



Middle School Handbook

2026-2027

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| Principals' Welcome

August 2026

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

Kate Wood
Associate Middle School Principal
kate.wood@thekaustschool.org

| Day Schedule

TKS MS Schedule 2026 - 2027			
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		

2026/2027 KAUST School Administration & Teaching Staff

Administration

Position	Name
TKS Director	Michelle Remington
MYP Coordinator	Marie-Theres Whitehead
Director of Student Support	Kristel Solomon
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	Kate Wood
Pedagogical Coordinator	John Simpson
Pedagogical Coordinator	Elizabeth Swanson
Counselor	Lara Subeh
Counselor	Adam Kuestermann
TKS Registrar	Ziyad Khateeb
Health Office	Rana Bahamdan

Subject	Head of Department	Teachers	
Arabic Language and Literature	Abdelgani Shadeed	Rima AlKurdi	
Arts	Deborah Paul (Visual Arts)	Eduardo Regula (Music) Jill Hire (Drama) Robin Banks (Visual Art)	Marchelle Dickinson (Mu) James Waterkotte (Mus) Padraig Downey (Drama)
Design	Nathaniel Erickson	Chileshe Chisulo	Jon Denhartigh
Integrated Humanities	Ashley Quinn	Aislyn Lee Angela Campbell Anna Erickson Daniel Patrick	Danielle van Rooyen Andrew Kasals Jorge Duran Amanda Waterkotte
Language Acquisition	Tatiana Modrisan	Celine Dary (Fr) Laura Castro Sanchez (Sp) Tatiana Modrisan(Fr/Sp) Marie Lery (Fr)	Rima AlKurdi (Ar) Shorooq Alhazmi (Ar) Reham Al Dubayyan(Ar)

Islamic Studies	Azhar Zafar		
Library Media Specialist	Andrea Bravin		
Mathematics and Science	Michael Grouette	Chelsea Young Jason Martin Emma Carroll Ingeborg Van Schalkwyk	Michelle Dunham Scott Stewart Steven Hubbard Timothy Prueter
Physical & Health Education	Jessie Scott	Bernice Karemeri Khalid Saleem	Trevor Diggs
Technology Integration	Sheldon Bradshaw	Richard Jaberzadeh (Systems Specialist)	
Learning Support	Nour Arkadan	Chasity Diggs James Daum	Samantha Pryce Rodnella Turner (T&E)
Substitute Teachers		Anusha Ramesh Raluca Melinte	
Teaching Assistants		Tamar Condat (Design) Margarita Bravin (Art) Roland Agnero (PHE) Anjiao Wu (Library) Badriah Al-Ghamdi (Arabic and Islamic Studies)	Sushma Patil (Science) Jennifer Garcia Gonzalez (LS) Amal Alrefaei (LS)
Coordinators			
Service as Action/ Student Leadership	Danielle Van Rooyen		
Grade Level Team Leaders			
	Grade 6 Michelle Dunham	Grade 7 Amanda Waterkotte	Grade 8 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



| 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. Our 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:

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

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

Personal Growth and Development:

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

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

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

| 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. Our Advisory Program helps students develop in the social competency areas identified above. Our standards for the program are derived from the [International Social Emotional Learning Framework \(ISEL\)](#). **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 in the Advisory Program as well as in subject classes. Our intention is to help students develop independence.

Mentoring and Culminating Projects

Our Advisory Program is also guided by leading research on adolescent development. The *Mentor Mindset* orientation helps our Advisors mentor students toward their goals and aspirations. Through one-on-one conversations, Advisors help each student reflect on their academic work, their values, their relationships, and their school and community contributions. At the end of the school year, every student participates in a culminating project in which they draw from their reflections on the year to create a story of their learning.

- Grade 6 - Student Led Conferences
- Grade 7 - Peer Conferences
- Grade 8 - Community Conference

Advisors

Advisors are 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.

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

TKS school nurses are IMC employees who work in close collaboration with KAUST Health. 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 so we take steps to promote inclusion, raise awareness about harassment and bullying, and 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.

| 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
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.		

| 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 wear 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.
- For safety reasons, TKS strongly encourages closed-toed shoes. Students may wear sandals but they must bring and change into
 - Close-toed shoes for all science and design classes
 - Athletic footwear 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 to live 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 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. E-watches and headphones/earbuds are also not permitted to be worn or used during the school day. Headphones/earbuds may be used in the classroom as permitted by the teacher. Smartphones and e-watches seen at school, or causing a distraction, 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.

School related electronic communication between students

If permitted to do so by the classroom teacher, students may use age appropriate and school approved networks (Google suite, Toddle) for educational purposes. 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 use any form of unapproved social media at school (e.g. TikTok/ SnapChat)
- Students are not permitted to create social media accounts that use the school's name, logo or other official branding.

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. We use a range of resources and researchers to advise our approach and several parent workshops will be presented throughout

the school year to support you with current and relevant resources.

| 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 the 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 our 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	● Copying/pasting straight into my own work from the internet or AI without putting it in my own words or providing the source ● Using someone else's ideas and saying they are my own even if I didn't do it on purpose
Collusion	Supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another	● When you let someone else copy your work and they say it is their own
Duplication of Work	Presentation of the same work for different assessment components	● Using your own work for multiple assignments in different subjects
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.	● Disturbing other people during a test ● Looking at someone else's test ● Telling someone else an answer during the test ● Taking photos of a test

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)

| Artificial Intelligence and Academic Honesty

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

In the Middle School, AI engagement is designed to be highly structured and teacher-directed. Students use AI tools only when specifically instructed and guided by their teachers, ensuring that foundational skills, critical thinking, and safe digital habits are established first.

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

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

Expectations and Responsible Use

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

Shared Responsibility and Academic Integrity

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

The inappropriate use of AI—including generating work and presenting it as one’s own, misrepresenting understanding, bypassing the intended learning process, or using AI in ways not permitted by the teacher—constitutes academic misconduct and will be addressed through the school’s academic integrity procedures.

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

| 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 and 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
Category 1 incidents are low-level incidents that can be the result of thoughtlessness or maybe an incident rarely displayed by a student.	- Running in the hall - pushing in line - failing to clear a table in the cafeteria - unsafe play - littering	Teacher is responsible	Not necessary to report or document. 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.	Not necessary	- Reminders, suggestions and explanations - Reflection on the lessons an incident might offer - Meeting with offended parties, if appropriate
	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.	Teacher is responsible Repeated behavior will be dealt with by the Grade Level Leader (GLL)	The teacher documents the behavior as a log entry in PS, <i>indicating it is a Category 1 incident.</i> The log entry is reviewed by the Grade Level Lead, Counselor and Associate Principal. Advisor and/or GLL will speak with the student. GLL will liaise with the advisor, counselor and/or Case Manager if more support for the student is required.	The teacher will email parents if the concern is directly related to loss of learning. This is logged on PowerSchool. The advisor may email the parents if the behavior is not directly related to learning. GLL will advise when this is appropriate. All parent contact is documented in PowerSchool.	- Mentoring through reminders, suggestions and explanations - Students are given time to "cool down" - Teacher detention As part of the log entry that has been created, the consequences need to be documented.
Category 2 incidents of misconduct include more serious or persistent failures to meet expectations.	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.	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 Students may be brought to the Middle School Office in the event of dangerous or harmful behavior.	The teacher documents the incident as a log entry, <i>indicating it is a Category 2 incident.</i> Principals, counselor and GLL will review the incident and decide if the student needs more support. Academic Honesty cases require the involvement of the AP and MYP Coordinator.	Parents must be informed. Depending on the seriousness of the issue, it can be by email, telephone or in a face-to-face meeting.	- Loss of privileges - School detention that may mean that students miss an afterschool activity - In-school suspension Consequences must be ratified/endorsed by the (Associate) Principal and logged in PowerSchool.
Category 3 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.	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.	The teacher refers this misconduct to the (Associate) Principal. Students are brought immediately to the Middle School Office.	The teacher documents the incident as a log entry that is sent to the Grade Level Lead, Counselor and Associate Principal. (Associate) Principal will speak with the student. If possible, the (associate) principal has a brief communication with the Grade Level Lead before giving a consequence or talking to the parents. Academic Honesty cases require the involvement of the MYP Coordinator.	Parents must be informed through a face-to-face meeting.	Out-of-school suspension Revoke eligibility to participate in Athletics & Activities Disciplinary Probation May lead to expulsion Consequences must be ratified/endorsed by the Principal.

| Attendance

Punctual Attendance (7:45 am arrival ensures a 7:50 am start to classes without disruptions!)

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:

- 5 tardies - speak to Advisor, note home
- 10 tardies - meet with Grade Level Leader and serve detention
- 15 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 their learning suffers, extra work and attention is required, and confusion is created for class collaborative work. Please be aware of our expectations for students and parents in the event of absence:

- A student must attend at least half of the school day to be eligible to participate in athletics or activities on that day.
- **Students are responsible to check Toddle and to meet with their teacher to make a reasonable plan for making up missed or incomplete work.**
- A medical certificate is required once a student reaches 3 consecutive days of absence.

Leaving school early / Arriving at school late

If students need to leave before the end of the school day a 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. Middle School students leaving campus without permission will be subject to disciplinary action as this is unsafe behavior

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. 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 PowerSchool Parent Portal](#), accessible via the website, includes up-to-date information on your child's attendance, e-collect forms, and MAP test results, class schedules and information on the co-curricular programme.
- [Toddle](#) is a Learning Management System for the teacher and the student to communicate. It contains tasks, resources and feedback from the teacher. It is also where parents and students will access semester reports.
- The 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

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 or contact the Middle School Office (tkms@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 raise their concern 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

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 which takes precedence over their own selection.

Managing Homework and Student Independent Work

The purpose of homework in the TKS Middle School is to support the development of self-directed learners. It is used to:

- prepare for learning
- practice skills that have been taught

- reflect and identify next steps
- extend thinking
- build reading habits and comprehension through independent and guided reading

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

Time guidelines are listed below so you can help your child manage their home workload. Homework will vary but, If the amount of time your child spends on homework exceeds the guidelines in this handbook for many days in a row, please inform the school or a specific teacher.

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

The KAUST School values a balance of academic learning and non-academic activities. We promote engaging your child in sports, music, clubs, service, and social activities that help them develop complimentary pursuits to go along with their academic learning.

If students work effectively in class, they should not have lengthy homework activities. Many students use CORE, break and lunch times to complete school work and reduce their work load. When students work effectively at home, with supervision, the amount of time they spend on their homework will be more focused and effective.

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.

Student Strategies for Success

- Keep a log of how long homework assignments are taking and communicate results.
- Use organizational tools such as personal calendars, homework calendars, and Toddle.
- 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 a limited 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.

Parent Homework Support - 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.
- Set and monitor limited social networking and online chats AFTER homework is complete. Minimize or set limits on possible distractions: TV, gaming, texting.
- 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.

| 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 tks.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.

Athletics, Activities, & Aquatics

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

MS athletics includes both participation and competitive teams and are divided into two divisions: Developmental teams (mostly sixth graders) and U14 teams (mostly seventh and eighth graders).

All middle school students can sign up each season to participate in a particular sport and will train for the season.

Towards the end of the season competitive teams will be chosen in the U14 division to represent TKS at conference tournaments. TKS is a member of the Red Sea Athletic Conference (RSAC) and the Saudi Arabian Inter-Kingdom Activities Conference (SAIKAC). Season 1 sports are golf, volleyball, and netball. Season 2 sports include football, cross country, badminton & tennis. Season 3 sports are track & field and SAIKAC Swimming. Season 4 offers only MS Basketball. Each of these teams will compete in various matches and tournaments throughout the season.

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

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

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

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

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 **academic** standing or working to the best of their ability. The student meets all deadlines for handing in assessments.
2. The student remains in good standing in terms of the TKS **behavioral** code of conduct. The student remains in good standing in terms of the behavioral code of conduct of any organizations the school is affiliated to, e.g. SAIKAC, RSAC, etc.
3. The student maintains a 90% **attendance** threshold per class.

If a student does not meet any of the criteria above, the Athletics and Activities Director and Middle School administration may, after evaluating the student's academic, behavioral and attendance

record, revoke a student's right to participate in the co-curricular programme until the above criteria are met again.

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

Athletics and Activities Agreement Form

It is an honor and a privilege to represent The KAUST School, not a right. Students participating in co-curricular programmes are considered to be in positions of leadership. They represent the school and the greater community 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 who will 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 success 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 the [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 a student's learning plan:

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 our 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.

TAEP Students are a diverse group with varied abilities and needs and require a range of service options. For more information, please consult the [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 usually 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. 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. Due to campus security and the spontaneous nature of some on-campus events, parent permission forms are not required for academic day trips within the KAUST campus. However, parents will always be notified in advance of any school-sponsored trip.

| Academics

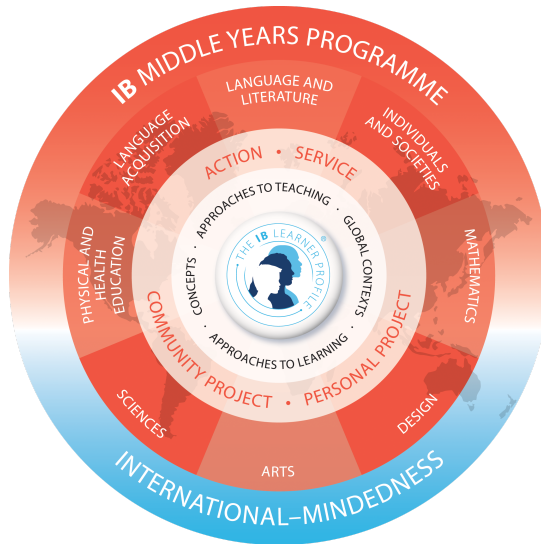
Inclusive Principles

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 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 self-management skills and approaches to learning
- **Promoting self-esteem** through high expectations, respectful discourse, and celebrations of 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.

| 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.



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
- Students may also select **Islamic Studies** which occurs once each 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. Standards 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)

The IB 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

Teachers help students meet MYP requirements through a variety of assessment methods. Students demonstrate their learning in many ways, and teachers collect evidence from both formative and summative assessments.

Students may demonstrate their learning through:

- Performances
- Projects
- Written responses
- Presentations
- Investigations
- Individual and collaborative tasks

TKS MYP assessment is criteria-related. Each subject organizes the IB MYP objectives into four criteria, with achievement described across a range of levels using criterion-specific rubrics. Throughout a unit of inquiry, teachers gather evidence of student learning from a variety of sources.

Assessment evidence may include:

- Checklists
- Tracking points
- Anecdotal records
- Criteria-related assessment tasks (including formative tasks)

All summative assessments in MYP courses follow criteria-related assessment practices.

Before a summative assessment, teachers clearly communicate expectations so students understand how they will be assessed and can prepare effectively.

This guidance may include:

- In-class discussions
- Written task specifications
- Task-specific rubrics

At the end of each grading period, teachers review evidence from criteria-related tasks only. Using the IB MYP best fit approach, teachers determine the achievement level (0–8) for each of the four criteria by referencing the IB MYP objectives and achievement descriptors. Once all four criterion

levels have been determined, they are combined to produce the student's overall IB MYP grade (1–7) on the TKS report card.

Teachers' best fit judgments are informed by:

- Assessed objectives provided by the IBO
- Guidance from the TKS IB MYP Coordinator
- Internal standardization 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.

| Reporting Student Learning

At TKS, reporting is an ongoing process rather than a single event. Throughout each unit of study, teachers collect evidence of student learning and provide feedback in Toddle so that students and parents can monitor progress over time.

Evidence of Learning in Toddle

Throughout each unit of study, parents will see evidence of their child's learning added to Toddle. This evidence reflects different stages of the learning process and may include:

- **Formative assessments**, which provide feedback to guide next steps in learning. These assessments help teachers and students identify strengths and areas for growth.
- **Summative assessments**, which measure student achievement against the selected IB MYP criteria for that unit of study.

As students complete additional assessments throughout the semester and year, the body of evidence grows and represents the student's **current level of achievement**, rather than a simple average of previous performance.

Toddle is designed to provide a picture of student learning over time rather than a running gradebook. Because teachers use a variety of assessment methods and provide feedback at meaningful points in the learning process, new evidence will not appear every day or after every lesson. Families are encouraged to check Toddle periodically throughout each unit to review feedback, celebrate growth, and discuss next steps with their child. Parents who enable Toddle notifications will receive alerts when new evidence of learning or assessment information is added. Please contact the IT Department if you need assistance configuring your notification settings.

Formal Reporting

Families receive formal opportunities to review student progress throughout the year:

- **Semester 1 Progress Report (Toddle):** Reports student achievement based on evidence collected during Semester 1.
- **End-of-Year Report (Toddle):** Reports student achievement based on evidence collected during Semester 2 and, for year-long courses, across the full academic year.
- **Parent-Teacher Conferences:** Held twice each year, once in Semester 1 and once in Semester 2, providing an opportunity for parents, students, and teachers to discuss progress, achievement, and next steps.

At each reporting point, teachers make professional judgments using the body of evidence collected to that point in time. As additional evidence is gathered throughout the semester and year, it contributes to a more complete picture of each student's current achievement.

MYP Program of Studies

Language & Literature (Arabic, English)

Additional Language Choice

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:
A: Analyzing	▪ Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts; ▪ Analyze the effects of the creator's choices on an audience; ▪ Justify opinions and ideas, using examples, explanations and terminology; ▪ Evaluate similarities and differences by connecting features across and within genres and texts.
B: Organizing	▪ Employ organizational structures that serve the context and intention; ▪ Organize opinions and ideas in a sustained, coherent and logical manner; ▪ Use referencing and formatting tools to create a presentation style suitable to the context and intention.
C: Producing Text	▪ 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; ▪ Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience; ▪ Select relevant details and examples to develop ideas.
D: Using Language	▪ Use appropriate and varied vocabulary, sentence structures and forms of expression; ▪ Write and speak in a register and style that serve the context and intention; ▪ Use correct grammar, syntax and punctuation; ▪ Spell and pronounce with accuracy; ▪ Use appropriate non-verbal communication techniques.

Language Acquisition (Arabic, French, Spanish)

Additional Language Choice

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:
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A: Listening	▪ Demonstrate understanding of explicit and implicit spoken information in multimodal texts; ▪ Demonstrate understanding of conventions; ▪ Demonstrate understanding of relationships between the various components of the multimodal texts.
B: Reading	▪ Demonstrate understanding of explicit and implicit written information in multimodal texts; ▪ Demonstrate understanding of conventions; ▪ Demonstrate understanding of relationships between the various components of the multimodal texts.
C: Speaking	▪ Use spoken language to communicate and interact with others; ▪ Demonstrate accuracy and fluency in speaking; ▪ Communicate clearly and effectively.
D: Writing	▪ Use written language to communicate with others; ▪ Demonstrate accurate use of language conventions; ▪ Organize information in writing; ▪ Communicate information with a sense of audience and purpose.

Mathematics

Criteria	Students should be able to:
A: Knowing & Understanding	▪ Select appropriate mathematics when solving problems; ▪ Apply the selected mathematics successfully when solving problems; ▪ Solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.
B: Investigating Patterns	▪ Select and apply appropriate mathematical problem-solving techniques to discover complex patterns; ▪ Describe patterns as general rules consistent with findings; ▪ Prove, or verify and justify, general rules.
C: Communicating	▪ Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations; ▪ Use appropriate forms of mathematical representation to present information; ▪ Move between different forms of mathematical representation; ▪ Communicate complete, coherent and concise mathematical lines of reasoning; ▪ Organize information using a logical structure.
D: Applying mathematics in real-life contexts	▪ Identify relevant elements of authentic real-life situations; ▪ Select appropriate mathematical strategies when solving authentic real-life situations; ▪ Apply the selected mathematical strategies successfully to reach a solution; ▪ Justify the degree of accuracy of a solution; ▪ Justify whether a solution makes sense in the context of the authentic real-life situation.

Sciences

Criteria	Students should be able to:
A: Knowing & Understanding	- Explain scientific knowledge; - Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations; - Analyze and evaluate information to make scientifically supported judgments.
B: Inquiring & Designing	- Explain a problem or question to be tested by a scientific investigation; - Formulate a testable hypothesis and explain it using scientific reasoning; - Explain how to manipulate the variables, and explain how data will be collected; - Design scientific investigations.
C: Processing & Evaluating	- Present collected and transformed data; - Interpret data and explain results using scientific reasoning; - Evaluate the validity of a hypothesis based on the outcome of the scientific investigation; - Evaluate the validity of the method; - Explain improvements or extensions to the method.
D: Reflecting on the impacts of science	- Explain the ways in which science is applied and used to address a specific problem or issue; - Discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue; - Apply communication modes effectively; - Document the work of others and sources of information used.

Individuals & Societies

Criteria	Students should be able to:
A: Knowing & Understanding	- Use terminology in context; - Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.
B: Investigating	- Formulate a clear and focused research question; - Formulate and follow an action plan to investigate a research question; - Use research methods to collect and record relevant information; - Evaluate the process and results of an investigation.
C: Communicating	- Communicate information and ideas using an appropriate style for the audience and purpose; - Structure information and ideas in a way that is appropriate to the specified format; - Document sources of information using a recognized convention.
D: Thinking Critically	- Discuss concepts, issues, models, visual representation and theories; - Synthesize information to make valid arguments; - Analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations; - Interpret different perspectives and their implications

Physical & Health Education

Criteria	Students should be able to:
A: Knowing & Understanding	- Explain physical health education factual, procedural and conceptual knowledge; - Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations; - Apply physical and health terminology effectively to communicate understanding.
B: Planning for performance	- Design, explain and justify plans to improve physical performance and health; - Analyze and evaluate the effectiveness of a plan based on the outcome.
C: Applying & Performance	- Demonstrate and apply a range of skills and techniques effectively; - Demonstrate and apply a range of strategies and movement concepts; - Analyze and apply information to perform effectively.
D: Reflecting & Improving Performance	- Explain and demonstrate strategies that enhance interpersonal skills; - Develop goals and apply strategies to enhance performance; - Analyze and evaluate performance.

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:
A: Investigating	- Investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry; - Critique an artwork or performance from the chosen movement(s) or genre(s).
B: Developing	- Practically explore ideas to inform development of a final artwork or performance; - Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.
C: Creating/Performing	Create or perform an artwork.
D: Evaluating	- Appraise their own artwork or performance; - Reflect on their development as an artist.

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:
A: Inquiring & Analyzing	▪ Explain and justify the need for a solution to a problem for a specified client/target audience; ▪ Identify and prioritize the primary and secondary research needed to develop a solution to the problem; ▪ Analyze a range of existing products that inspire a solution to the problem; ▪ Develop a detailed design brief that summarizes the analysis of relevant research.
B: Developing Ideas	▪ Develop a design specification that clearly states the success criteria for the design of a solution; ▪ Develop a range of feasible design ideas that can be correctly interpreted by others; ▪ Present the final chosen design and justify its selection; ▪ Develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.
C: Creating the solution	▪ 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; ▪ Demonstrate excellent technical skills when making the solution ▪ Follow the plan to create the solution, which functions as intended ▪ Fully justify the changes made to the chosen design and plan when making the solution ▪ Present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.
D: Evaluating	▪ Design detailed and relevant testing methods, which generate data, to measure the success of the solution; ▪ Critically evaluate the success of the solution against the design specification; ▪ Explain how the solution could be improved; ▪ Explain the impact of the solution on the client/target audience.

| 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.



Approved by the TKS Director | Updated August 1, 2026