss progress at any time

if there is a need or concern. Seesaw can be used as a means of informal communication between teachers and parents regarding student progress and Seesaw can be utilized to see what represents their child's progression.

Student progress in elementary classrooms is described using terminology which refers to the student's level of attainment. In an effort to better communicate student achievement in specific areas, discussions regarding the grade marks used on elementary report cards are ongoing.

## Elementary Homework Policy

### Homework Policy and Unfinished Work

*Free-choice reading has the single greatest impact on student achievement. In addition, unstructured, imaginative, child-centered play and physical activity enhance student performance and lead to better social, emotional, and behavioral choices. The brain develops in childhood through active play and exercise.*

- *Activities at home that support learning include reading assignments, family discussions, and the encouragement of unstructured play.*

Reading is encouraged every day, for 20 minutes a day at least, for all children. For those who cannot read due to their age or language barrier, students are encouraged to look through books and 'read' the pictures, or read books in their home language. Alternatively, parents may read to their child as a part of the 20 minutes, and ask children about the book as it is read.

At ISG we firmly believe that this view on homework will enhance student achievement, and there is very little evidence that such an approach decreases student performance in school. There are key components, rooted in beliefs of learning, that are worth noting:

- Unstructured play is critical for brain development
- At older ages, "play" takes the form of exploration and experimentation on topics of interest - personal, or from school
- Taking time to practice an instrument, a sport or art, for example, is important, and not considered homework; practice in the form of repetitive drills on memorization exercises is strongly discouraged
- Reading should be a daily exercise, for all age levels; free choice reading is not considered "homework"

At ISG Jubail, elementary students will not be allocated homework. Students will be asked to complete work that was not completed in class. This is **unfinished classwork**, not homework.

### The reason why reading matters

Reading has many benefits for child development, and is one of the reasons that it is a key component in the 'Homework Expectations' document. The graph below highlights how language plays an important factor in academic achievement. Improving students' vocabulary develops the advanced literacy levels required for success in school and beyond (Biancarosa & Snow, 2006<sup>1</sup>; Graves & Watts-Taffe, 2008<sup>2</sup>) and research by Hirsch (1996) shows how having additional vocabulary ensures that students gain academically throughout their time in school. This connection between reading and vocabulary is incredibly important, as reading a variety of books at the appropriate level allows students to develop new vocabulary, which in turn enables them to grow academically.

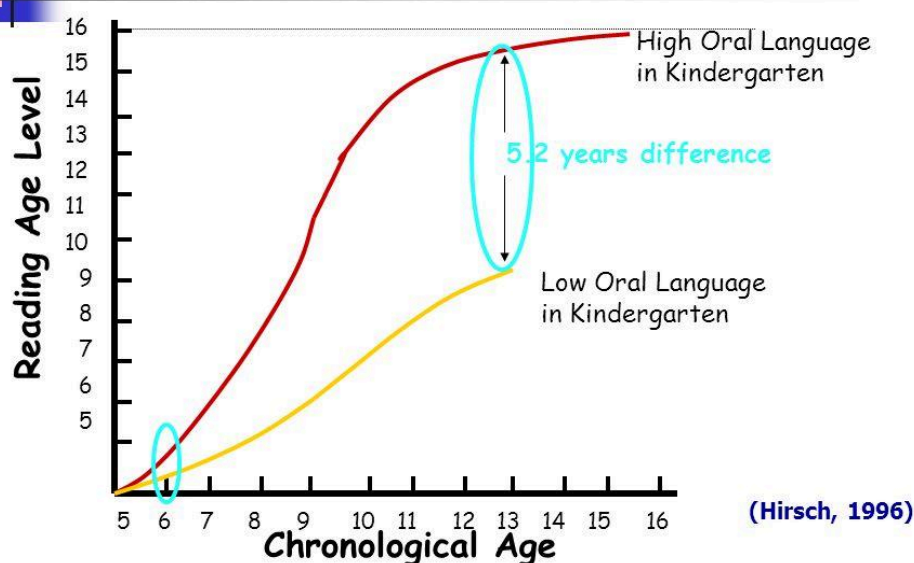
---

<sup>1</sup> "Reading Next: A Vision for Action and Research in Middle and High ...."

[https://www.carnegie.org/media/filer\\_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny\\_report\\_2004\\_readin\\_g.pdf](https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_readin_g.pdf).

<sup>2</sup> "For the Love of Words: in Young Readers - URI-EnglishLanguageArts." 3 Nov. 2008, [http://uri-englishlanguagearts.wikispaces.com/file/view/Graves\\_Love\\_words.pdf](http://uri-englishlanguagearts.wikispaces.com/file/view/Graves_Love_words.pdf).

## The Effects of Weaknesses in Oral Language on Reading Growth/Academic Achievement



3

Reading allows children to make connections, interact with the text, think deeper, analyze, predict and summarize what is written, as well as increase vocabulary. Reading does not have to be in English, and can be done in your child's home language, as these essential skills can be transferred. There is also a PDF link attached below with how you can help your child develop their reading comprehension.

Reading comprehension handout:

<http://blog.maketaketeach.com/wp-content/uploads/2012/09/Reading-Comprehension-Parentblogpic.jpg>

### How should we use the time after school?

Parents may feel this results in extra "free time" after school. ISG is not advocating that this time be used for the pursuit of under-engaging activities (e.g. watching TV, non creative gaming, etc). Rather, ISG wants its students to better use their time, so that it better complements what they have done in school, and to promote a healthier balance in their lives. Time normally spent doing homework can be spent reading, playing, learning to play an instrument, building, experimenting or making items at home that connect to learning at school, exploring the wealth of educational resources on the internet and pursuing passions and interests, among other activities. For parents who feel homework is a way to know what is being taught in class, and the use of Seesaw is a strong indicator of what is occurring, as posts on the classroom wall and on your child's individual Seesaw account will allow you see what has happened at school. Furthermore, you older students can share what they have been working on in Google Classroom as well. Finally, talking to your child daily can give you more insight into school life.

### Resources that can be used at home

The school understands that parents want to be actively engaged with their children, and want to help their child succeed wherever possible. We have, therefore, created a list with activities, apps or games that can be played or completed at home, sometimes independently, sometimes socially, which continues the learning at home but in an engaging way, should you wish to do so, in balance with unstructured, imaginative, child-centered play and physical activity.

<sup>3</sup> "PDF Version - Florida Center for Reading Research."

[http://www.fcrr.org/science/pdf/torgesen/Aiken\\_S\\_C\\_keynote.pdf](http://www.fcrr.org/science/pdf/torgesen/Aiken_S_C_keynote.pdf).

## Middle & High School Assessment and Reporting / Grading Policy

### MS/HS Assessment Handbook

Assessment at ISG Jubail measures student achievement based on set course curriculum and standards; focusing on what students know and how well students transfer and communicate their knowledge to authentic performance tasks and learning. Additionally, ISG Jubail reports on three subsequent three categories measuring the student learning behaviors of: organization, engagement, and collaboration.

Teachers utilize a variety of assessment types that directly inform our planning and practice and use assessment to facilitate the learning process. Formative assessment is essential to learning.<sup>4</sup> We believe effective assessment practices places students at the center of their learning by allowing teachers to monitor student progress and provide timely feedback. We separate achievement from learning behaviors in order to clarify the difference between process and product. We structure our assessments and our feedback to build content knowledge which provides the foundation for developing higher-order thinking skills, and the ability to apply both knowledge and understanding to unique situations. We aim to develop students who know how to act when they're faced with situations for which they were not specifically prepared.<sup>5</sup>

Through assessments we encourage the development of strong critical thinking skills, communication skills, social skills, self management skills and research skills. In order to succeed in this pursuit we employ multi faceted approaches to teaching. Our lessons are based on inquiry, focused on conceptual understanding, developed in both local and global contexts, focused on effective teamwork and collaboration and differentiated.<sup>6</sup>

### ACHIEVEMENT CATEGORIES

#### Grades 9-12

Gradebooks will utilize the assessment categories of:

- **FORM** - Formative assessment
- **SUMM** - Summative assessment
- **EXAM** - this category is applicable to only core classes that present semester and final exams
- **LB** - Learning Behaviors (not a category of achievement – details founds below)
- **\*IA** - \*For use in IBDP, GR11/12 classes only – stands for *Internal Assessment*, which is a major piece of coursework within our 11/12 and IBDP framework.

Assessments will focus around student content knowledge, referring to the acquisition of new information and skills. Building on existing knowledge, assessment will also connect to student learning transfer and communication – How students apply and communicate/demonstrate what they know. Transfer is the ability to extend what has been learned in one context to new contexts. Communication or demonstration of learning is being able to complete a specific task with attention to audience and purpose.

#### Grades 6-8

Gradebooks will utilize course-specific 'I can' statements that outline student learning objectives and targets. These statements align deliberately with identified course standards, however, use more student-accessible language. ISG Jubail grades 6-8 use the descriptors, *proficient (PR)*, *developing (DE)*, and *emerging (EM)* for reporting progress and achievement in middle school.

### LEARNING BEHAVIOR CATEGORIES<sup>7</sup>

*Organization - Are you self directed and in charge of your own learning?*  
Time management, preparation, strategies for learning and goal setting.

*Engagement - Are you actively engaged in the learning process?*  
Participation and involvement in learning and reflection.

---

<sup>4</sup> "If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly." (Ausubel, 1968 p. vi, as cited in Wiliam, 2018)

<sup>5</sup> Papert, 1998, as cited in Wiliam, 2018

<sup>6</sup> Based on IB [Approaches to Learning and Teaching](#)

<sup>7</sup> [Learning Behaviors Rubric](#)



*Collaboration - What kind of team member are you?*

Working cooperatively, respecting others, shared decision making and taking action.

The Skyward grading software will include the above achievement / 'I can' and learning behavior categories. Achievement categories will be used to report student grades; learning behavior categories will not include a numerical grade. Both components will be visible on student reports.

### Reporting Student Achievement

- Grades will reflect student achievement toward ISG course curriculum standards.
- Grades will be reported at the end of each grading period. Struggling students will receive intermittent reports from teachers between the grading periods.
- Teachers are expected to provide supporting data for grades assigned.
- Grades shall be available and kept current for parent and student monitoring through the district approved student management system, Skyward.
- Teachers will communicate expectations of student performance prior to the completion of assessments.
- Parent-teacher conferences will be held as part of the reporting process twice each year, or more often as requested by parents or teachers. (ISG Policy #1080)

### Semester and final grades are determined using the following, in order of significance:

1. The **most significant** assessment data (e.g. overarching summative tasks, authentic performances or tasks, multi-faceted summative assessments)
2. The **most recent** assessment data: research and best assessment practices note that learning is an ongoing and evolving process, a low mark early in a semester may not most accurately reflect a students' learning and mastery of a standard or standards at the culmination of a semester or academic year.
3. The **most consistent** assessment data: taking into account student performance on similar tasks and/or similar content standards

### Assessment Scale - Grades 6-8

Assessments are built upon a standards-based model with student-friendly 'I can' statements, including descriptors for student performance. Descriptors are as follows:

**Proficient (Pr) – Developing (De) – Emerging (Em)**

### Assessment Scale - Grades 9-12

The grades that students earn will receive the following Grade Point Average. For more information on assessment in the IB program, please refer to the [ISG Jubail Assessment in the IBDP](#) document.

### Grade 9-12 ISG and IBDP Course Credit and GPA Conversion Table

Grade	GPA IBDP HL Classes	GPA GR 9-12 IBDP SL & ISG Classes	ISG Credit Awarded
7	5.0	4.0	1
6	5.0	4.0	1
5	4.5	3.5	1
4	4.0	3.0	1
3	3.0	2.0	1
2	1.0	1.0	1
1	0.0	0.0	0

### Middle & High School Grade Descriptors (Grade 6-12)

- Grades in grade levels 6-8 will be shown as emerging (Em), developing (De), or proficient (Pr)
- Grades in grade levels will be shown as 7 - 6 - 5 - 4 - 3 - 2 - 1 and NCR (no credit)



- A grade of '2' and above will represent a passing grade in a GR9-12 ISG course.
- The following grade descriptors will be used for all middle school and high school classes:

#### Grade 6 – Grade 7 – Grade 8

Level	General Description
<b>Proficient (Pr)</b>	Students at the <i>proficient</i> level independently demonstrate competence or mastery of a grade-level standard / 'I can' statement. Students can demonstrate their learning in a consistent manner and when applicable, can apply and transfer their learning to new situations or tasks. The student consistently grasps and applies key concepts, processes, and skills.
<b>Developing (De)</b>	Students at the <i>developing</i> level demonstrate some competence with the grade-level standard / 'I can' statement. There may be inconsistencies in some learning or transfer of learning and additional support or assistance may be necessary to attain proficiency in the standard. The student inconsistently grasps and applies key concepts, processes, and skills.
<b>Emerging (Em)</b>	Students at the <i>emerging</i> level demonstrate a basic understanding of the grade-level standard / 'I can' statement. Students are at the beginning stages of learning and can recall or replicate some knowledge, but have difficulty extending or transferring knowledge or skills. Performance is inconsistent even with guidance and support.
<b>No Credit (NCR)</b>	A ' <i>no credit</i> ' mark indicates there is insufficient evidence to accurately provide an assessment of student learning. This may be due to not submitting summative tasks, inconsistencies with attendance, enrollment in the English as an Additional Language (EAL) program, or a combination of factors.

#### Grade 9 – Grade 10

	General Description
<b>7</b>	The student demonstrates excellent content <b>knowledge</b> and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective inquiry, investigative and technical skills are evident, as well as the ability to <b>transfer</b> knowledge via analysis, evaluation and synthesis of evidence, knowledge and concepts to reach valid conclusions or solve problems. <b>Communication</b> of learning is highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make effective use of well-selected examples, and demonstrate an awareness of alternative points of view.
<b>6</b>	The student demonstrates very good content <b>knowledge</b> and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent inquiry, investigation and technical skills are evident, as well as the ability to <b>transfer</b> knowledge via analysis, evaluation and synthesis of evidence, knowledge and concepts. <b>Communication</b> of learning is typically insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of well-selected examples, and demonstrate awareness of alternative points of view.
<b>5</b>	The student demonstrates sound content <b>knowledge</b> and understanding, good conceptual and contextual awareness and critical, reflective thinking. Inquiry, investigative and technical skills are evident and sometimes well-developed. The student can <b>transfer</b> knowledge via some analysis, and can sometimes evaluate and synthesize evidence, knowledge and concepts. <b>Communication</b> of learning is usually accurate, structured and coherent, with some detail, general use of appropriate terminology and with some attention to purpose and audience. Responses show reasonable creativity, make use of examples, and demonstrate reasonable awareness of alternative points of view.

4	The student demonstrates, with some gaps, secure content <b>knowledge</b> and understanding, some conceptual and contextual awareness and some critical, reflective thinking. Inquiry, investigative and technical skills are evident but not thoroughly developed. The student can <b>transfer</b> knowledge via some mostly descriptive analysis. Evaluative skills are limited, as is the ability to apply knowledge to new or difficult situations. <b>Communication</b> of learning is mostly accurate, structured and clear, with some detail, general use of appropriate terminology and with some attention to purpose and audience. Responses sometimes show creativity, and sometimes make use of examples or demonstrate some awareness of alternative points of view.
3	The student demonstrates basic content <b>knowledge</b> and understanding, with limited evidence of conceptual and contextual awareness. Inquiry, investigative and technical skills are evident but remain undeveloped. There is limited ability to <b>transfer</b> and apply knowledge to comprehend or solve new issues. <b>Communication</b> of learning lacks accuracy, structure and clarity, with limited detail, and a basic use of appropriate terminology. Responses show limited creativity and awareness of alternative points of view and limited attention to purpose and audience
2	The student demonstrates little content <b>knowledge</b> and understanding of the content, with weak comprehension of concepts and context. Inquiry, investigative and technical skills are lacking and there is difficulty with the <b>transfer</b> and application of content. <b>Communication</b> of learning is often inaccurate, with little structure and clarity, or detail. There is limited use of appropriate terminology and responses show little creativity, and awareness of context or audience. Alternative points of view are lacking or not clearly understood.
1	The student demonstrates very rudimentary <b>knowledge</b> or understanding of the content, with very weak comprehension of concepts and context. Inquiry, investigative and technical skills are not evident. There is no <b>transfer</b> and application of content. <b>Communication</b> of learning is rarely accurate or valid. Responses are confusing and lack structure, clarity, and detail. There is inadequate or inappropriate use of terminology and responses show lack creativity and awareness of context or audience. Alternative points of view are not evident.

## Grade 11, Grade 12

Students in grade 11 and grade 12 use the 7-1 achievement scale with slightly different descriptors. Students in these grade levels use the standard IBDP descriptors at each grade level. These [grade-level descriptors](#) are linked here.

## “NCR” LETTER GRADE – INCOMPLETE GRADE or NO CREDIT

Students with outstanding work due or whose teacher needs more time to assess a student’s achievement within a course will receive an “I” letter grade on the Report Card or Progress Report. No credit will be awarded until the student finishes the missing work or the teacher finishes assessing the student’s progress and an official grade for the term is awarded. An “I” will only remain on record for a period of 10 days after the reporting deadline. After such time it will be adjusted appropriately and according to the teacher’s professional judgment.

## [Middle & High School Reports & Reporting Timelines](#)

### Report Cards & Progress Reports

Official report cards will be issued at the end of each semester. Progress reports will be issued at appropriate times during the semester. Progress reports are for communication purposes only and will not be reflected on the final semester report cards or transcripts.

### Reporting on Student Progress (ISG Policy #1080)

It is the policy of ISG Jubail School to communicate on a regular basis with parents regarding student progress. We believe that effective teacher/parent communication enhances student learning and achievement. Teachers will inform parents as early as possible of any concerns they have regarding students and seek the support of parents in helping their children develop to their fullest potential. In addition, parents are encouraged to respond to the regular communications in reading records and homework diaries from their child’s teacher(s) to ensure a complete understanding of their child’s growth relative to their ability to achieve. **The most effective and expedient method of communication would be through the use of our data management system, Skyward.**

Transferring students with current school records and report cards may receive a combination of transfer credit if the current teacher/counselor determines that there is enough supporting data after their enrollment to Jubail. **They will not receive grades for transfer credits and the transfer credits will not factor into cumulative GPA.** Transfer credits will be determined on a student-by-student basis by the counseling department.

## Learning Reports

MS/HS Reports are available each semester, or roughly every 18 weeks. Ongoing assessments should be posted in Skyward teacher gradebooks as they are completed. This is to ensure parents have a clear updated indication of their child/ren's progress. Report comments are included on the report card for all students. Guidelines for report comments will be as follows:

Report comment guidelines:

- keep comments focussed on academic learning targets and achievement of the targets
- stay away from "I" statements
- only mention behavior as it relates to learning
- make sure the comment is congruent with the grade
- make comment student and subject specific - no general copy/paste statements
- generally positive, non-emotional, objective statements
- specific examples can be helpful
- make suggestions for improvement
- be constructive, show empathy with student
- student centered, demonstrate clear knowledge of student
- don't compare student to peers (~~she is the best student in the class~~)
- in general, comments need not be longer than 5 sentences
- there is a 750 character limit on all comments
- Assistant Principal will instruct how to grade students who arrived late (a letter grade or NCR). The same report comment guidelines will apply for NCR students.

Mid-Term "progress" reports (excluding comments) are used as a snapshot to give parents an update for areas of concern at mid-semester. They are required for all MS/HS students who are not achieving at the expected level (C- or below). Generally, with assessments being logged into Skyward regularly, parents need not to rely on Mid-Term progress reports as their only indication of their child's progress or difficulties.

## Standardized Testing Programs

To hold ourselves accountable to high educational standards, ISG Jubail School measures student learning on a consistent basis. In addition to curriculum based assessments such as end of unit tests and project based learning, student learning is measured through the Measures of Academic Progress (MAP) tests. MAP tests are given twice throughout the year to students in Grades 2-10. Results on these standardized assessments are shared with parents.

## High School

### Scholastic Aptitude Test (SAT) and PSAT

The SAT is the US college entrance test. This test is administered two to three times a year at ISGJ campus. Students in GR10 and GR11 take the PSAT as a precursor to the SAT.

This test is used for admission to colleges and universities around North America and Europe to determine admissions and acceptance. Some schools in Asia and schools around the world with US or North American affiliates use this as well to determine college acceptance.

### IB Examinations (IBDP)

Please reference the [IBDP Handbook](#).

## Homework Policy

[ISG Homework Guidelines](#)

## High School Exams

Semester and Final Exams must be taken during the scheduled time. Exceptions to this will only be made in cases of emergency and decided upon by administration. Students in Grades 9-12 core classes have required exams.

# STUDENT SERVICES

## Guidance & Counseling Services

The guidance counselors work closely with principals, teachers and learning specialists to provide support to all aspects of learning. Counselors provide individual, personal, academic and career guidance, small group sessions, and facilitate Advisory sessions (where applicable) devoted to social, personal and academic topics for students and faculty.

The counseling department can be approached by students and parents as needed. They are trained counselors and will be able to assist students in a multitude of dimensions as they traverse the challenges of school life. Most information discussed with the counselor remains confidential except for when a student engages in a behavior that presents clear danger to themselves or others or when such behavior violates the school's policies; school counselors are also required to report known or suspected child abuse or neglect.

The counselors are involved in the admissions process as well and conduct interviews, MAP and review standardized testing data for potential students prior to acceptance in ISG Jubail.

The High School guidance counselor specializes in college counseling, application and placement. The department utilizes a program called [Unifrog](#) to work with students and families in order to plan for higher learning acceptance and life after ISG Jubail.

## Middle and High School Advisory

The advisory program at ISG Jubail was implemented in order to build a sense of community. Small groups of students meet with an advisor daily and engage in fun activities, receive important information and engage in school-wide initiatives. It is a place where students are able to connect with both adults and their peers. The advisor offers support with academic issues and reinforces our mission, guiding principles and learning behaviors.

## Learning Support and EAL

### Elementary school

#### **EAL (English as an Additional Language) students**

The language of instruction throughout the school is English for the majority of classes. We recognize, however, that some students may have very limited spoken English, or in some cases, no English. For these students the school promotes an immersion programme, where students are in the classroom as much as possible to be exposed to the English language. Some grade levels have an additional support teacher to help students who require support in reading. These could encompass non EAL students. The school also completes the WIDA tests for students with new students to identify who is EAL.

In compliance with District policy, the school has developed criteria for considering all admissions. A student requiring EAL support will be admitted when the balance of factors mentioned below is favorable:

- The level of EAL support required from the specialist and the class teacher.
- Whether the overall school population is able to support further EAL students.
- Whether the class can support an additional EAL student.

In the upper elementary school years, limited English proficiency will affect the student's ability to engage with a curriculum that becomes increasingly more demanding in each successive year.

The school tries to accommodate as many students as possible. Each potential EAL student will be assessed on the criteria listed above. Admission decisions are always made in the best interests of the student and the existing student population. Classes will be created with the appropriate balance and mixture of learners.

### Middle and High School

It is expected that all of our students in middle school and high school can handle the academic workload. When, for whatever reasons, a student's overall academic performance drops below minimum expectations, that individual will be referred to a support team (counselor, any relevant learning support staff member, administration). An academic support plan may be developed to best support student learning. Academic support is not intended to be punitive, but to enhance your child's overall education performance.

## **Extended Learning Support and Considerations for Graduation Eligibility**

Students who are identified by support staff may remain with a learning plan provided from an external agency or prior school during High School; the student, parents and team will meet to discuss the intervention and the conditions of this placement and will stipulate the time frame in order for the student to return to a general standing. While a student is considered for this type of plan the student may forgo enrollment in certain elective courses and Global Language Courses in order to give the time and energy necessary for intervention and support.

Academic support staff may require supporting documentation; such as psychoeducational evaluations, in order to develop education plans that are targeted to their needs and provide the appropriate level of support.

It is the responsibility of the school to communicate and document the education plan and interventions to other educational institutions through report cards, as part of the withdrawal package or as a High School Diploma attachment.

### **EAL program**

The language of instruction throughout the school is English. We recognize, however, that some students may have very limited spoken English, or in some cases, no English. For these students a support program, English as an Additional Language (EAL), is provided by qualified EAL support teachers. Prospective EAL students will be assessed with a specific language screening test.

In compliance with District policy, the school has developed criteria for considering all admissions. A student requiring EAL support will be admitted when the balance of factors mentioned below is favorable:

- The level of EAL support required from the specialist and the class teacher.
- Whether the overall school population is able to support further EAL students.
- Whether the class can support another EAL student.

Students who wish to enter grades 9-12 who possess little or no spoken English are unlikely to be admitted. It would be difficult for such students to complete high school credits necessary to meet the high school graduation requirements without academic English language proficiency.

The school tries to accommodate as many students as possible. Each potential EAL student will be assessed on the criteria listed above. A student who is refused initially may re-apply at a later date. Admission decisions are always made in the best interests of the student and the existing student population.

Further details available through our [EAL Handbook](#).

## Library

### [The ISG Library Handbook](#)

The Victoria Assing Piña Library should be a place for MS/HS students to congregate and continue learning independently or under the guidance of a teacher. Students may be in the library before school, at breaks and lunch, and after school. The library hours are 7:30 a.m. - 3:30 p.m. **Students are not to eat or drink in the library or study room areas (water is permitted)**

MS/HS students are encouraged to use the three study rooms for quiet study or group work.

The Library should be a place for students to use in order to focus and improve their understanding or work together with teams to solve, create and innovate.

If a library book is lost or damaged, it must be paid for. Staff, students and parents are charged the same "Lost/Damaged" book fees. The chart below lists the assessed costs.

<b>Soft Cover Books</b>	=	<b>Total Cost of Book (+ VAT)</b>
<b>Hardcover Books</b>	=	<b>Total Cost of Book (+ VAT)</b>
<b>Reference Books</b>	=	<b>Total Cost of Book (+ VAT)</b>
<b>New Arrivals</b>	=	<b>Total Cost of Book (+ VAT)</b>
<b>Audio/Visual</b>	=	<b>Total Cost of Book (+ VAT)</b>
<b>Playaways</b>	=	<b>Total Cost of Book (+ VAT)</b>

Books cannot be checked out by a student while they have outstanding fees, and students must have a student ID to check material out. ***Likewise, report cards and student records will not be released until outstanding fees are paid.***

## Parent/Teacher/Student Conferences

Parent teacher conferences are held once each semester.

Additional Parent/Teacher conferences are encouraged and may be scheduled throughout the year at the request of either parents or teachers if there is a need or concern. Formal tests and examination scores are reported as they occur and are shown on Skyward.

## Textbooks, Supplies and School Equipment

The school provides many electronic items, textbooks, musical instruments and most instructional materials. Individual teachers will provide a list of additional items needed for their particular class.

Students are expected to demonstrate reasonable care of the facility and the equipment/materials of the school. Willful damage or destruction by a student will result in appropriate disciplinary measures. (ISG Policy #2035/50 applies.) A fee for replacement/repair will be levied. Parents are held liable for the actions of their children.

## Food

Students may bring a packed lunch from home, or they may purchase a boxed lunch from the cafeteria during their lunch breaks. Boxed lunches include one main menu item, one side (e.g. veggie/fruit/potato wedges), and a drink (e.g. milk/water/juice). Meals may be purchased with cash. A menu of what is available will be shared with students and parents via a weekly school email and on Seesaw at the end of each week. Classroom teachers will share the eating locations for your child.

Children need vitamins, minerals and other nutrients to help them grow, to learn and be active. A healthier student is more able at paying attention and does their best school work both inside and outside the classroom. As a result, we are encouraging students to eat a balanced, healthy snack and lunch at school.

For those who do provide snacks and lunches for children, please choose food and beverages that are low in fat and sugar and are minimally processed. Fruit and vegetables, low-fat dairy products such as milk and yogurt, and whole-grain foods including whole-wheat tortillas, bread, and cereal are encouraged. Lean meats, seafood (or alternatives for vegetarians), eggs, beans and pulses can also be added to ensure that there is a balanced spread in children's snack and lunch boxes.

Less-healthy food portions must be significantly smaller compared to the other food groups. Students who do have a larger portion of unhealthy options in their snack or lunch box will be asked to consume the items at home, to ensure

that we get the best out of the children in the classroom. With regards to drinks, the school promotes water as the preferred drink option, but if this is not possible then a low sugar content juice is an alternative choice.

Joffrey's will be open daily from 7:30 a.m. to 3:30 p.m.

Elementary students will not be able to drink carbonated drinks as part of their snack or lunch and are not allowed to purchase food or drinks from Joffrey's on regular school days.

Middle and High school students can purchase from Joffrey's. They are allowed to make purchases before school, during breaks, and after school only. Students may not make purchases during passing times. ES students are not allowed to order during the school day.

Deliveries of forgotten items (lunches, books, etc.) should be brought to the school front office. The office will see that items are delivered to your child at a time least disruptive to the classroom. The school understands that this can occur, but asks that this does not happen regularly.

**During regular school hours, students are not permitted to call in orders for delivery from outside vendors and restaurants.**

## Lost & Found

ISG does not accept responsibility for personal items brought to school. You are requested to label personal possessions with your child's name so that if found, we may easily locate and return to the owner. All articles found in the building, on the school grounds or left on the bus will either be placed in the Multi Purpose Room (MPR) in the 'lost and found' section, or if of value, will be handed in to the school office. If they remain unclaimed they are disposed of quarterly. Students in MS/HS are highly encouraged to lock valuables in designated lockers.



# STUDENT CONDUCT

## Expectations

### Elementary School

#### **Behavior and Student Discipline**

ISG Jubail faculty and students have always taken pride in conducting themselves to the highest standard. The ISG Jubail community is a devoted and consolidated group of students, parents and teachers who strive to work together for the benefit of the community. Discipline at ISG Jubail attempts to avoid punitive punishment for misbehavior. Common sense is the core value teachers attempt to instill upon the students. Administration and staff members alike strive to solve problems through positive dialogue prior to any other method of correction.

It is the school's decision that the following Positive Behavior Policy will enable the mission statement to be adhered to. Positive discipline is a fundamental condition for the effective realization of the school aims and objectives. The establishment of good standards of behavior is a whole-school responsibility of all staff and pupils together with parents.

The excellent relationships that exist between teachers and pupils, both in and out of the classroom, are conducive to learning and to the social and personal development of pupils so that each child has a growing sense of responsibility to self, to the school and to society.

ISG Jubail believes that the most effective way of achieving these aims is to encourage and praise **positive behavior**. The major aim for adopting a positive behavior strategy is to strive to create a growth mindset in all elementary students and ensure correct choices are made by students intrinsically in time.

#### **Expectations:**

- Mutual Respect: Students will demonstrate honesty, courtesy, and sensitivity towards all members of the campus community.
- Academic Integrity: Students will do their own schoolwork. Cheating and plagiarism are prohibited.
- Attendance: Students will attend their daily classes and arrive at school and class on time.
- Dress: Students will adhere to the ISG Jubail Dress Code.
- Electronic Devices: Students will only use electronic devices, including but not limited to laptop computers, for approved academic purposes.
- Aggressive behavior: Students will not participate in aggressive behavior or student-to-student physical contact. This includes play fighting.
- Bullying: Students will not tease or physically or emotionally intimidate other students. This includes online.
- PDA: Students will not engage in inappropriate public displays of affection.
- Campus Boundaries: Students will remain within the designated areas and facilities of the ISG Jubail campus and be under staff supervision at all times.
- Alcohol and Drugs: Students will not possess, use, or distribute tobacco, alcohol or unapproved substances at school.

It is the policy of the International Schools Group that while attending school, on the school grounds, attending any school sponsored function or while in any vehicle used for school related transportation, students are expected to conduct themselves in a manner which brings credit to themselves, their parents and the school. The school uses Skyward to log any issues that are deemed serious, that occur across the year.

#### Behavior charts

Persistent infringements may lead to a pupil being placed directly onto a Behavior Chart as created by the teacher for a definite period of time. Parents will be invited to discuss their child's behavior and the requirements of each section of the chart with the relevant teacher.

### Middle and High School

Students and staff have developed this set of characteristics together. Staff will re-enforce these lifelong skills through various activities. Students are encouraged to work toward learning and demonstrating these positive concepts.

It is the policy of the International Schools Group that while attending school, on the school grounds, attending any school sponsored function or while in any vehicle used for school related transportation, students are expected to conduct themselves in a manner which brings credit to themselves, their parents and the school.

ISG Jubail faculty and students have always taken pride in conducting themselves to the highest standard. The ISG Jubail community is a devoted and consolidated group of students, parents and teachers who strive to work together for the benefit of the community. Discipline at ISG Jubail attempts to avoid punitive punishment for misbehavior. Common sense is embedded in the approach teachers attempt to instill upon the students. Administration and staff members alike strive to solve problems through positive dialogue prior to any other method of correction.

However, certain misguided mistakes must require certain levels of follow through and consequence.

- **Mutual Respect** – Students will demonstrate honesty, courtesy, and sensitivity towards all members of the campus community.
- **Academic Integrity** – Students will do their own schoolwork. Cheating and plagiarism are prohibited ([ISG Academic Integrity Handbook](#)).
- **Attendance Punctuality** – Students will attend their daily classes and arrive at school and class on time.
- **Dress** – Students will adhere to the [ISG Jubail Dress Code](#).
- **Electronic Devices** – Students will only use electronic devices, including but not limited to laptop computers, for approved academic purposes. Phones and other hand-held devices should be used responsibly and locked away when not in use.
- **Fighting** – Students will not fight or engage in aggressive behavior which results in student-to-student physical contact. This includes play fighting.
- **Bullying** – Students will not tease or physically or emotionally intimidate other students.
- **PDA** – Students will not engage in inappropriate public displays of affection.
- **Campus Boundaries** – Students will remain within the designated areas and facilities of the ISG Jubail campus and be under staff supervision at all times.
- **Alcohol and Illicit Drugs** – Students will not possess, use, or distribute tobacco, alcohol or unapproved substances at school. This includes the use of electronic cigarettes and/or vaping.

## **Detention**

In the event that students find it difficult to adhere to school behavioral norms further action will need to be carried out. Detentions (lunch and/or after-school) may be a consequence of violating ISG policies and will be handed down by the school administration and teachers.

### **Teacher Administered**

Reason for detention is dependent upon the rate and severity of the infraction. Students that display any behavior that teachers determine are contradictory to the codes of conduct may assign a teacher administered detention period. The student will lose a privilege or be asked to refrain from taking part in an event. The faculty member will administer detention at the appropriate time. The Assistant Principal or designated disciplinary officer will be informed of the behavior and the action taken. The event will be logged into the Skyward Student Discipline Management Program.

### **Office Administered**

For a more serious infraction and/or a behavior that requires more attention based on the discretion of the supervising adult, the student will be sent to the office for detention. The parents may be notified about the detention by a letter, a phone call or email. Detention will take place in a designated detention room under the supervision of a member of staff. The infraction and the action taken will be logged in our Skyward Student Discipline Management Program.

Repetition of office administered detentions may result in a suspension.

## **Whole School**

*Suspension* - Repetition of office administered detentions may result in a suspension.

ISG District Policy #2050 states that a student may be suspended from school for the following:

- Behavior that constitutes a danger to self or to others.
- Hostile behavior characterized by prejudice, whether by race, gender, nationality or creed.
- Malicious avoidable damage to school, student or staff property.
- A continued pattern of incorrigible behavior, e.g. lying, stealing, and/or cheating.
- Possession, distribution or use of tobacco including the use of electronic cigarettes and/or vaping.
- For all suspensions, parents will be notified. The consequences of the action will depend upon:
- The level of severity of the behavior.
- The behavior/attitude record of the student.
- The student's attitude while discussing the inappropriate action.

Students on suspension may either be assigned an in-school suspension or an out-of-school suspension. Students are responsible for all schoolwork missed during suspension. This must be accomplished within a period of time equivalent to the suspension period. Students who receive a suspension may not be academically penalized and will be given time to hand in late assignments.

**Please Note: High School students that require suspension for any reasons may have this information requested from universities and colleges that students may be applying to. If information is requested, it is the school's responsibility to inform any university or college that requests this information.**

## Expulsion

ISG District Policy states that a student may be expelled from school for the following:

- Possessing, wielding, using or threatening use of a dangerous weapon
- Possession, distribution, or use of any illegal substance (e.g., alcohol or illegal drugs)
- Striking an employee (substitute or contracted) of the school
- Malicious damage to school, student or staff property
- Repeated suspensions
- Repeated academic probation
- Gross misconduct
- Criminal activity

## Expulsion Procedures:

Prior to the Superintendent making a determination to expel a student, the following steps will be conducted to ensure due process.

- The site administrator will conduct a thorough investigation and determine the level of responsibility of the individual student.
- The site administrator will meet with the parents and the student and inform them of the details of the investigation.
- The site administrator will inform the parents and the student of the recommendation for a pre-expulsion hearing.
- The site administrator may also explain the option of withdrawal prior to a pre-expulsion hearing.
- The site administrator will recommend the pre-expulsion hearing to the Superintendent based on the investigation. A pre-expulsion hearing will typically include the Superintendent, site administrator, student and parents or guardian. The pre-expulsion hearing will be held within seven (7) school days after the recommendation from the site administrator is received.
- If a pre-expulsion hearing is recommended the parents and student may request the Assistant Superintendent to listen to the parents and the student and explain thoroughly the options, such as withdrawal. This is only for the purpose of policy clarification.
- The student will remain on suspension while going through this process.
- At a pre-expulsion hearing, the Superintendent will listen to the evidence.
- Within 24 hours, a decision will be made and parents notified in writing. The Superintendent may uphold the recommendation or render a different decision.
- A student may withdraw at any time prior to the decision being announced.
- Notification of expulsion will be included in the student's permanent file.
- The decision of the Superintendent is final and may not be appealed.

An expulsion will be confirmed within 24 hours in writing to parent(s), and the Board President. The full Board of Trustees will be informed at its next meeting. Once expelled, a student will not be admitted to any ISG school.

***The administrative team has the option to choose consequences other than those stated as deemed appropriate to specific situations.***

## **Dress Code**

In accordance with the District Policy the following dress code has been established for students at ISG Jubail School.

Clothing worn during school hours should be clean, modest, in good taste and sensitive to the expectations of the host country. The below expectations are for all members of the community as well as the students. **Parents and faculty will note that these standards must also be adhered to when on campus.**

Teachers and other staff are to refer students who are in violation of the dress code to the counselor's or Assistant Principal office for appropriate disciplinary actions:

- First infraction will result in a change of clothes.
- Second infraction - change of clothes, counselor will inform parents and will issue a formal warning.
- Third infraction - change of clothes, meet with Assistant Principal, lunch detention
- Fourth infraction - possible in school suspension or possibility of being sent home for the day

The ISG Jubail Dress Code is the following:

- Clothing worn to school must be clean, well maintained (with minimal tears/holes), hemmed (not dragging on the floor) and loose fitting. Pants are to be no lower than hipbone level.
- Clothing with offensive and/or distracting pictures/words is not acceptable. Clothing that displays any pictures, symbols or language that represents violence, illicit drugs, or anything that would not be acceptable in the host country is not acceptable.

- Students are encouraged to bring caps and hats to wear during hot weather while they are outside, but may not be worn inside the school building.
- Shoes that pose a safety concern are not acceptable.
- Sleeves on shirts, blouses, and dresses must be conservative. Blouses and shirts must have a modest neckline and all clothing should not be made of see-through fabric. Blouses and shirts must not allow any skin to be shown in the midriff at any time during any activity.
- Students in all classes may wear shorts. Skirts, dresses and shorts must reach to the top of the knees for all students in all grade levels.
- Physical Education (PE): MS/HS students are expected to wear an ISGJ Physical Education uniform during PE. They are recommended to change into this prior to class and back into school clothes after class.

## Care of School Property

As part of their educational program, students are taught to respect and properly care for the school grounds, school and personal property including facilities, equipment and instructional supplies. Students, and by extension parents, are held accountable for loss of or damage to these items. Students who lose, damage or willfully destroy school property will be held responsible by the school administration.

ISG Jubail is a non-smoking campus.

## Middle & High School Areas

Middle and high school classrooms are located primarily in the main building in the middle and high school wing. There is signage with room numbers and staff names to help guide students. Middle and high school students are restricted from entering the elementary hallway and/or utilizing restroom facilities or water stations in the elementary hallway.

Before the start of school, middle and high school students are permitted to gather in the outdoor spaces (in front of the school, near and on the large pitch, and in the outdoor covered courts), in the MPR, the “watering hole”, the middle and high school hallways, and teacher classrooms (with permission from the teacher).

## Diversity

Students of all races and cultural diversity are represented in our student body. All students are expected to treat each other with dignity as they go through their day and all are encouraged to develop a respect for and an understanding of the contributions of all people in our world. Racial or prejudicial comments or remarks towards any member of the community will be investigated thoroughly and may be considered gross misconduct by the administration.

# ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES - SCHOOL TRIPS

## After School Activities

At ISG Jubail, we strive to offer our students a well-rounded, balanced learning experience that contributes not only to their intellectual development but also to their personal, social, physical, health, moral and emotional development. We are committed to offer a first class program that will allow an abundance of opportunities to all our students. We focus on the following categories of activities: skills, service, arts, activity-based and leadership.

The program helps promote a positive school spirit, motivates students and broadens opportunities for learning. Students who are involved in ISG Jubail's athletic programs or participating in an after school activity accept a lifestyle that supports ISG Jubail's Graduate Profile, which outlines a balanced life and service to others. Students becoming involved with sports or after school activities accept the responsibility and commitment associated with this philosophy and others outlined in the Athletics & ASA Handbook.

This commitment is in effect from year to year and is not only seasonal. The expectations listed apply to all student athletes and participants of after school activities on or off school property.

Student athletes and participants of after school activities expectations include:

- Taking accountability for their actions.
- Demonstrating values of responsibility, consideration and mutual respect.
- Demonstrating respect toward teachers, coaches, officials, opponents, spectators and other students.
- Using athletics as a method to enhance academic discipline and not a venue to create excuses.
- Completing missed assignments.
- Acting as a role model in and out of school.
- Caring for and returning all equipment.
- Arriving on time to school, meetings, practices and games.

Disciplinary actions include, but are not limited to:

- Warnings
- Detention
- Game suspensions
- Activity participation suspensions
- Dismissal from team or afterschool activity
- Conferences with parents, coaches, after-school activity sponsors and administration

Please note that the ASA program is NOT offered to Kindergarten 1 class students and is offered to Kindergarten 2 students from the second ASA trimester. Furthermore, the school provides transport at this time only for those who live within the Royal Commission (RC) area. Private transport for students who live outside the RC is required. Elementary school students must be picked up no later than 3:25 p.m.

Students are not to be at school without staff supervision.

## Transportation for After School Activities

School-provided transportation is available although it could be on modified routes (this is communicated at ASA times). Compound and private transport is arranged by families.

## Elementary school

An integral part of the child's education is not only what happens during the school day, but after school as well (ISG Policy #1045). After School Activities (ASAs) in a variety of interest areas are offered to students throughout the year. These begin at the end of the school day. Elementary school After School Activities run from 2:25 p.m. - 3:15 p.m., on Sundays, Tuesdays and Wednesday only.

## Middle and High School

### **Student Sponsored Clubs (various)**

ISG-Jubail desires to provide students the opportunity to pursue their own passions and interests. Students will be able to sponsor and start their own clubs under the guidance of our 6-12 staff members. Students must adhere to the guidelines and expectations of the Athletic and Activities Director, as well as ISG Jubail School. These clubs run

outside of academic instruction time (lunch and after school) and are meant to provide opportunities within and around our school and immediate community.

### **MS/HS Student Council**

Student council will be the driving council and voice of the student body. The Student Council is integral in working with faculty and administration in order to help improve ISGJ.

MS student council will operate under the guidance of a student council coordinator, a faculty member and work in coordination with the High School Student Council in efforts to build spirit within our community and strive to improve the school through intentional and dedicated service.

The High School Student Council is a key factor in student life at ISGJ. They are instrumental in the decision making on a number of key topics throughout the school year.

Student council will function as the oversight committee for all events and activities that are student related or generated. Any fundraising and activities will be submitted through a shared google form submitted to the Student Council for consideration and appropriate planning. The Student Council faculty representative will oversee decisions and accordance with school wide goals and procedures.

### **National Honor Society**

National Honors Society (NHS) is an organization that was created in order to promote and encourage enthusiasm for scholarship and character development. For more information please click on the link: [National Honor Society](#)

Students must be eligible to enroll into the NHS based on acceptance criteria outlined in the NHS website.

Acceptance will also be based on the teacher and administrative approval. Students who conduct themselves with high levels of service and integrity will be considered for enrollment into NHS and will be accepted each year in the NHS acceptance ceremony.

### **Week Without Walls (WWW)**

Week Without Walls (WWW) is a study trip and alternative learning experience. It is a chance for our students to engage in an active learning experience. The benefits the students gain from travel-based learning is substantial. As we move through our authorization to offer the International Baccalaureate Diploma Programme, ISG Jubail is making explicit connections to international mindedness and the IB CAS (Creativity, Activity, Service) program within the WWW framework.

Students have an opportunity to travel to a foreign country and experience learning in a different culture while engaging in some of the local activities and traditions.

The school also has local options that are based on alternative learning experiences on campus and around Jubail. Students must attend one or the other.

Study trips must meet very strict educational guidelines set by the ISG District. Learning and service are critical components of such trips. Student study trips are carefully chaperoned by at least two staff members.

### **Model United Nations**

Model United Nations is an incredibly dynamic club and great learning opportunity open to students in Grades 6-12. Student participants work to understand the complexities of our modern world and seek diplomatic solutions to global challenges. Through rich discussion and debate, students simulate experiences that closely mirror the functioning and purpose of the United Nations organization. The club fosters learning and awareness of current issues, but also serves to introduce and refine students' research skills and communicative effectiveness. Through local and international conference participation, student delegates collaborate with peers, engage in productive problem solving, and grow to appreciate and respect what meaningful dialogue can accomplish.

### **Yearbook Club**

ISGJ publishes a yearbook annually at the end of each school year. You may have an opportunity to hone your publishing skills, photography and writing abilities by signing up for this club. The yearbook faculty coordinator will work alongside in collaboration with students to put together a memorable student publication. This is a learning club that will allow students to collaborate and help celebrate and tell the ISGJ story.

### **Signing Up for After School Activities**

After school activities are offered three times during the school year. Emails will be sent to all parents to view the list of available activities on offer. Sign up opens at a specific date and time on SchoolsBuddy and spots are allocated on a



first-come-first-served basis. When spots are full, parents may request to have their child added to the activity and it is left to the discretion of the teacher to accept more students or not.

## **Middle and High School Athletics**

An integral part of the child's education is not only what happens during the school day, but after school as well. Athletics and After School Activities (ASAs) in a variety of interest areas are offered to students throughout the year. These begin at the end of the school day. Middle/High School After School Activities run from 3:10-4:30 p.m., and students leave school at 4:40 p.m. The school provides transport for a fee for those who opt-in and live within the Royal Commission (RC) area. Private transport for students who live outside the RC is required.

For questions concerning school activities, please contact the school office or the After School Activities Coordinator – Lucienne Jardinero.

The program helps promote a positive school spirit, motivates students and broadens opportunities for learning. Students who are involved in ISG Jubail's athletic programs or participating in an after school activity accept a lifestyle that supports ISG Jubail's Graduate Profile, which outlines a balanced life and service to others. Students becoming involved with sports or after school activities accept the responsibility and commitment associated with this philosophy.

### **Signing Up for Athletics**

Athletics are offered in middle school and high school for the U14-U19 students (under 14- under 19) age group, with some options available for U12. Athletics include volleyball, basketball, badminton, table tennis, track and field, cross country and soccer (football). The athletics programs run in seasons with several sports running in the same season. Announcements for signups will be sent via email to all parents and students.

## **Transportation During ASAs and Athletics Training**

School-provided transportation is available although it could be on modified routes (this is communicated at ASA times). Compound and private transport is arranged by families.

## **Attendance, Participation, Behavior**

It is not permitted for students to be on campus after school without supervision. Students are not to "hang out" without staff supervision. Students who violate this will be subject to school discipline or at risk of losing the right to participate in ASA's, athletics, tournaments or student club and/or social activities.

Students are encouraged to join in after school activities and be a part of our ISGJ growing community. Students are also encouraged to be after school if they are taking part in a club student event, or for a faculty sponsored special event. If they are staying after school and taking part in a faculty sponsored sanctioned activity they must be with the faculty sponsor in a designated location for said activity.

### **Student athlete and participants of after school activities expectations include:**

- Students take accountability for their actions
- Demonstrate values of responsibility, consideration and mutual respect
- Demonstrate respect towards teachers, coaches, officials, opponents, spectators and other students
- Students athletes use athletics as a method to enhance academic discipline and not a venue to create excuses
- Complete missed assignments
- Act as a role model in and out of school
- Care for and return all equipment
- Arrive on time to school, meetings, practices and games

### **Disciplinary actions include, but are not limited to:**

- Warnings
- Detention
- Game suspensions
- Activity participation suspensions
- Dismissal from team or afterschool activity



Conferences with parents, coaches, after-school activity sponsors and administration

### **Field / Study Trips**

At times there may be a trip scheduled for your child's class that relates to an area of study. All trips require parental authorization. If there is no parental authorization on file, the student will not be permitted to take part in any such activity. All field trips will be reviewed prior to going and recommendations from security or embassies will be taken into consideration before a decision is made. All parents will be notified of any trips with at least two days notice.

# HEALTH - SAFETY - SECURITY

## Illness & Injury

If a student is injured at school, he or she will be administered emergency first aid by the school nurse or a member of staff trained in emergency first aid procedures. Parents will be contacted in those cases that are serious enough to warrant notification. If the parents cannot be reached, then their emergency contact number(s) will be called. ***It is extremely important that you provide the office with several current phone numbers to contact.***

Children who become ill or show symptoms of illness are sent home as a protection to other students as well as themselves. A student with a temperature of 100° F (37.8° C) should remain at home until free of fever for 24 hours. Parents are always notified and asked to pick a child up if a health problem occurs. Parents are expected to develop an emergency plan in case they themselves are unable to pick up a child.

All first aid supplies are kept in the nurse's office and may only be dispensed by the nurse on duty. If a student brings medication to school it must be brought to the nurse with dispensing instructions from the parents. ***Under no circumstance is a student to self medicate.***

The common cold, chicken pox, pink eye and head lice are the most contagious health concerns in schools all over the world. ***Please do not send your child to school if there is any evidence of these problems or as long as they are contagious.*** Students found to be infected with chickenpox or pink eye will be sent home. A clearance from a medical doctor will be necessary for re-admittance to school.

Students found to have head lice/nits (dead or alive) will be also sent home for proper treatment. To eradicate the problem, bedding and personal effects will also need to be washed. Students returning to school will be checked before being admitted to class. The child will only be allowed to return to class after being checked and cleared by the school nurses. The school nurses will check the whole class of the concerned child, and will send an informative pamphlet home to parents. School nurses must provide information to students/parents/teachers about how lice are spread, emphasizing that adult lice require blood to live; once they fall off a person they die within two days. Prompt treatment and avoidance of sharing hats, brushes, hair ornaments, bedding, etc. minimizes spread.

Please review the [ISG Health Manual](#) for more information.

## Medication Storage

Any medications that need to be stored at school should be submitted to the school clinic along with the completed [Medication Permission Form](#) giving detailed instructions for administration. Prescription medications should have the pharmacy instructions attached. Any medications left unclaimed in the clinic will be discarded at the end of each school year.

## Health Concerns - Immunization Records

Our intention is to maintain updated immunization and treatment records for every student. The medical forms found in the registration packet are kept on file with the school nurse. Parents should notify the school nurse of any student who has an existing condition, such as allergies, asthma, or other medical or neurological conditions, so that we can better treat the child should the need arise. The school maintains a record of students who have existing medical conditions.

Notes from parents and/or physicians requesting excused absences involving PE classes must be turned into the nurse's office **via the class teacher**.

## Nurse's Office

A full-time nurse is on call and available during all regular school days. The nurse can be contacted by phone 966 9200 35003 ext. 499 or via email [isgjubail.nurse@isg.edu.sa](mailto:isgjubail.nurse@isg.edu.sa).

## Outdoor Activities and Recess

Outdoor activity locations are determined by the weather and air quality. The nurses' office monitors this daily, and according to the advice received, activities and recess may be held inside should it not be safe for students to be outside for longer periods of time.

## Emergency Drills

ISG Jubail has detailed emergency procedure documentation, which includes plans for fires, bomb threats, gas leaks, intruders, and disasters/ explosions.

Fire and building evacuation drills and lockdown drills are conducted periodically in an effort to instruct students in safety and evacuation procedures.

If we need to communicate with you during an emergency, ISG Jubail will contact you by phone, email and other means. Please keep your contact information up to date with our office to facilitate contact in the event of an emergency.

## Lockers

Lockers are the property of the school and are for use by our students. Students are expected to keep lockers clean, free of stickers and other decorations of a permanent nature. Lunch boxes, coats, sweaters, hats, textbooks and/or supplies may be kept in lockers. Students are assigned a locker from the counselor and/or advisory teacher during their first days of school. Students keep this same locker for the duration of their enrollment with ISG Jubail.

## Student Search

The Administration may search student bags at any time. If necessary, the Administration may ask for assistance from other staff members for the purpose of a student search. Book bags, purses or clothing may be searched if reasonable cause exists. Searches of personal items will be conducted in the presence of an adult of the same gender as the student being searched. If a search is conducted of book bags, purses or clothing, parents will be notified.

In the ES, open lockers/cubbies are the property of the school and are for use by our students. Students are expected to keep them clean, free of posters, stickers and other decorations of a permanent nature.

In MS/HS lockers are the property of the school and are for use by our students. Students are expected to keep lockers clean, free of posters, stickers and other decorations of a permanent nature. Lunch boxes, coats, sweaters, hats, textbooks and supplies are kept in lockers.

The school will issue locks to students in Grades 6-12. Students are not to bring their own locks. If your lock is lost, you must visit the office for a replacement and you will be charged for the new lock.

Specific lockers will also be assigned. If a change in locker is desired, speak with your counselor. You may not change lockers and locks without counselor's approval.

Middle and high school students are expected to keep their lockers locked at all times. The school assumes no responsibility for personal items brought to school. The school strongly encourages students to lock up any valuable or technical equipment all the time. **PLEASE LOCK YOUR MATERIALS AWAY. PLEASE DO NOT SHARE YOUR LOCK COMBINATION WITH ANYONE!**

For more information, please view [ISG Locker Policy](#).

## Parent Contact Information

At times, the school will need to contact parents, either individually or collectively, for up to date information about the school or your child. If your contact information has changed, it is extremely important that you provide the office with your new information to ensure your contact addresses are up to date on Skyward. It would also be helpful to provide several current phone numbers to contact, should the main number listed not be available.

## Photography Consent Form

As per the ISG enrollment contract, the school reserves the right to use the portrait, likeness or schoolwork of the child in connection with school activities or in publicizing the school. This includes use on official school social media outlets.

## Problems or Concerns

Parents who have problems or concerns regarding their child's education are asked to first talk with the classroom teacher. Many concerns can be resolved simply by scheduling a telephone call, a conference or classroom visit. Parents may schedule a meeting by contacting the teacher.

If a problem or concern continues, parents are asked to contact the Head of Department (HoD) for the relevant grade level for assistance on the matter. Should the matter still not be resolved or recurs again, the school administrator is to be contacted for assistance. The administrator will then inform the teacher of the complaint. If warranted, a conference will be arranged with the parent, teacher and administrator.

If there is an unprecedented breakdown in the parent school relationship, the District Superintendent may determine, in coordination with ISG Jubail Administration, to withhold eligibility for re-enrollment for the following school year. This may be the result of the continuous examples of dissatisfaction with the professionalism and integrity of the school.

## Identification

### Student IDs

All students are provided with Student IDs on admission to ISG Jubail. Students are expected to wear their IDs around their necks during school hours for easy identification. Replacement IDs are available from the Registrar's Office for a fee.

### Visitors - Volunteers - Guests

You are our partners in this most important task of educating your children. We encourage and appreciate your interest in your child's progress and learning experiences. You are welcome to volunteer your time in the office, classroom, library or nurse's room, etc. You are most welcome to visit the school but any voluntary placement will be away from your child's class, unless aiding in the supervision of a school trip.

We ask that parents consult with the classroom teacher and **make prior arrangements through the school office for a visitation**, so as not to disturb the class in session. Children are not allowed to bring other children (family or friends) to school as visitors unless it has been cleared at least one day in advance through the Principal. All visitors and volunteers are to sign-in at the school office before proceeding to the classroom.

Individual conferences with your child's teacher should be scheduled at least 24 hours in advance. Please contact the school office or your child's teacher by email to arrange to meet at a time convenient for all parties.

Adults can drop children off and can collect children but should not enter the classroom to visit their child throughout the school day. This is to ensure that the child remains settled in the classroom and ensures that the classroom is not disrupted. Should your child need collecting within the school day (either due to sickness or an emergency) then please contact the front reception so we can notify the classroom teacher, who will then help to get your child ready whilst you arrive. Parents are not to go directly to the classroom, but wait by the reception and only head towards the classroom only if authorized and accompanied by a staff member. Should teachers need you during the school day, they will contact you to make prior arrangements for this.

Children are not allowed to bring other children (family or friends) to school as visitors unless it has been cleared at least one day in advance through the Principal. All visitors and volunteers are to sign-in at the school office before proceeding to the classroom.

Individual conferences with your child's teacher should be scheduled at least 24 hours in advance. Please contact the school office or your child's teacher by email to arrange to meet at a time convenient for all parties.

In the interest of our children's safety, all volunteers, guests and visitors to school are required to sign in at the school office upon arrival. Parent volunteers must be pre-arranged with the school through our administrative assistant.

## ES Parties / Celebrations

On occasion, there may be a non - educational related class party during the school year for a special event or holiday. Treats that parents might supply for these events are to be arranged with the teacher with at least 48 hours notice and is subject to the teacher's permission. Cakes, individual or large, are the **only items permitted** and should not contain nuts. For those with allergies or beliefs that they cannot eat said item, an alternative must be given to those individuals. Happy Meals, pizzas, soda, candies or anything of a similar nature will not be allowed to be brought for non - educational related parties or celebrations. Non-educational related parties or celebrations can only take place either at the end of the school day for 15 minutes, or in the final 15 minutes of the last homeroom class, or 15 minutes

during a break or lunchtime. The choice of having a celebration and which time it is to occur in the above parameters is entirely at the teacher's discretion. When it occurs over break or lunchtime the children will be expected to **eat their regular snack or lunch first**, then the celebratory treat after.

Although many invites are now completed electronically, for those who do have physical invites for children for upcoming parties, these are to be organized by either parents or students and must be handed out either during break or lunchtime by the student or after school by the student or parents. Handing out invites will not be the responsibility of the teachers and should not occur during class time.

## Transportation

For those that opt-in and pay the requisite fee, transportation to and from school is provided for students living in the Bechtel/Royal Commission Area. The school's learning assistants serve as monitors on buses for the additional safety of the children. Students living outside the RC must make their own arrangements to and from school.

Students who ride on regular school bus routes are required to behave in a responsible fashion while riding the bus. Seat belts must be worn when they are available. For the safety of themselves and others, students must remain in their seats while the bus is moving and students will be asked to keep their voices down. If students have difficulty in complying with the bus monitor's requests, their names will be reported to the office and their names will be logged appropriately. The school has the right to suspend or expel students from riding the bus if unsuitable behavior persists. Common sense and respect are two important qualities to keep in mind while riding a bus full of people through Saudi Arabian traffic and roads. The highest level of respect and courtesy for the bus monitor, the driver and one another is of the utmost importance to ensure a safe and enjoyable ride to and from school each day.

The school is not responsible for compound-provided buses. However, the school strongly recommends that parents with students bussed by compound vehicles arrange supervision schedules amongst themselves. This would be in the best interest of the school and for the safety of the students.

Any requests to temporarily change bus arrangements should be made in writing and forwarded to the school's administration or the front office PRIOR to the anticipated change. If your child or children are not attending classes for a given period of time due to illness, vacation or any other reason, please phone the school office so that the bus driver and monitor can be informed.

If for any reason your child should happen to miss the morning bus, the parents will need to provide transportation for their children to school on that day. If a student should happen to miss the 2:20 or 3:25 (on Tuesdays) bus for elementary school, the parents will be notified and they will have to come to school to collect their child.

School transportation is available to all students for trips, visits and school related business.

Please visit our [Transportation](#) document for more information. Please ensure that your vehicle has the appropriate 2025-26 vehicle sticker - [follow this link for the process](#).

If students wish to drive themselves to school they are permitted to park on the school premises. The vehicle must be registered with the school security office and must have an access decal placed inside the vehicle. The student must also provide an official Saudi drivers license in order to drive onto campus.

The timetable below shows the bus arrival and departure times for KG1 - Grade 5 students:

TYPE	SUN	MON	TUE	WED	THU
Morning Regular Bus Arrival	07:30	07:30	07:30	07:30	07:30
Afternoon Regular Bus Departure	2:40	2:40	2:40	2:40	2:40
Afternoon ES ASA Bus Departure	No ASAs				
Afternoon MS/HS ASA Bus Departure	No ASAs				



# TECHNOLOGY

## Technology Use Agreement / Contract

[ISG Technology Use Agreement](#) - By signing the ISG Enrollment Contract, there is an agreement to meet the requirements and expectations of the Technology Use Agreement. This is required for every student to be enrolled at ISG and should be returned to the registrar.

## Technology in Class (Elementary school)

The school has a number of portable classroom laptop carts and access to tablets. Classes and individual students have access to computers and computer technology on a regular basis. High-speed internet is available for students to use in connection with course study. The primary objective of the technology department is to prepare students for their lives as adults in this communication & information age.

## Bring Your Own Device Program

Students in grades 5-12 are required to Bring Your Own Device (BYOD). Please visit the [ISG Technology Use Agreement](#) for comprehensive information, requirements, and specifications of devices.

## Learning and Communication Platforms

Students will receive a separate email containing log-in information for their student Gmail account and Skyward access once they are fully enrolled at ISG Jubail. Parents will also receive information about their Skyward account access and parent Gmail account.

### Parent Gmail Account

ISG provides each family with their own ISG Gmail address upon enrollment. One email address is provided per family, regardless of how many children attend an ISG school. ISG provides families with an ISG email address to ensure that emails are not blocked, labeled as spam, or sent to inactive or inaccurate accounts.

### Student Gmail Account

ISG Dammam will use only students' official school emails, not personal emails when communicating with students. Students will have access to all student and staff emails via their official school Gmail account.

### Google Classroom

Teachers will post lessons and resources on Google Classroom. Students will access their Google Classrooms through their school email accounts. You will receive Google Classroom information once your child is fully enrolled. Parents are encouraged to enter their details as "guardians" to receive an email summary of activity in Google Classroom for their child/ren.

### Seesaw

Seesaw is used with elementary students. Teachers will invite your child and you as parents to your child's personalized portfolio. This information will be provided once your child is fully enrolled.

### Skyward

Skyward is the student management system used at ISG Dammam. Parents will be able to monitor their child's progress in classes. Skyward access for students is only available to students from 6-12. Students will receive an individual email with login details and a step-by-step guide on how to access the Skyward account. Parent access to Skyward is available from K-12.



## Mobile and Electronic Devices

### **Elementary School**

Elementary students are not to bring personal items or toys, such as iPods, tablets, portable music players, video games, smartphones or cell phones etc. to school unless they have permission from their homeroom teacher. If a student or family feels it is necessary for them to bring a hand-held communications device to school, they may only use it before and after school or during break times under the teacher's supervision. If students need to make a phone call they must visit the front office to use the school phone. All calls will first need to be approved by the school receptionist prior to the call being made.

For educational purposes under the teacher's supervision, mobile phones are permissible. If permission is granted to bring a special item to school by the homeroom teacher, it is still the responsibility of the student to ensure it remains safe.

### **Middle & High School**

Students in Grades 6 -12 may bring other electronic items to school for use during their bus rides and for use before and after school.

These items should not be in use during class time unless instructed or authorized to do so by teaching personnel. When not in use, students should store their equipment in their lockers or in their school bags. Any item brought to school by any student unless for a specific classroom purpose will be the sole responsibility of the student. ISG Jubail will not take responsibility for any item of value that is brought to school that becomes damaged or lost.

Hand-held communication devices may only be used at appropriate times (e.g. during break time). ISG Jubail is not responsible for any replacement costs for items that are lost or stolen while at school. For educational purposes under the teacher's supervision, mobile phones are permissible.

If students need to make a phone call they must visit the front office to use the school phone. All calls will first need to be approved by the school receptionist prior to the call being made. If students wish to make a phone call with their own phone they must seek approval from a staff member of ISGJ.

## School Telephone Use

Students may use school phones only for emergency calls and only with permission from the student's classroom teacher. Children will be summoned to the telephone only in the event of an emergency. The school office will be informed about the nature of the call prior to allowing the call to be placed.

Ordinarily, students will not be permitted to call home for forgotten items, or to remind parents they are staying for an after-school activity.

## Digital Citizenship

Throughout the academic year, students will receive a grade/age appropriate training in digital citizenship. The primary arena for this information will be students assembly and advisory periods.

## Personal Property

Any item brought to school by any student unless for a specific classroom purpose will be the sole responsibility of the student. ISG Jubail will not take responsibility for any item of value that is brought to school that becomes damaged or lost.

In the event of a student bringing an inappropriate item to school, it will be confiscated and placed in the school office for collection at the end of the school day. If there is a repeat of the incident, the object will be taken and kept in the school safe until the parents come to collect the item. The school is not responsible for any banned equipment brought to school without permission from a teacher.