



# Middle School Handbook 2025-2026

# | Table of Contents

<b>Principals' Welcome</b>	<b>6</b>
<b>Day Schedule</b>	<b>7</b>
<b>2025/2026 KAUST School Administration &amp; Teaching Staff</b>	<b>8</b>
Administration	
Middle School Teachers and Staff	
<b>THE TKS Approach</b>	<b>10</b>
Mission	
TKS Values in Action	
<b>Student Expectations</b>	<b>11</b>
<b>Academics</b>	<b>12</b>
Inclusive Principles	
IB Middle Years Programme	
Subject Overview	
Standards Alignment	
Core Block	
<b>Student Wellbeing</b>	<b>14</b>
Developing Social Competence and Positive Behaviour at TKS	
Advisory Program	
Advisors	
House System	
House names and colors:	
Student Health	
Medication	
Illnesses during the day	
Communicable Illness	
School Counseling	
The Pulse Survey	
Healthy Student Relationships	
Inclusion/Anti-bullying	
<b>Behavior Expectations/ Code of Conduct</b>	<b>18</b>
Appropriate Behavior at TKS	
Appropriate Dress at TKS	
Dress Code and Female only Physical and Health Education	

<b>  Appropriate Technology Use at TKS</b>	<b>20</b>
TKS Issued Laptops	
Device Care	
Damaged, Stolen or Lost Devices	
Mobile Electronic Devices	
Social Media	
<b>  Academic Integrity at TKS (6-10)</b>	<b>21</b>
TKS Consequences	
<b>  Supporting Our Behavior Expectations</b>	<b>23</b>
Maintaining a positive environment	
Philosophy	
Process to address inappropriate behavior	
Procedures related to student complaints and requests for appeal	
<b>  Attendance</b>	<b>26</b>
Punctual Attendance	
Absences	
Leaving school early / arriving at school late	
Reporting Absence	
Accumulated Absences	
<b>  Parent Expectations</b>	<b>27</b>
Home School Communication	
Contacting Your Child’s Teacher	
Communicating Concerns	
Reporting	
Transfers and Withdrawals	
Class Placement	
Health Records	
Immunization	
Care Plans	
<b>  Promoting Academic Success</b>	<b>28</b>
Managing Homework and Student Independent Work	
Time Guidelines	
Strategies for Success	
<b>  Technology Use and Parent Responsibility</b>	<b>30</b>
<b>  Student and Parent Access To Campus</b>	<b>30</b>
<b>  Student Opportunities</b>	<b>30</b>
Service	
Activities & Athletics	
Eligibility Policy for Participation in Athletics and Activities	
Athletics and Activities Agreement Form	

<b>  Student Support</b>	<b>32</b>
TKS Statement of Inclusion	
Student Support Services Continuum	
General Education Instruction	
English Language Learning (ELL)	
Learning Support Service at TKS	
Intensive Needs Learning Support (Tier 3+) at TKS	
Personalized Pathways	
Speech and Language Therapy	
Occupational Therapy	
The Talent and Enrichment Program at TKS	
Students with additional support needs after enrollment	
Structure of the Student Support Department	
<b>  Celebrations and Student Life</b>	<b>34</b>
Assemblies and Celebrations	
Certificates of Recognition	
Student Organizations	
Trips	
<b>  The International Baccalaureate Middle Years Program (MYP)</b>	<b>36</b>
Learner Profile	
Assessment In The MYP	
IB Grade Descriptors	
<b>  MYP Program of Studies</b>	<b>38</b>
Language & Literature (Arabic, English)	
Language Acquisition (Arabic, French, Spanish)	
Mathematics	
Sciences	
Individuals & Societies	
Physical & Health Education	
The Arts	
Design	
<b>  Appendix (Definitions)</b>	<b>42</b>
Academic Monitoring	
Attendance Notification	
Behavior Probation	
Suspension	
Expulsion	
Action	
Approaches to Learning (ATL)	
Assessment	

Concepts

Inquiry

Learner Profile

Learning Goals

Personalized Learning

Real World Contexts (Transdisciplinary Themes and Global Contexts)

## | Principals' Welcome

August 2025

Dear Students and Parents,

We welcome you to the KAUST Middle School (TKS - MS).

We are pleased to be able to support the KAUST community by providing quality education for our families. We believe that the International Baccalaureate (IB) programmes, with their focus on inquiry-based, multi-disciplinary learning and a holistic approach, benefit our students. The IB emphasis on diversity and an appreciation of multiple perspectives also suits our international community well. We are concept-driven, inquiry-based, and standards-aligned. Your children will be challenged academically by expert teachers who believe in the potential of all students to learn and who facilitate investigation, personal reflection, growth, and positively impacting one's community and the world..

The purpose of this handbook is to acquaint students and parents with the expectations of TKS and of our Middle School in particular. It provides an overview of our academic program, our school community, and our policies and procedures, along with student and parent expectations essential to the smooth operation and enhancement of our community.

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

Sincerely,

Dr. Ronald Lalonde  
Middle School Principal  
ronald.lalonde@thekaustschool.org

Lucy Allsopp  
Associate Middle School Principal  
lucy.allsopp@thekaustschool.org

## Day Schedule

TKS MS Schedule 2025 - 2026			
Sunday, Monday, Wednesday, Thursday		Tuesday	
Advisory	7:50 - 8:00	Advisory	7:50 - 8:00
Passing	8:00 - 8:05	Passing	8:00 - 8:05
Block 1	8:05 - 9:15	Block 1	8:05 - 9:05
Passing	9:15 - 9:30	Passing	9:05 - 9:15
Block 2	9:30 - 10:40	Block 2	9:15 - 10:15
Break	10:40 - 11:00	Passing	10:15 - 10:30
Block 3	11:00 - 12:10	Advisory	10:30 - 11:00
MS LUNCH	12:10 - 12:55	Passing	11:00 - 11:10
MS CORE	12:55 - 1:50	Block 3	11:10 - 12:10
		Passing	12:10 - 12:20
Passing	1:50 - 1:55	Block 4	12:20 - 1:20
Block 4	1:55 - 3:10	Staff LUNCH	1:20 - 2:00
Office Hours	3:10 - 4:00		

## 2025/2026 KAUST School Administration & Teaching Staff

### Administration

Position	Name
TKS Director	Michelle Remington
MYP Coordinator	Michele McLay
Director of Student Support	Zachary Berezowski
Activities Director	James Leeper
Director of Admissions	Leigh Martin
Educational Technology Director	Sheldon Bradshaw
Office Coordinator	Claire Atkins
Receptionist/ Attendance Coordinator	Lailatul Rosly

Position	Name
Principal	Ronald Lalonde
Associate Principal	Lucy Allsopp
Pedagogical Coordinator	John Simpson
Pedagogical Coordinator	Elizabeth Swanson
Counselor	Nancy Remondi
Counselor	Adam Kuestermann
TKS Registrar	Ziyad Khateeb
Health Office	Rana Bahamdan

### Middle School Teachers and Staff

We encourage frequent communication between home and school. The appropriate way to contact any of the teachers is via email. Parents may also make appointments with teachers by calling the School Reception at 808-6703.

Subject	Head of Department	Teachers	
<b>Arabic Language and Literature</b>	Abdelgani Shadeed	Rima AlKurdi	
<b>Arts</b>	Deborah Paul (Visual Arts)	Eduardo Regula (Music) Jill Hire (Drama) Robin Banks (Visual Art)	Marchelle Dickinson (Mu) James Waterkotte (Mus) Padraig Downey (Drama)
<b>Design</b>	Nathaniel Erickson	Chileshe Chisulo	Jon Denhartigh
<b>Integrated Humanities</b>	Ashley Quinn	Aislyn Lee Angela Campbell Anna Erickson	Danielle van Rooyen Laura Bradshaw Jorge Duran

		Daniel Patrick	Amanda Waterkotte
<b>Language Acquisition</b>	Tatiana Modrisan	Celine Dary (Fr) Laura Castro Sanchez (Sp) Tatiana Modrisan(Fr/Sp) Marie Lery (Fr)	Rima AlKurdi (Ar) Shorooq Alhazmi (Ar) Dena Al Saud (Ar)
<b>Islamic Studies</b>	Shorooq Alhazmi	Rima AlKurdi	
<b>Library Media Specialist</b>	Andrea Bravin	Anjiao Wu	
<b>Mathematics and Science</b>	Michael Grouette	Chelsea Young Jason Martin Emma Carroll Ingeborg Van Schalkwyk	Michelle Dunham Scott Stewart Steven Hubbard Timothy Prueter
<b>Physical &amp; Health Education</b>	Tomas Bohorquez	Jane Mycroft Renee Bellavance	Trevor Diggs
<b>Technology Integration</b>	Sheldon Bradshaw	Richard Jaberzadeh (Systems Specialist)	
<b>Learning Support</b>	Nour Arkadan	George Sittlinger James Daum	Samantha Pryce Rodnella Turner (T&E)
<b>Substitute Teachers</b>		Anusha Ramesh Raluca Melinte	
<b>Teaching Assistants</b>		Tamar Condat (Design) Margarita Bravin (Art) Roland Agnero (PHE) Anjiao Wu (Library) Badriah Al-Ghamdi (Arabic and Islamic Studies)	Sushma Patil (Science) Assel Bimurzayeva (LS) Jennifer Garcia Gonzalez (LS) Amal Alrefaei (LS) Mariana Dussin (PHE)
<b>Coordinators</b>			
<b>Service as Action</b>	Lucy Allsopp		
<b>Grade Level Team Leaders</b>			
	<b>Grade 6</b> Michelle Dunham	<b>Grade 7</b> Renee Bellavance	<b>Grade 8</b> Chelsea Young

## | THE TKS Approach

We are guided by the TKS Mission, TKS Values, TKS Approaches to Learning, and the International Baccalaureate Learner Profile to create and sustain exemplary learning and development opportunities for middle school students.

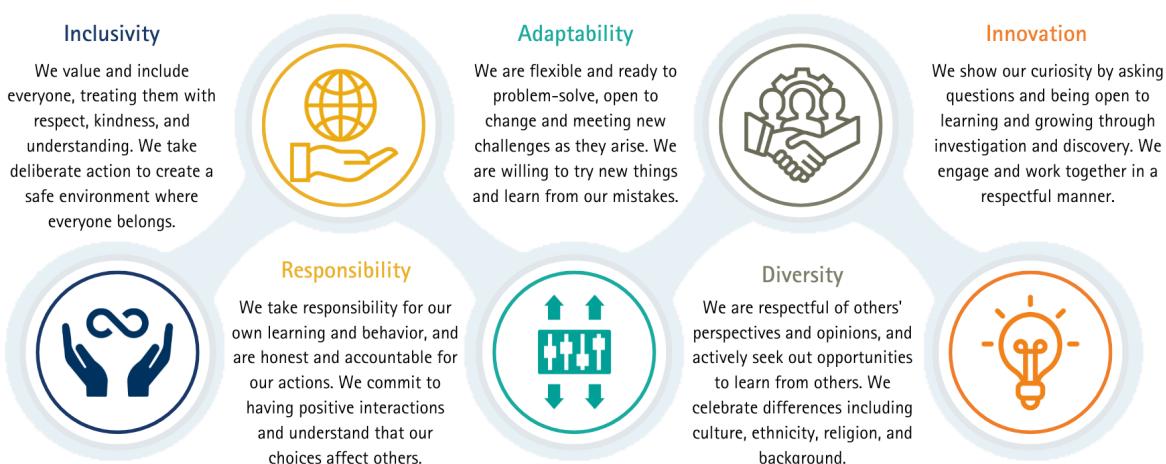
### Mission



## TKS Values in Action



## TKS Values in Action



## | Student Expectations

The table below represents, in practical terms, the levels that students need to maintain in order to remain in good standing at the KAUST School:

A TKS Student in Good Standing		
Academic	Behavior	Attendance
All subjects assessed at 3 or above, or Satisfactory attainment of a personalized goal pathway	No Category 2 or 3 infractions	90 % or above
If not maintained . . .		

Academic Monitoring	Behavior Probation	Attendance Notice
<p>The interventions above are arranged between the student, parents, and the school. Details regarding these procedures are outlined in the appendix of this handbook. Success in these measures depends on active engagement by the student, parents, and school personnel in addressing any recommendations. Continued academic disengagement, behavior issues, or attendance issues may result in expulsion or non enrollment in TKS.</p>		

## | Academics

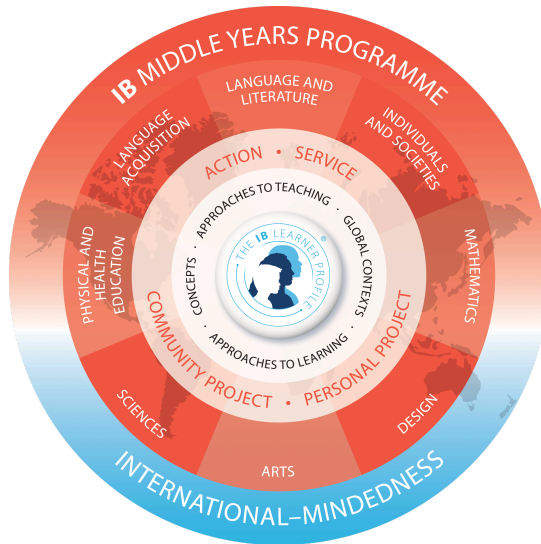
### Inclusive Principles

One of our unique strengths is our outstanding school community. It is a place where all members of the community go out of their way to ensure a sense of belonging and provide support when, and whenever, it is needed. To this end, we strive to follow these inclusive principles when approaching student’s academic and social development:

- A **strengths-based approach** with a focus on what students can do
- All students are **general education students first**, regardless of any support received
- Providing all students access to the curriculum is a primary responsibility of **all teachers**
- **Differentiated instruction** is at the heart of all proactive and effective teaching
- **Promoting independence** through teaching skills in learning how to learn and self-manage
- **Promoting self-esteem** through high expectations, respectful discourse, and celebrating success
- A continuum of services that allows for a **flexible service delivery model** with a focus on individual student needs and allows an education for **whole families**
- Instruction is provided in the **Zone of Proximal Development**, where appropriate levels of challenge allow students to achieve without feeling frustrated or bored

### IB Middle Years Programme

The TKS Middle School comprises the first three years of the five year IB Middle Years Program (MYP). Details of the MYP program, learner profile, and subjects studied are included toward the end of this handbook.



### Subject Overview

In each year of Middle School students must complete six full year subjects:

- Individuals & Societies
- Language & Literature
- Mathematics
- Science
- World Language
- Physical & Health Education

In Grade 6, students also work through semester long courses in:

- Design
- Music
- Drama
- Visual Arts

(Grade 6 Students also have the option to select Islamic Studies as a course running 1x per week during CORE period)

In Grade 7 & 8 students select from semester long elective courses in:

- Islamic Studies
- Design
- Music
- Drama
- Visual Arts

(Students may choose a year long course of Design, Choir, or Band.)

### Standards Alignment

At TKS we align our IB curriculum with internationally recognised standards.

Educational standards help align what students learn, how they are taught, how they are assessed, and how education is governed and evaluated. They help educators align teaching materials and content with established learning objectives. They help to set targets, monitor achievement and develop programs that support and improve student learning. They play a crucial role in improving the quality and consistency of education while promoting accountability and transparency in the process.

Subjects	Standards
Mathematics, Language & Literature, Language Acquisition	American Education Reaches Out (AERO)
Science, Design	Next Generation Science Standards (NGSS)
Arts (Visual Arts, Music, Drama)	National Core Arts Standards (NCAS)
Individuals & Societies (I&S)	College, Career and Civic life (C3)
Physical & Health Education (PHE)	Australian Curriculum Assessment and Reporting Authority (ACARA)
Guidance/ Counseling	ISEL Framework (International Social Emotional Learning)

### Core Block

Grade 6 - 8 students have CORE Block 3 times a week on Monday, Wednesday, and Thursday. This time is designed to provide students choice for support, engaging activities, clubs, or enrichment. Students are expected to make CORE choices for the week on Sunday. They may be requested and booked to attend a particular CORE support class by teachers. CORE block on Sunday and Tuesday is allocated to our Advisory Program.

## | Student Wellbeing

### Developing Social Competence and Positive Behaviour at TKS

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

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

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

### Personal Growth and Development:

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

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

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

### Advisory Program

All Middle School students belong to an advisory group of their grade level peers. Advisory serves as a structure for a relatively small group of students to meet daily with a faculty Advisor. Each day our Middle School begins with an important ten minute wellness check-in and organization session. On Sundays and Tuesdays, during our longer Advisory sessions, students and advisors explore issues of growth, reflection and community, facilitated by our ISEL aligned curriculum developed by our Middle School Counselors and our Advisory Committee.

**Class meetings, student-led discussions, activities, social action, and reflection** are the ways in which we work together to strengthen Approach to Learning (ATL) skills.

## Advisors

Advisors can be one of the first 'go to' adults when students have academic, social or emotional questions or concerns. Advisors also take on an advocacy role for students when needed. Often the advisor helps by linking the student with a teacher, counselor, or administrator who can offer specific support. The advisor serves as a communication link for parents, as the advisor is someone who will know the student well. Further details can be found in the advisory section.



## House System

All TKS students are enrolled in one of four 'Houses' that together comprise the TKS House System. All siblings across the three school campuses join the same House. The aim of the House System is to foster friendships across age and cultural groups, promote acts of service to school and community, and to enhance a student's sense of identity and belonging. This is done through school wide, divisional and grade-level events. House activities may be organized and led by students elected to represent their House and guided by faculty.

### House names and colors:

- **Hydra** (Green) the Water Serpent – ARABIC: Ash-Shuja'a - The Brave
- **Orion** (Orange) the Hunter – ARABIC: Al-Jabbar - The Giant
- **Pegasus** (Yellow) the Winged Horse – ARABIC: Al-Faras Al-A'adham - The Winged Horse
- **Aquila** (Blue) the Eagle – ARABIC: Al-'Okab - The Eagle

## Student Health

KAUST Health has a health clinic inside the school. Students who become injured or sick during the school day will be referred to the nurse for initial treatment. If more than minor care is required, parents will be called. In a medical emergency, the student will be taken directly to the main KAUST Health clinic for treatment and parents will be notified.

## **Medication**

The nurse can issue over-the-counter medication as listed in a student's health record. If a student requires medication, either regularly (i.e. asthma, bee stings, or other allergies), or short term (recovering from infection with antibiotics), parents are asked to contact the school nurse and to complete the Medication Authorization form and to bring the medication in its original container with prescribed directions to the nurse's office.

## **Illnesses during the day**

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

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

## **Communicable Illness**

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

## **School Counseling**

TKS takes a holistic approach to student welfare and achievement. There are two counselors in the Middle School who support students in a variety of ways on a broad range of topics. Our Counselors develop and support our International Social Emotional curriculum, they counsel Administration and Team Leaders regarding developmental and counseling issues, they administer the Pulse Survey, and they lead campaigns for healthy relationships and healthy development. Students are welcome to visit a counselor when they wish. Counseling may also be recommended by a teacher or the Principal. In addition, TKS has an educational psychologist on site.

## **The Pulse Survey**

The Pulse Survey is a set of questions administered to students by our counselors aimed at gathering data relevant to their overall well being and school engagement. As the term "pulse" suggests, the survey is carried out periodically in order to understand student perspectives and trends on subjects such as class culture, communication and relationships, and the overall school environment. The data allows counselors to follow up with students or to bring forward general trends and patterns to teachers and teacher teams.

## **Healthy Student Relationships**

Through our Advisory Program, counselor-led assemblies, and themed weeks, our counselors work with our students and teachers to develop awareness of healthy student relationships, and to promote kindness and

inclusive behaviors. Our student leadership groups (PALS, Ambassadors) have an active and ongoing role to play in supporting the values of TKS and leading and promoting these awareness campaigns.

### Inclusion/Anti-bullying

Students in our school have the right to feel safe. Bullying and harassment disrupt learning and may create anxiety and fear in students. We value the diversity and uniqueness of our students and so we take steps to promote inclusion, we raise awareness about harassment and bullying, and we provide avenues for students to mediate conflict, and to report unkind behavior.

When students are engaged in physical violence, verbal aggression, social aggression (spreading rumors, embarrassing someone), and online aggression administrators or teachers will take action in line with our **Code of Conduct** to eliminate the disruption to other students, to involve parents, to administer school consequences, and to help students repair damaged relationships and act safely and responsibly (See **Supporting Our Behavior Expectations**, below)

As part of **Inclusion Week** activities, students are asked to reflect on how we can apply our school values in the actions we take with our peers. We encourage students to be inclusive, to avoid bullying and harmful ways to deal with conflict, and we encourage those who witness hurtful behavior to go beyond being bystanders to report and get help for their peers.

**AS A STUDENT OF THE KAUST SCHOOL I AM COMMITTED TO:**

- TREAT OTHERS WITH RESPECT, KINDNESS, AND TRY TO INCLUDE OTHERS.
- HAVE COMPASSION AND AVOID BULLYING OTHERS.
- HAVE THE COURAGE TO NOT BE A BYSTANDER.
- HELP OTHERS BEING BULLIED AND TO REPORT BULLYING.
- BEHAVE RESPECTFULLY AND INCLUSIVELY TOWARD OTHERS ONLINE.

NAME: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_



## | Behavior Expectations/ Code of Conduct

### Appropriate Behavior at TKS

How we treat one another:

- Students are expected to be **ENGAGED** in any TKS learning environment (from class to CORE to assemblies), abiding by classroom expectations, avoiding distractions, listening to their teachers, and refraining from disrupting others.
- We expect students to be **HONEST**, and respectful of everyone else's belongings.
- We expect students to be respectful of everyone's **PHYSICAL AND EMOTIONAL SAFETY** and demonstrate **RESPECT** toward all cultures and nationalities. We do not tolerate **bullying** or name calling or intimidating behavior toward others.

- We expect students to demonstrate **GOOD MANNERS, PUNCTUALITY, AND CONTROLLED AND CONSIDERATE BEHAVIOR** at all times. This expectation applies to our hallways and common spaces in which students are expected to maintain a calm and respectful environment in which all feel safe and comfortable.
- We expect students, at all times, to use **RESPECTFUL LANGUAGE** with each other and with those in our extended community, no matter what language one speaks.
- We expect students to be respectful of **SCHOOL PROPERTY** and **EQUIPMENT**.
- We expect students to exhibit **SAFE BEHAVIOR** at all times in the KAUST community, with others, with themselves, and also when using our technology. This means no alcohol, drugs, vape apparatus, or tobacco products.
- Students are expected to be **PUBLICLY APPROPRIATE** in their relations with each other, keeping the good of the community at heart and being respectful of our host culture. We avoid public displays of affection. Kissing, romantic hugging and holding hands are not appropriate at school. A kiss or hug between family members when greeting or parting is appropriate.
- Appropriate behavior in assemblies includes focused, respectful listening and enthusiastic, sincere clapping at appropriate times.
- Expectations for good sportsmanship also pertain to those watching and supporting the athletes. Those in the stands and on the sidelines play important roles as ambassadors for TKS and as models of respectful behavior. Appropriate behavior includes respectful, enthusiastic, sincere cheering, clapping and encouragement for all teams involved.

### Appropriate Dress at TKS

TKS does not permit students to sport clothing, hairstyles, jewelry or makeup that distract or interfere with the social and learning climate at school. Teachers and school personnel are empowered to make decisions regarding appropriate dress to maintain our learning environment. Please follow these guidelines and ask questions first if you are in doubt about particular clothing or fashion:

- Clothing must be safe and appropriate for the classroom environment. Loose clothing and long hair may need to be secured for certain activities.
- Revealing clothing is not appropriate for school. This includes shorts or skirts that are shorter than a hand width above the knee. Other unacceptable clothing includes, but is not limited to, trousers that sag below the waistline, pajamas, beachwear, outfits that bare midriffs or expose chest, tank tops, exposed boxer shorts, briefs, and lingerie. Shirts must cover the shoulders.
- Leggings need to be solid, not see through.
- Clothing should be clean and should not have excessive rips or tears.
- Clothing, hats and jewelry with slogans or logos that refer to sex, race, violent behavior, drugs, alcohol or other illegal items are not appropriate for school wear.
- Hats and hoods on the head are only appropriate outside the classroom.
- A change of clothes is required for physical education classes, namely the TKS PHE uniform and good running shoes. Appropriate swimwear and a towel are required for swimming lessons. Protective sunscreen and a hat are recommended for outdoor physical education activities.
- Sandals may be worn, but for safety reasons, TKS strongly encourages closed-toed shoes. Students wearing sandals must bring the appropriate footwear and change before attending class:
  - Close-toed shoes are required for all science and design classes
  - Athletic footwear is required for PHE

## Dress Code and Female only Physical and Health Education

- Our female only Physical and Health Education program allows young women to experience a developmentally appropriate program in a single gender environment.
- At times, we are able to offer classes in which we can assure that young ladies have a contained environment that will have no intrusion from male students or school staff. In these instances, Physical Education teachers will advise students that they can remove head coverings or hijab clothing.
- Some of our classes will not be in these environments (e.g., The TKS Reef Gym, fields, South Beach, cycling around KAUST, etc.). Our young hijabi women need to be prepared to participate with athletically appropriate head covering or hijab clothing which allow them to fully engage with physical activity.
- Athletic hijab head coverings are available at most sportswear stores and online.
- Students should ensure that they have loose fitting track suits for cycling, gym, and field activities.
- Swimwear: For swimming, we will not be able to ensure that all lifeguards will be female. Students will need to have hijab appropriate swimwear for our aquatics program.

We have a robust program that ensures your children develop skills, a healthy lifestyle, and learn the value of active participation in a diverse international school environment. Your support is critical to ensure our young people come ready to participate in every class.

Please be aware that as a member of the KAUST community, students are also expected to follow the **KAUST Community Dress Code**. In general, modest and non-revealing dress is required at all times. Out of respect, wearing revealing clothing or transparent garments is not acceptable in public areas.

## | Appropriate Technology Use at TKS

### TKS Issued Laptops

#### Responsible Use Guidelines

Independent access to devices and the Internet is provided to students who agree to act in a considerate and responsible manner and in accordance with all TKS and KAUST policies and procedures. Access carries responsibility.

### Device Care

Students are responsible at all times for taking care of their devices and are strongly cautioned about leaving them unsupervised. Device care includes but is not limited to:

- Your laptop is a tool provided for you to do school work.
- Computers can be used outside class time only in designated sign up areas. An online study room and a computer gaming room will be available for sign up during lunch.
- Carry your laptop with care. Laptop lids should be closed when being moved. Do not carry laptops by the screen.
- Computers must be kept free away from areas where food and drink are present.
- Back up any data on the device that is not in Google Drive. The KAUST School provides students with Google Drive storage.

- Ensure that all passwords are secure (e.g. at least 8 characters long, a mixture of upper and lowercase and contains a special character and a number) and are never shared with others.
- Run Self Service updates.
- Inform the TKS IT Support if there are any technical issues with the device.
- Shut down the device weekly and restart to ensure smooth operation

### Damaged, Stolen or Lost Devices

- Devices issued by The KAUST School that are broken or fail to work properly must be taken to the TKS IT Support for an evaluation of the equipment.
- The student/parent will be responsible for loss or damage of the laptop/information technology device whilst in their care. This also includes peripherals (e.g. charger)
- In the case of stolen/lost/damaged devices or peripherals, a fee will be charged to parents to replace/repair the device. This fee will be determined by the KAUST IT department.
- Devices must be returned before the end of school year for reimaging.

### Mobile Electronic Devices

**Smartphones are not permitted to be used by Middle School students on the TKS Campus.** Please leave your smartphone at home. Smartphones used at inappropriate times will be confiscated and only returned to a student's parent during a meeting with a middle school administrator. Laptops used at inappropriate times and in inappropriate areas will also be confiscated and returned to a student's parent. E-readers are permitted as long as they are used for reading and not Internet browsing.

### Social Media

If permitted to do so by the classroom teacher, students may use age appropriate social networks for educational purposes during lesson times. Social media can be used during break and lunch times in classrooms designated for computer use. Students are expected to be responsible and to set and maintain high ethical standards in their use of social networking. Students are accountable for their own actions.

- The KAUST School reserves the right to request school-related images or content posted without permission to be removed from the Internet.
- If a student sees anything of concern on a fellow KAUST School student's social networking page or account, they should immediately contact their teachers, another adult within the school, and/or the school's administration.
- Students are not permitted to create social media accounts that use the school's name, logo or other official branding.

## | Academic Integrity at TKS (6-10)

At The KAUST School and as an IB world school, we believe in the development of the whole learner which includes ethical decision making, integrity, and informed action. To this end, we work to build the IB Learner Profile traits throughout your learning journey.

With regard to academic integrity, the following are the most relevant:

- **Principled:** Being a principled learner means that we act with integrity and honesty. Ethical use of information and intellectual property rights are crucial to being a principled learner.
- **Thinkers:** We at TKS strive to be critical thinkers and take the responsibility and initiative to make reasoned and ethical decisions in your actions.
- **Reflective:** We at TKS are reflective and consider the impacts of our own actions and ideas on the world around us.

However, there are times when incidents occur and it is important that everyone is clear about the definitions and consequences associated with academic misconduct.

The IB defines student academic misconduct as “*deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.*”

-IB Academic Integrity Policy

Category	Official IB Definitions	What this means for me as a TKS learner
Plagiarism	The representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement	<ul style="list-style-type: none"> <li>● Copying/pasting straight into my own work from the internet or AI without putting it in my own words or providing the source</li> <li>● Using someone else’s ideas and saying they are my own even if I didn’t do it on purpose</li> </ul>
Collusion	Supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another	<ul style="list-style-type: none"> <li>● When you let someone else copy your work and they say it is their own</li> </ul>
Duplication of Work	Presentation of the same work for different assessment components	<ul style="list-style-type: none"> <li>● Using your own work for multiple assignments in different subjects</li> </ul>
Misconduct during an examination	For example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate.	<ul style="list-style-type: none"> <li>● Disturbing other people during a test</li> <li>● Looking at someone else’s test</li> <li>● Telling someone else an answer during the test</li> <li>● Taking photos of a test</li> </ul>

### TKS Consequences

If your teacher suspects your work may not be your own:

- Your teacher will investigate what happened
- Your teacher will inform the school leadership team
- The incident will be recorded on your TKS student profile
- An email will go home to parents
- Your work may need to be re-submitted
- Increased consequences for repeat offenders (ie permanent record on report card, suspension)

# | Supporting Our Behavior Expectations

## Maintaining a positive environment

### Philosophy

We subscribe to the UN Convention of Rights of the Child (UNCRC). Specifically, we value children's rights to:

- protection from violence, abuse, or neglect
- education that enables children to fulfill their potential
- express their opinions and be listened to

The purpose of our behavioral expectations is to create an environment that is conducive to learning and in which students' rights are protected. We have the responsibility to respond if students inhibit the rights of fellow students. Whenever a student's behavior is not in line with our expectations, we listen to students sharing their understanding of what happened. Our approach is to seek first to understand, remain learning-centered, and deal with misconduct using progressive, age-appropriate methods that match the level of the misbehavior. When behavior consequences are enacted, it is according to the idea of restorative practices.

### Process to address inappropriate behavior

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

1. **Category One** incidents of misconduct might involve behaviors as simple as running in the hall or forgetting to turn off a cell phone, or it may involve behavior that is disruptive or contrary to a strong sense of community, such as pushing in line or failing to clear a table in the cafeteria. The disciplinary learning for the student typically involves coaching by schoolmates, friends and teachers. This may take the form of reminders, suggestions and explanations that give the learner a clearer understanding of the context and implications of his or her actions. Consequences following category one incidents often include time taken out to review what happened, reflection on the lessons an incident might offer, and apologies, if appropriate.

Some examples of Category One incidents include, but are not limited to disruptive behavior, dress code violations, minor technology violations, copying homework, tardies following a warning, unsafe play, and littering.

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

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

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

Some examples of Category Three incidents include, but are not limited to: fighting, intimidation/bullying, leaving campus without permission, major technology violations, extreme academic dishonesty, excessive tardies, recurrent skipping, vandalism, possession of weapons, theft, drug/alcohol possession or use (including vaping/ smoking). Category Three also includes cases involving a pattern of repeated Category Two incidents. Such concerns represent an extended failure in learning over time. Category Three misconduct can also include a persistent pattern of significantly harming or holding back the learning of others in the community. Category Three incidents result in suspension and consequences may include expulsion.

**Students involved in Category Three infractions will be placed on Behavior Probation if it is determined that they need a concrete plan of improvement or monitoring to remain at TKS.**

### **Procedures related to student complaints and requests for appeal**

Students can submit appeals to a decision related to the implementation of Middle School regulations or IB MYP programme regulations by contacting the Associate Principal. If the student wants to appeal the decision of the Associate Principal, the student can request the Principal to reconsider the decision by putting the request in writing supported by written documentation of the issue and the steps taken to resolve the issue.

General Description of Categories	Examples	Initial Responsibility	Internal Communication	Communication with parents	Consequence examples
<p><b>Category 1</b> incidents are low-level incidents that can be the result of thoughtlessness or maybe an incident rarely displayed by a student.</p>	<ul style="list-style-type: none"> <li>Running in the hall</li> <li>pushing in line</li> <li>failing to clear a table in the cafeteria</li> <li>unsafe play</li> <li>littering</li> </ul>	<p><b>Teacher</b> is responsible</p>	<p>Not necessary to report or document.</p> <p>GLL will communicate with the advisor and student if repeating behaviors have been identified. GLL and Advisor will liaise as to how to support the students towards better behavior. Advisor will speak with the student.</p>	<p>Not necessary</p>	<ul style="list-style-type: none"> <li>Reminders, suggestions and explanations</li> <li>Reflection on the lessons an incident might offer</li> <li>Meeting with offended parties, if appropriate</li> </ul>
	<p>Disruptive Behavior, Dress Code Violations, forgetting PE Kit, Minor Technology Violations (e.g. being on websites that are not relevant to a lesson), Tardies following a warning,</p>	<p><b>Teacher</b> is responsible</p> <p>Repeated behavior will be dealt with by the Grade Level Leader (GLL)</p>	<p>The teacher documents the behavior as a log entry in PS, <i>indicating it is a Category 1 incident.</i></p> <p>The log entry is reviewed by the Grade Level Lead, Counselor and Associate Principal.</p> <p>Advisor and/or GLL will speak with the student.</p> <p>GLL will liaise with the advisor, counselor and/or Case Manager if more support for the student is required.</p>	<p>The teacher will email parents if the concern is directly related to loss of learning. This is logged on PowerSchool.</p> <p>The advisor may email the parents if the behavior is not directly related to learning. GLL will advise when this is appropriate.</p> <p>All parent contact is documented in PowerSchool.</p>	<ul style="list-style-type: none"> <li>Mentoring through reminders, suggestions and explanations</li> <li>Students are given time to “cool down”</li> <li>Teacher detention</li> </ul> <p>As part of the log entry that has been created, the consequences need to be documented.</p>
<p><b>Category 2</b> incidents of misconduct include more serious or persistent failures to meet expectations.</p>	<p>A pattern of repeated Category 1 incidents: Rude, hurtful, disrespectful or dangerous Behavior, Intentional Plagiarism, Technology Use Violations (posting mildly offensive content, one-off), Inappropriate Displays of Affection, Skipping, Recurrent Tardies, and Profanity.</p>	<p>The teacher will handle it in the first instance, but a log entry will be made and the student is referred to the Ap and/or Principal</p> <p>Students may be brought to the Middle School Office in the event of dangerous or harmful behavior.</p>	<p>The teacher documents the incident as a log entry, <i>indicating it is a Category 2 incident.</i></p> <p>Principals, counselor and GLL will review the incident and decide if the student needs more support.</p> <p>Academic Honesty cases require the involvement of the AP and MYP Coordinator.</p>	<p>Parents must be informed.</p> <p>Depending on the seriousness of the issue, it can be by email, telephone or in a face-to-face meeting.</p>	<ul style="list-style-type: none"> <li>Loss of privileges</li> <li>School detention that may mean that students miss an afterschool activity</li> <li>In-school suspension</li> </ul> <p>Consequences must be ratified/endorsed by the (Associate) Principal and logged in PowerSchool.</p>
<p><b>Category 3</b> incidents include cases of extreme misconduct or concerns that persist over time. Individual incidents represent a clear and significant breach of the school’s core values. A persistent pattern of significantly harming or holding back the learning of others in the community.</p>	<p>A pattern of repeated Category 2 incidents. Fighting, Intimidation / bullying and harassment of other students, Leaving Campus without permission, Major Technology Violations (hacking, cyberbullying, posting offensive content or repetitive milder violations), Extreme and/or repetitive Academic Dishonesty, Excessive Tardies, Recurrent Skipping, Vandalism, smoking, Drug/Alcohol, Possession or Use, Weapon Possession, Stealing or Forgery.</p>	<p>The teacher refers this misconduct to the <b>(Associate) Principal.</b></p> <p><b>Students are brought immediately to the Middle School Office.</b></p>	<p>The teacher documents the incident as a log entry that is sent to the Grade Level Lead, Counselor and Associate Principal.</p> <p>(Associate) Principal will speak with the student.</p> <p>If possible, the (associate) principal has a brief communication with the Grade Level Lead before giving a consequence or talking to the parents.</p> <p>Academic Honesty cases require the involvement of the MYP Coordinator.</p>	<p>Parents must be informed through a face-to-face meeting.</p>	<p>Out-of-school suspension</p> <p>Revoke eligibility to participate in Athletics &amp; Activities</p> <p>Disciplinary Probation</p> <p>May lead to expulsion</p> <p>Consequences must be ratified/endorsed by the Principal.</p>

## | Attendance

### **Punctual Attendance**

Students must check in at reception if they arrive late to school. Students receive a warning for their tardies and parents are notified. Tardies during the school day are addressed by the teacher and involve consequences at the classroom level and are also tracked by MS Administration.

We follow escalating consequences regarding repeated tardiness each semester:

3 tardies - speak to Advisor, note home

6 tardies - meet with Grade Level Leader and serve detention

9 tardies - meet with parents, MS Administration, and possible suspension from TKS activities

### **Absences**

Research has shown that regular school attendance contributes significantly to student success. Each time a student is not present in the classroom there is learning loss and serious difficulties can be created for both students and teachers. Students are responsible to check Toddle and to meet with their teacher to make a reasonable plan for making up missed or incomplete work.

### **Leaving school early / arriving at school late**

If students need to leave before the end of school the parent must contact the school at the beginning of the school day to explain the reason. A student cannot leave early unless notification has been received from the parent or if the nurse has determined and documented that the student is ill and should go home.

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

### **Reporting Absence**

Parents must notify the school by 7:45 am if their child is going to be absent. Parents should email the student's advisor the [mshs.attendance@thekaustschool.org](mailto:mshs.attendance@thekaustschool.org). If parents anticipate that their child may be out of school for an extended time due to illness, they should inform the relevant teacher/advisor, and school reception as soon as possible. If no contact is made 45 minutes after the start of the school day, the school will contact parents to establish the whereabouts of their child.

### **Accumulated Absences**

For Middle School students, absences should not exceed 10% of the enrolled school days per semester. Students must achieve at least 90% attendance per class.

- Absences exceeding 10% will be recorded on the semester or year report.
- The TKS High School will be advised in writing, along with the student and their parents, for any student in Grade 8 who would be at risk of losing high school credit based on their Middle School attendance pattern.

For students whose absences will exceed 10% due to extended illness or family emergency, parents should contact the Middle School Administration to arrange a meeting to discuss the situation.

## | Parent Expectations

### Home School Communication

The school uses the following channels to communicate with parents:

- [The KAUST School website](#) contains general information about the school
- The FOCUS, TKS weekly essential reading for the entire school community.
- [The Parent Portal](#), accessible via the website, includes up-to-date information on your child's performance. Progress Reports, End-of-Year reports and MAP test results, class schedules and information on the co-curricular programme are published on the Parent Portal.
- [Toddle](#) is our Learning Management System that will include your child's classes, calendar of assignments and assessments, and learning results. Parents will receive onboarding and login information so that they can also access and use the platform.
- The Middle School Newsletter is published by our student newsletter group each Thursday..
- [SchoolsBuddy](#) is used to communicate co-curricular information
- The school organizes Student-Parent-Teacher conferences in October and in February. Students also participate in end of year conferences which require parent support and attendance.
- Parents are always welcome to request individual appointments with Teachers, Counselors, IB coordinators, the Activities Director or the Principals.

### Contacting Your Child's Teacher

Parents are requested to email teachers directly if questions or concerns arise. We believe 'going directly to the source' is a mainstay of respectful and effective communication. Parents may also contact the Middle School Office ([tk.ms@thekaustschool.org](mailto:tk.ms@thekaustschool.org)) to arrange a meeting or a phone call with a teacher. Should you not receive a response within 48 hours feel free to contact the Middle School office to confirm receipt of your request.

### Communicating Concerns

As detailed in the TKS Policy and Guidelines, parents are expected to first discuss any classroom issues or concerns with their child's teacher. If not satisfactorily resolved with the teacher they should then bring the problem to the attention of the appropriate Principal. If the topic cannot be resolved at the division level or relates to school-wide operation, the parent may make an appeal to the Director.

Students are encouraged to raise any concerns in the first instance to the relevant teacher. If a student does not feel able or prepared to discuss their concern with the teacher, they may approach a trusted adult staff member, their divisional counselor, or the divisional Associate Principal.

### Reporting

Students joining in the second semester will receive a narrative report with achievement levels related to the assessments in which they participated. They will not receive an MYP cumulative score in each subject. Students joining with less than 20% of the school year remaining will only receive a report with narrative comments.

## Transfers and Withdrawals

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

## Class Placement

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

## Health Records

The nurses maintain student health records. Before any student is admitted to school, parents are required to provide the student's complete, accurate and updated health record. Parents are also required to update the health record as changes arise.

## Immunization

All students must be up to date with TKS required immunizations. The school nurse will reach out to parents when a student requires further vaccines. Parents will be required to provide the updated immunization record to the school nurse with the completed immunizations.

## Care Plans

Parents must contact the school nurse if a student has a medical condition that requires a care plan while at school. Care plans must be completed before starting school and to be updated as needed.

# | Promoting Academic Success

## Managing Homework and Student Independent Work

The KAUST School values a balance of academic learning and non-academic activities. We find it important that students engage in activities other than academic learning.

We realize that our multicultural community has different perspectives on homework and that some parents use homework as an opportunity to engage in dialogue with their children about what they are learning. We give homework to students but limit the amount of time that Gr 6, 7 and 8 students need to work at home. If students work effectively in the class, they do not need to spend much time on their homework at home. They may also use CORE or break and lunch times to complete school work. When students work effectively at home, with supervision, the amount of time they spend on their homework will be more focused and effective. If parents feel that the amount of time their child spends on homework exceeds the guidelines in this handbook, they are invited to inform the school or a specific teacher.

The best homework tasks exhibit four characteristics:

- **Purposeful** - The homework is meaningful and instills a sense of competence. The task has a clear academic purpose directly connected to learning objectives.

- **Efficient** - The task efficiently meets the learning objectives. Homework is not 'busy work'.
- **Flexible** - The homework task is flexible and differentiated to challenge learners with a variety of needs and abilities.
- **Relevant** - The homework task is engaging and promotes ownership by offering choices within the assignment and being personally relevant.

### Time Guidelines

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

- Grade 6      60 minutes daily + free reading (homework begins in October for Grade 6)
- Grade 7      70 minutes daily + free reading
- Grade 8      80 minutes daily + free reading

### Notes

1. Homework, other than reading, is not assigned on extended holidays such as Eid, Winter Break or Spring Break.
2. Tests are not given, nor long term assignments due on the first day back to school after a long holiday weekend or school vacation.
3. Students are responsible to see their teacher to make a reasonable plan for making up missed or incomplete work.

### Strategies for Success

- Keep devices out of your child's bedroom so they are less tempted by social distractions on their devices.
- Establish a set location for homework that is free from distractions and in which you can monitor your child's homework time.
- Communicate with the teacher if any questions or concerns arise about the quality, purpose, quantity, or expectations of homework. Feedback from students and parents is essential for guidelines to serve students best.
- Keep a log of how long homework assignments are taking and communicate results.
- Use organizational tools such as personal calendars, homework calendars, and the school learning management system
- Do homework on the night it's assigned to allow a full day to see classmates and teachers for help.
- Establish a home routine for your school bag and supplies to minimize time hunting for things.
- Work in energized chunks of time with short breaks in between.
- Schedule and limit a set time for social networking and online chats AFTER homework is complete. Minimize or set limits on possible distractions: TV, gaming, texting.
- Establish set bedtimes.

## | Technology Use and Parent Responsibility

Parents are responsible for ensuring that school accounts (e.g. Google Workspace Accounts) are used at home in accordance with guidelines. This includes discussing these guidelines, the values and standards their child should follow that pertain to the appropriate use of the internet and all other digital media resources.

We all struggle to keep pace with technological changes and the way they impact our time, our values, and our priorities. This is especially true for young people. In the Middle School we have used the work of the [Center for Humane Technology](#) and their film [The Social Dilemma](#) and the work of Jonathan Haidt and his book [The Anxious Generation](#) to inform ourselves and our parent community about how to discuss and scaffold adolescent technology use. We encourage you to use these resources at home and to participate in school led workshops.

- Devices issued by The KAUST School that are broken or fail to work properly must be taken to the TKS IT Support for an evaluation of the equipment.
- The student/parent will be responsible for loss or damage of the laptop/information technology device whilst in their care. This also includes peripherals (e.g. charger)
- In the case of stolen/lost/damaged devices or peripherals, a fee will be charged to parents to replace/repair the device. This fee will be determined by the KAUST IT department.
- Devices must be returned before the end of school year for reimaging.

## | Student and Parent Access To Campus

Students are able to access the campus during the school week from 7:30am - 3:30pm. Students in Athletics and Activities may be on campus later under the supervision of their specific program and adult leader. Students do not have access to the campus outside these hours. They may only be on campus on the weekend if they are attending a specific, adult supervised activity.

Parents visiting the campus must register with reception as they enter the campus and pick up a visitor ID badge. Please only visit the campus if you have first secured a meeting with a specific teacher or administrator. You can arrange a meeting by emailing [tk.ms@thekaustschool.org](mailto:tk.ms@thekaustschool.org) or calling 012 808 6703.

## | Student Opportunities

### Service

Service As Action is an essential component of the IB Middle Years Programme. Each student is expected to engage with their communities to identify an area where they can help or make a positive change. Service projects allow for students to gain essential skills in communication, collaboration and self management through authentic situations. Students will become more aware of their strengths and areas for development. Students are expected to plan projects, collect evidence and reflect on their actions which is collated on Toddle. Advisors support students in their Service As Action and comment on their progress in the semester reports.

## Activities & Athletics

An extensive activities program takes place after school each day. Activities are offered within four program areas: Health & Wellness; Creativity; STEM and Life Skills, Leadership & Service. Examples of some activities include sports teams, Arts activities, Model United Nations (MUN), robotics and the Duke of Edinburgh International Award. Students are strongly encouraged to participate in co-curricular activities.

Competitive sports teams at TKS include: badminton, basketball, cross-country, football, golf, tennis, track & field, swimming and volleyball. Students are encouraged to take on leadership roles within activities and also have the opportunity to propose activities they would like to lead throughout the year.

Specific information regarding co-curricular activities will be available through some or all of the following forums:

- Powerschool Parent Portal (via E-collect form)
- MS Principal's Student and Parent Newsletters
- SchoolsBuddy (student & parent access)
- Co-curricular website (linked on the school website)

## Eligibility Policy for Participation in Athletics and Activities

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

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

1. The student is in good standing regarding academics, behavior, and attendance.
2. A student must attend at least half of the school day to be eligible to participate in athletics or activities on that day.
3. The student meets all deadlines for handing in assessments.
4. The student remains in good standing in terms of the behavioral code of conduct of any organizations the school is affiliated to (e.g.SAIKAC).

If a student does not meet any of the criteria above, the Principal/Associate Principal may, after evaluating the student's academic, attendance and behavioral record, revoke a student's eligibility to participate in the co-curricular programme until the above criteria are met again.

In addition, students of concern may be suspended from the co-curricular program until they address issues regarding their completion of missing assignments. Decisions regarding suspension from the Athletics and Activities program will be made by the Principal or Associate Principal in consultation with relevant staff members. If a student will travel to participate in a co-curricular programme, before any travel bookings are made, we will evaluate the academic, attendance and behavioral standing of each student. Only in exceptional circumstances will the school suspend students from an event after travel bookings have been made.

A decision to exclude a student from a culminating event (e.g. tournament, musical performance) will typically not be taken in the last 4 weeks before the culminating event to ensure continuity in the preparation for the event. In extreme cases of inappropriate behavior exclusion from the co-curricular programme is possible at any time in the process.

### **Athletics and Activities Agreement Form**

It is an honor to represent The KAUST School. Students participating in co-curricular programmes are considered to be in positions of leadership. They represent the school and the greater community and need to be in good standing (academic, behavior, attendance) as outlined at the start of this handbook.

All students who wish to participate in athletics and activities programs are required to have their parents complete an agreement form consenting to their participation and acknowledging understanding of all requirements associated with committing to the program (currently an E-collect form on Powerschool). Students will not be able to participate in the program until this agreement form has been completed and submitted.

Costs associated with participation (e.g. travel and apparel) will be communicated at the relevant time for each activity via SchoolsBuddy.

Co-curricular agreement forms have deadlines for completion. If the form is not completed by the given deadline, the student will not be able to participate in the programme.

## **| Student Support**

### **TKS Statement of Inclusion**

TKS is an inclusive community school with a student population diverse in nationalities, linguistic backgrounds, cultural backgrounds, and abilities. Our values are incorporated in our guiding statements: Adaptability, Inclusivity, Innovation, Responsibility, and Diversity. As an inclusive and diverse school, we need to offer a number of different pathways and choices to accommodate the different needs and pursuits of our student population. TKS uses innovative structures to provide these pathways. The choices should accommodate different interests, abilities, and language profiles, as well as the full continuum of learners.

### **Student Support Services Continuum**

Support Services are available for students who require additional support beyond the general education program. A continuum of services is available to any student who may need short-term intervention and students who need long-term and intensive support.

### **General Education Instruction**

All students receive general classroom instruction, and teachers offer varied and flexible ways for all students to access, express, and engage in learning (Tier 1). Universal Design for Learning (UDL) is a differentiation framework allowing teachers to identify barriers to student learning and offer alternative pathways for engagement, representation and action, and expression.

### **English Language Learning (ELL)**

ELL programs allow students to develop as effective communicators and build confidence in using English. A variety of instructional strategies are implemented to support English language learners, including but not limited to direct and indirect support through the ELL program, in-class assistance, and program modifications. In Middle School, students must demonstrate that they have reached a level of English proficiency that will enable them to access the curriculum. Students with limited or basic comprehension may be required to participate in English Language Learning classes.

## Learning Support Service at TKS

Learning Support Services (LSS) are available to students who may benefit from additional support in one or more academic areas. These services can be accessed through a referral process that incorporates triangulating quantitative and qualitative data, meeting with a multidisciplinary team, and identifying a plan for a cycle of observation, intervention, and analysis. Students who access LSS will typically benefit from mild to moderate support. Students at a Tier 3 level of support will be assigned a case manager to oversee their individualized growth plan and collaborate with parents, teachers, and students. LSS works in partnership with parents and teachers to develop a range of teaching and learning strategies to assist students with being successful within an inclusive context.

The ultimate goal of learning support is to help students progress to the point where they no longer need it. Please refer to this [exit criteria](#) for students in learning support.

## Intensive Needs Learning Support (Tier 3+) at TKS

Learning support at Tier 3+ facilitates student success for those students with significant additional learning needs and complex learning profiles. This includes students with moderate to intensive academic, social, cognitive, and behavioral needs and those with co-occurring diagnoses. The learning support team collaborates with teachers, parents, and external specialist providers, ensuring a well-rounded, transdisciplinary approach to students' individual growth. Barriers to learning are minimized by following comprehensive individualized learning plans that support specific accommodations, modifications, and additional/alternative programming. To ensure students have additional opportunities and options as they move through secondary school to graduation, the following is offered as part of the ILP:

## Personalized Pathways

Personalized Pathways is a term we use for options we provide for students to study a modified curriculum for some courses. These courses are set up to support students working outside of the grade level expectations. They are receiving modified **instructions, assessments, and reports.**

## Speech and Language Therapy

Speech and language therapy is provided by qualified Speech and Language Pathologists (SLP) for eligible students based on needs identified through specialized assessment. Individual speech and/or language goals are identified and monitored regularly.

## Occupational Therapy

Occupational therapy is provided by a qualified Occupational Therapist (OT) for eligible students based on needs identified through specialized assessment. Individual occupational therapy goals are identified and monitored regularly.

## The Talent and Enrichment Program at TKS

The Talent and Enrichment Program embodies the commitment and responsibility to Talent and Enrichment (TAEP) students to provide opportunities and experiences to maximize their high potential and allow them to flourish, thrive, and create. TAEP strives to identify students who perform at high levels in academic or creative fields compared to their same-age peers. Challenges and stimulation are provided continually through the development and implementation of services both inside and outside the general education classroom. Services for TAEP students are an integral part of The KAUST school educational program.

Appropriate educational opportunities for these students should meet their unique academic, creative, and social-emotional needs to develop and help them realize their potential. Students with exceptional abilities and talents should be met with specialized learning opportunities commensurate with their needs. TAEP Students are a diverse group with varied abilities and needs and require a range of service options. Talent and Enrichment services are integrated within the TKS system via collaborative efforts amongst administrators, talent and enrichment coordinators, classroom teachers, learning support teachers, support staff, parents, and the KAUST community, including robust, comprehensive, and ongoing staff professional development regarding the unique social, emotional and academic needs of highly able learners ( [Talent and Enrichment Handbook](#)).

#### **TKS is unable to admit:**

- Students who have medical needs that our teaching staff can not address.
- Students with significant behavioral needs that cause concern for the safety of themselves or others.
- Students who can not access any percentage of the mainstream curriculum within their banded age group.
- TKS reserves the right to deny admission or disenroll a student if educationally significant information was withheld from the school during the admissions process.

#### **Students with additional support needs after enrollment**

If, after admission, the student should present with significant needs either cognitively or physically, that would require access to additional support services from the school, then the parent/guardian will be asked to assume the financial responsibility for such additional services if they fall beyond the standard service provided.

#### **Structure of the Student Support Department**

The TKS Student Support Department works with the entire educational team to appropriately challenge, educate and motivate each student to reach their full potential. Each child needs to understand themselves as learners for a meaningful and engaging experience. This collaborative process ensures students access each learning opportunity socially, emotionally, and academically. The Student Support Department provides a range of direct and indirect multidisciplinary and specialized services, including. Further details on Student Support processes and programs can be found in the [Student Support Handbook](#)

## **| Celebrations and Student Life**

#### **Assemblies and Celebrations**

School assemblies help create a sense of community throughout the school year and give us a chance to celebrate successes together. Assemblies will take place for Middle School and High School separately. Grade Levels may also have their own assemblies. There are also spirit days, performances, and festivals for all students, faculty, and staff. The major events are mentioned in *The FOCUS* and the Student Newsletter. These events offer great opportunities for student leadership and student voice. We encourage students to get involved through Student Government or their Advisory so they can lead and volunteer for events such as:

- Middle School Potluck Meals

- Back to School Night
- Tidal Waves
- Movie Nights
- Get Outside Week
- Sports Days
- Community Days
- Service Opportunities

### Certificates of Recognition

Teachers notice students when they follow our values of **Adaptability, Innovation, Diversity, Inclusivity, and Responsibility**. Each week, grade level teachers nominate students who have demonstrated, by their actions, a particularly good example of our TKS values in action. A short narrative honoring the student is created by the teacher, and this is included on a certificate presented to the successful students each Thursday. Parents are notified by email on Thursday so they can be aware and celebrate their child's accomplishment, too.

### Student Organizations

The KAUST School includes various student organizations. The purpose of the student organizations is to provide meaningful opportunities for student voice, student leadership, student connection, and student contribution.

The Student Leader Organization exists to promote TKS's five core values among Middle School students. **Adaptability, Innovation, Diversity, Inclusivity, and Responsibility** are these values. The group will ensure that students are included in the school's processes and that the student body's voices are heard. They also foster a sense of belonging among students through a variety of values-based programs.

The Student Leader Organization represents their peers and holds meetings throughout the year with Grade Level Leaders and with Middle School Administration.

Students express their interest in student leadership toward the end of the school year. Campaigning and elections are held before the end of the school year to decide on the group for the year ahead. The Student Leader Organization is elected by the student body. The Student Cabinet is elected from within the committees.

The Student Organisations are guided by faculty advisors.

### Trips

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

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

Our location affords students a wealth of opportunities to engage in learning opportunities at the University. Given the security on campus and sometimes the short notice of such opportunities, students are not required to fill out parent permission forms for trips to University venues within the academic day.

## | The International Baccalaureate Middle Years Program (MYP)

At TKS, we follow the International Baccalaureate (IB) Middle Years Programme (MYP), an educational framework for students aged 11 to 16. The MYP connects academic studies to real-world applications, fostering critical thinking, creativity, and reflective learning. With a curriculum that integrates traditional subjects and emphasizes intercultural understanding, the MYP helps students develop essential skills for success in a rapidly changing world.

### Learner Profile

The IB Learner Profile outlines ten attributes that define an internationally-minded student, aiming to develop lifelong learners who are compassionate, reflective, and equipped to contribute positively to the world.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and to make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Baccalaureate Organization 2009

### Assessment In The MYP

In order to meet these objectives, teachers may meet the requirements through a variety of means (performances, projects, written responses, presentations and investigations) and through both individual and collaborative formats. Teachers collect this range of data from formative and summative tasks.

TKS MYP assessment is criteria-related. Each subject organizes the IB MYP objectives into 4 criteria clusters which are further distributed over a range of achievement levels in a “rubric” or table format. Throughout an MYP unit of inquiry, a teacher collects a range of different assessments in many different formats from checklists, tracking points, anecdotal records and criteria-related assessment tasks (i.e. formative tasks). In MYP courses, all summative assessments must follow criteria-related assessment practices.

Through discussions in-class, written task specifications, and task-specific rubrics teachers provide clarification to the students on what is expected in a summative assessment task. This guidance is prepared or delivered in advance in order for students to set goals, plan appropriately, and provide reference as they complete the tasks.

At the end of a grading period, the teacher reviews the records of each individual student’s performance in criteria-related tasks only, and using a “best fit” approach, the teacher decides on the overall achievement level. The teacher references the IB MYP descriptors and the IB MYP objectives to determine the “best fit” within the range of 0-8 achievement levels in each criterion that best describe the student’s performance. Only when all 4 of the criteria levels are entered will the student receive an overall IB MYP 1-7 Grade on the TKS report card.

TKS teachers’ “best fit” judgments are informed by assessed objectives supplied by the IBO, in-school guidance from their IB MYP Coordinator, and internal standardization practice sessions within TKS subject departments held throughout the year.

### ***TKS Does Not Convert MYP Grades Into Letter Grades or Percentages***

#### IB Grade Descriptors

1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and

	skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## | MYP Program of Studies

### Language & Literature (Arabic, English)

Students can choose from:

- Arabic Language & Literature
- English Language & Literature

Note: Once a language has been chosen, the language choice continues for the duration of the MYP (special circumstances apply to change). Some language & literature classes are subject to sufficient student enrolment numbers for the course to occur.

Criteria	Students should be able to:
<b>A: Analyzing</b>	<ul style="list-style-type: none"> <li>▪ Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts;</li> <li>▪ Analyze the effects of the creator's choices on an audience;</li> <li>▪ Justify opinions and ideas, using examples, explanations and terminology;</li> <li>▪ Evaluate similarities and differences by connecting features across and within genres and texts.</li> </ul>
<b>B: Organizing</b>	<ul style="list-style-type: none"> <li>▪ Employ organizational structures that serve the context and intention;</li> <li>▪ Organize opinions and ideas in a sustained, coherent and logical manner;</li> <li>▪ Use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
<b>C: Producing Text</b>	<ul style="list-style-type: none"> <li>▪ Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;</li> <li>▪ Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;</li> <li>▪ Select relevant details and examples to develop ideas.</li> </ul>
<b>D: Using Language</b>	<ul style="list-style-type: none"> <li>▪ Use appropriate and varied vocabulary, sentence structures and forms of expression;</li> <li>▪ Write and speak in a register and style that serve the context and intention;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Use correct grammar, syntax and punctuation;</li> <li>▪ Spell and pronounce with accuracy;</li> <li>▪ Use appropriate non-verbal communication techniques.</li> </ul>
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## Language Acquisition (Arabic, French, Spanish)

Students can choose from:

- Arabic Language Acquisition
- French Language Acquisition
- Spanish Language Acquisition

NB once a language has been chosen, the language choice continues for the duration of the MYP (special circumstances apply to change).

Criteria	Students should be able to:
<b>A: Listening</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of explicit and implicit spoken information in multimodal texts;</li> <li>▪ Demonstrate understanding of conventions;</li> <li>▪ Demonstrate understanding of relationships between the various components of the multimodal texts.</li> </ul>
<b>B: Reading</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of explicit and implicit written information in multimodal texts;</li> <li>▪ Demonstrate understanding of conventions;</li> <li>▪ Demonstrate understanding of relationships between the various components of the multimodal texts.</li> </ul>
<b>C: Speaking</b>	<ul style="list-style-type: none"> <li>▪ Use spoken language to communicate and interact with others;</li> <li>▪ Demonstrate accuracy and fluency in speaking;</li> <li>▪ Communicate clearly and effectively.</li> </ul>
<b>D: Writing</b>	<ul style="list-style-type: none"> <li>▪ Use written language to communicate with others;</li> <li>▪ Demonstrate accurate use of language conventions;</li> <li>▪ Organize information in writing;</li> <li>▪ Communicate information with a sense of audience and purpose.</li> </ul>

## Mathematics

Criteria	Students should be able to:
<b>A: Knowing &amp; Understanding</b>	<ul style="list-style-type: none"> <li>▪ Select appropriate mathematics when solving problems;</li> <li>▪ Apply the selected mathematics successfully when solving problems;</li> <li>▪ Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.</li> </ul>
<b>B: Investigating Patterns</b>	<ul style="list-style-type: none"> <li>▪ Select and apply appropriate mathematical problem-solving techniques to discover complex patterns;</li> <li>▪ Describe patterns as general rules consistent with findings;</li> <li>▪ Prove, or verify and justify, general rules.</li> </ul>
<b>C: Communicating</b>	<ul style="list-style-type: none"> <li>▪ Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations;</li> </ul>

	<ul style="list-style-type: none"> <li>Use appropriate forms of mathematical representation to present information;</li> <li>Move between different forms of mathematical representation;</li> <li>Communicate complete, coherent and concise mathematical lines of reasoning;</li> <li>Organize information using a logical structure.</li> </ul>
<b>D: Applying mathematics in real-life contexts</b>	<ul style="list-style-type: none"> <li>Identify relevant elements of authentic real-life situations;</li> <li>Select appropriate mathematical strategies when solving authentic real-life situations;</li> <li>Apply the selected mathematical strategies successfully to reach a solution;</li> <li>Justify the degree of accuracy of a solution;</li> <li>Justify whether a solution makes sense in the context of the authentic real-life situation.</li> </ul>

## Sciences

Criteria	Students should be able to:
<b>A: Knowing &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Explain scientific knowledge;</li> <li>Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;</li> <li>Analyze and evaluate information to make scientifically supported judgments.</li> </ul>
<b>B: Inquiring &amp; Designing</b>	<ul style="list-style-type: none"> <li>Explain a problem or question to be tested by a scientific investigation;</li> <li>Formulate a testable hypothesis and explain it using scientific reasoning;</li> <li>Explain how to manipulate the variables, and explain how data will be collected;</li> <li>Design scientific investigations.</li> </ul>
<b>C: Processing &amp; Evaluating</b>	<ul style="list-style-type: none"> <li>Present collected and transformed data;</li> <li>Interpret data and explain results using scientific reasoning;</li> <li>Evaluate the validity of a hypothesis based on the outcome of the scientific investigation;</li> <li>Evaluate the validity of the method;</li> <li>Explain improvements or extensions to the method.</li> </ul>
<b>D: Reflecting on the impacts of science</b>	<ul style="list-style-type: none"> <li>Explain the ways in which science is applied and used to address a specific problem or issue;</li> <li>Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;</li> <li>Apply communication modes effectively;</li> <li>Document the work of others and sources of information used.</li> </ul>

## Individuals & Societies

Criteria	Students should be able to:
<b>A: Knowing &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Use terminology in context;</li> <li>Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</li> </ul>
<b>B: Investigating</b>	<ul style="list-style-type: none"> <li>Formulate a clear and focused research question;</li> <li>Formulate and follow an action plan to investigate a research question;</li> <li>Use research methods to collect and record relevant information;</li> <li>Evaluate the process and results of an investigation.</li> </ul>
<b>C: Communicating</b>	<ul style="list-style-type: none"> <li>Communicate information and ideas using an appropriate style for the audience and purpose;</li> <li>Structure information and ideas in a way that is appropriate to the specified format;</li> </ul>

	<ul style="list-style-type: none"> <li>Document sources of information using a recognized convention.</li> </ul>
<b>D: Thinking Critically</b>	<ul style="list-style-type: none"> <li>Discuss concepts, issues, models, visual representation and theories;</li> <li>Synthesize information to make valid arguments;</li> <li>Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations;</li> <li>Interpret different perspectives and their implications</li> </ul>

## Physical & Health Education

Criteria	Students should be able to:
<b>A: Knowing &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Explain physical health education factual, procedural and conceptual knowledge;</li> <li>Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations;</li> <li>Apply physical and health terminology effectively to communicate understanding.</li> </ul>
<b>B: Planning for performance</b>	<ul style="list-style-type: none"> <li>Design, explain and justify plans to improve physical performance and health;</li> <li>Analyze and evaluate the effectiveness of a plan based on the outcome.</li> </ul>
<b>C: Applying &amp; Performance</b>	<ul style="list-style-type: none"> <li>Demonstrate and apply a range of skills and techniques effectively;</li> <li>Demonstrate and apply a range of strategies and movement concepts;</li> <li>Analyze and apply information to perform effectively.</li> </ul>
<b>D: Reflecting &amp; Improving Performance</b>	<ul style="list-style-type: none"> <li>Explain and demonstrate strategies that enhance interpersonal skills;</li> <li>Develop goals and apply strategies to enhance performance;</li> <li>Analyze and evaluate performance.</li> </ul>

## The Arts

- In Grade 6, all students study a semester each of Music, Visual Art, and Drama.
- In Grades 7 & 8, students have some flexibility to decide which Arts areas to study.

Criteria	Students should be able to:
<b>A: Investigating</b>	<ul style="list-style-type: none"> <li>Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry;</li> <li>Critique an artwork or performance from the chosen movement(s) or genre(s).</li> </ul>
<b>B: Developing</b>	<ul style="list-style-type: none"> <li>Practically explore ideas to inform development of a final artwork or performance;</li> <li>Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</li> </ul>
<b>C: Creating/Performing</b>	<ul style="list-style-type: none"> <li>Create or perform an artwork.</li> </ul>
<b>D: Evaluating</b>	<ul style="list-style-type: none"> <li>Appraise their own artwork or performance;</li> <li>Reflect on their development as an artist.</li> </ul>

## Design

- In Grade 6, all students study a semester of Design
- In Grades 7 & 8, students have some flexibility, which can be semester-based or year-long.

Criteria	Students should be able to:
<b>A: Inquiring &amp; Analyzing</b>	<ul style="list-style-type: none"> <li>Explain and justify the need for a solution to a problem for a specified client/target audience;</li> <li>Identify and prioritize the primary and secondary research needed to develop a solution to the problem;</li> <li>Analyze a range of existing products that inspire a solution to the problem;</li> <li>Develop a detailed design brief that summarizes the analysis of relevant research.</li> </ul>
<b>B: Developing Ideas</b>	<ul style="list-style-type: none"> <li>Develop a design specification that clearly states the success criteria for the design of a solution;</li> <li>Develop a range of feasible design ideas that can be correctly interpreted by others;</li> <li>Present the final chosen design and justify its selection;</li> <li>Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.</li> </ul>
<b>C: Creating the solution</b>	<ul style="list-style-type: none"> <li>Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution;</li> <li>Demonstrate excellent technical skills when making the solution</li> <li>Follow the plan to create the solution, which functions as intended</li> <li>Fully justify the changes made to the chosen design and plan when making the solution</li> <li>Present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.</li> </ul>
<b>D: Evaluating</b>	<ul style="list-style-type: none"> <li>Design detailed and relevant testing methods, which generate data, to measure the success of the solution;</li> <li>Critically evaluate the success of the solution against the design specification;</li> <li>Explain how the solution could be improved;</li> <li>Explain the impact of the solution on the client/target audience.</li> </ul>

## | Appendix (Definitions)

### Academic Monitoring

Academic Monitoring is a mechanism to provide support for students who are struggling in any of their subjects. Students will be placed on academic monitoring if their performance level is either a 1 or 2 (out of 7) for the final semester grade in any subject. Academic monitoring status lasts for a minimum of one full semester. Students who continue on academic monitoring without significant progress after two consecutive semesters may be asked to withdraw from the school.

All students on academic monitoring will have their progress reviewed at the middle and end of each semester. At the end of two consecutive semesters during which a student has been on academic monitoring, a decision will be made by the Principal to either withdraw the student or continue the enrollment. Under this status, the student's case will be reviewed at the end of the semester. If it is concluded that TKS does not offer a program that meets the needs of the student, or if a student is not making the progress necessary to improve his or her academic standing, the student may be asked to withdraw from TKS.

## **Attendance Notification**

Absences exceeding 10% will be recorded on the semester or year report. The student and parents will receive notification of excessive absences which will detail if the child has lost eligibility for programs due to attendance.

The TKS High School will be advised in writing, along with the student and their parents, for any student in Grade 8 who would be at risk of losing high school credit based on their Middle School attendance pattern.

## **Behavior Probation**

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

## **Suspension**

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

## **Expulsion**

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

## **Action**

At TKS, students learn to translate knowledge into action, developing responsibility and compassion. From participation to social entrepreneurship, we foster active, positive change-makers. Learning to take positive action happens at many levels including simple acts of kindness, participation in the classroom/school community, engaging in school and local community projects, leading community initiatives, advocating for global issues, and exploring social entrepreneurship for positive change.

## **Approaches to Learning (ATL)**

Because we know that success in the complex future is going to depend on being able to learn and adapt, we teach the skills of learning, which are often called 21st century skills in all subjects throughout the curriculum. This means that TKS students have continuous practice in the skills of research, communication, self-management, social skills, and critical thinking from the moment they enter the school. These skills will support their continued success beyond school and in life.

## **Assessment**

At TKS, assessment is designed to help students grow and succeed, not just to measure what they know. Our teachers use a comprehensive approach to assessment that supports learning at every step. They monitor student progress to adjust teaching when needed, collect evidence of learning, and measure it against clear expectations. By giving feedback that students can use to improve, we help them become confident, independent learners. We also communicate learning progress clearly to students, families, and future

educational providers. This way, assessment isn't just about grades—it's about guiding each student to success throughout their time at TKS.

### **Culminating Projects**

We want learning to be as much like life as possible. In addition to the rich learning that happens every day, we aim to provide students with project-based opportunities that are more extended and allow them to recognize and showcase their ability as learners. These culminating projects include the PYP Exhibition, MYP Personal Project and DP Extended Essay or Research Project.

### **Concepts**

At TKS, we design teaching and learning around big ideas to help students develop the skills to navigate an ever-changing world. By focusing on concepts, students learn how to make connections, think critically, and adapt their understanding to new situations — rather than just memorizing facts. This approach not only helps them see how subjects are linked and relevant to real life but also teaches them how to learn, so they can confidently face uncertainty, solve complex problems, and continue growing in a world that's constantly evolving.

### **Inquiry**

Because we know that high level thinking happens when students have to analyze, synthesize and create, we design learning targets and learning experiences that require them to investigate, problem-solve and inquire. We start this from the beginning of their time at TKS. Because this kind of structured inquiry is different in each subject, students learn how to investigate solutions both creatively and analytically from the moment they start at the school.

### **Learner Profile**

Recognizing the world's complexity, we prioritize students' personal growth alongside their academic learning. We believe who they are is as vital as what they know. To cultivate this understanding, we've adopted the IB Learner Profile, outlining the qualities of successful graduates and global citizens. This profile guides students from their initial days at TKS, evolving into a detailed self-assessment of their strengths and areas for development as they progress.

### **Learning Goals**

At TKS, teachers carefully plan what students need to learn by setting clear and meaningful learning goals. These goals include important knowledge and skills that students need to understand and apply in real-life situations. Teachers use the frameworks of the International Baccalaureate along with international standards and benchmarks to ensure high expectations for all students, from Pre-Kindergarten to Grade 12. They also focus on skills that students can use across different subjects, like thinking critically and solving problems. By planning this way, we make sure that learning is not just about memorizing facts but about understanding deeply and using knowledge in new situations, helping students learn in a way that lasts.

### **Personalized Learning**

Personalized learning at TKS means designing education that meets the needs, strengths, and interests of every student. It starts with a clear, concept-based curriculum aligned to international standards and delivered through inquiry. Teachers use evidence-based strategies and regularly analyze student data to plan

responsive instruction, provide meaningful feedback, and adjust teaching in real time. Learning is differentiated, flexible, and supported through a tiered system of intervention that ensures all students make progress. Students develop essential academic, social-emotional, and intercultural skills, while also learning to reflect on themselves as learners and take ownership of their growth. Flexible spaces, creative scheduling, assistive technologies, and outdoor learning experiences all contribute to making learning accessible, engaging, and empowering. At the heart of this approach is collaboration—among teachers and with students, so that learning is truly personal, purposeful, and transformative.

### **Real World Contexts (Transdisciplinary Themes and Global Contexts)**

We design teaching and learning around real-world contexts to make education meaningful and relevant. Through investigation, hands-on projects and learning that connects subjects, students deal with real-world challenges. By engaging with global issues and collaborating with communities, they develop critical thinking, problem-solving skills, and a deeper understanding of the world—preparing them to thrive in an ever-changing global landscape.