



KUWAIT BILINGUAL SCHOOL 2
2024-2025
Elementary Parent Handbook

CONTENTS

INTRODUCTION	6
SECTION ONE: KBS MISSION, VISION, AND PRINCIPLES	7
KBS MISSION STATEMENT	7
KBS VISION	8
KBS PRINCIPLES	8
MSA ACCREDITATION	
SECTION TWO: THE ACADEMIC PROGRAMME	9
IB MISSION STATEMENT	9
PYP LEARNER PROFILE	9
INQUIRY AS A PEDAGOGICAL APPROACH	11
STUDENT INITIATED ACTION	12
THE TRANSDISCIPLINARY NATURE OF THE PROGRAMME	12
THE PROGRAMME OF INQUIRY (POI)	13
A CONCEPT-DRIVEN CURRICULUM	14
PYP KEY CONCEPTS	14
PYP APPROACHES TO LEARNING	16
STUDENT AGENCY AND THE PYP	17
THE PYP CLASSROOM	17
ASSESSMENT AS FEEDBACK	24
PORTFOLIO AGREEMENTS	24
THE MODEL OF THE PYP CURRICULUM	25
TEXTBOOKS	25
AERO STANDARDS	25
SCIENCE, SOCIAL STUDIES AND MATHEMATICS	25
VISUAL ART, DRAMA AND MUSIC	26
GRADES AND REPORTS	26
HOME LEARNING	27
HOME LEARNING DIARY	27
LEARNING SUPPORT	27
REMEDIAL CLASSES	28
SMART TABLETS	28
ASSESSMENT	29
WEEKLY PLANS	29
TRANSFERRING CLASSES AND REQUESTS	29
SECTION THREE: GENERAL INFORMATION	30
ABSENCES	30
ANNUAL CALENDAR	31
ART LESSONS	31
ATTENDANCE	31
AWARDS	31

BIRTHDAY PARTIES	32
BOOK BAGS	32
BUS TRANSPORTATION	32
CAFETERIA	32
CLEAN CAMPUS	32
COMMUNICATION	33
DISCIPLINE & STUDENT WELLBEING	34
BEHAVIOR EXPECTATION MATRIX	36
DEFINING UNACCEPTABLE BEHAVIORS	37
CONSEQUENCES FOR MINOR AND MAJOR INCIDENTS	38
POSITIVE SUPPORT SYSTEM	39
COUNSELING SERVICES	
GENERAL SCHOOL BEHAVIORAL EXPECTATIONS	40
EARLY RELEASE	40
EDUCATIONAL TRIPS	40
EMERGENCY EVACUATIONS	41
EXTRA CURRICULAR ACTIVITIES	
FIRE DRILL PROCEDURES	41
GIFTS AND DONATIONS	42
HEALTH AND DIET	43
HOMEROOM	43
IDENTIFICATION OF BELONGINGS	43
LOST PROPERTY	43
LOST AND DAMAGED BOOKS	43
MEDICAL FILES	43
MEDICATION	44
MEETING WITH YOUR CHILD'S TEACHERS	44
NOTEBOOKS	44
OPEN AFTERNOONS	44
OPEN DOOR POLICY	44
PARENT CONFERENCES	44
PARENT INFORMATION SESSIONS	44
PARENTS- TEACHERS- STUDENTS ASSOCIATION (PTSA)	45
PLAYGROUND SUPERVISION	45
ELEMENTARY ASSEMBLY	45
SCHOOL TELEPHONE	45
SLEEP	45
STUDENT COUNCIL	45
STUDENT MATERIALS	46
STUDENT PERSONAL INFORMATION UPDATES	46
TEACHING ASSISTANTS	46
UNIFORM	46
VACCINATIONS	47
VOLUNTEERS	47

INTRODUCTION

Welcome to Kuwait Bilingual School 2 (KBS2) Elementary Department.

The aim of this handbook is to clarify our expectations for both students and parents. We stress the importance of a strong home–school connection. By collaborating, parents and teachers can create a positive learning environment conducive to the success of all students. Together, we aspire to ensure that our students receive the highest quality education within a happy, safe, and disciplined setting.

Kuwait Bilingual School 2 is very proud to be one of a few schools in Kuwait that are authorized as International Baccalaureate (IB) Primary Years Program (PYP) schools. This program has been developed with international schools in mind and aims to help build character, as well as provide an education which will equip our students to take on responsibilities as "Leaders of Tomorrow" - our school's motto.

We recommend that you take time to go through this handbook carefully and keep a copy at hand for future reference. The contents of this handbook are divided into three sections:

1. The Vision, Mission, and Principles of Kuwait Bilingual School 2
2. The Academic Program
3. General Information

Please do not hesitate to contact the school if you have any questions. We look forward to working with you this year!

SECTION ONE: KBS2 MISSION, VISION, AND PRINCIPLES

KUWAIT BILINGUAL SCHOOL VISION STATEMENT

To unite IB bilingual excellence with scholarship, service, and global citizenship for the best educational experience in the region.

KUWAIT BILINGUAL SCHOOL MISSION STATEMENT

Enriching the Jahra community by empowering future leaders and global citizens through bilingual IB excellence, scholarship, action, and service.

KUWAIT BILINGUAL SCHOOL MOTTO

"Children of today, leaders of tomorrow."

KBS Values

Bilingual Excellence: We commit to the highest standards of teaching and learning in Arabic and English, emphasizing the importance of perseverance in mastering these skills. This dual-language excellence prepares our scholars to face the world's challenges with confidence and adaptability.

Scholarship: We value academic rigor and the persistent pursuit of knowledge, encouraging our scholars to embrace challenges as opportunities for growth and to become resilient lifelong learners.

Service: Recognizing our enduring responsibility to the Jahra community and beyond, we are dedicated to nurturing empathetic leaders who persistently seek ways to make a lasting positive impact on society.

Global Citizenship: We cultivate an appreciation of diverse cultures, preparing our scholars to not only adapt but to lead with resilience in a connected global community.

Inclusivity: We respect diversity and strive to create a supportive environment where resilience is built, and all scholars feel valued, fostering a community where perseverance is a shared journey towards excellence.

Inclusion Statement

At Kuwait Bilingual School 2, we believe in the power of diversity and the strength of endurance to enrich education and foster a sense of belonging. We are dedicated to nurturing an environment where every student's voice is heard, valued, and empowered to persevere, regardless of background, ability, or belief. Through a shared commitment to resilience, we strive to create a community where everyone is encouraged to contribute, learn, grow, and overcome, embodying the principles of global citizenship, mutual respect, and enduring spirit. Together, we work towards a more understanding, just, and resiliently connected world.

CURRICULUM FRAMEWORK AND STANDARDS

KBS 2 is an International Baccalaureate® authorized Primary Years Program and Middle Years Program school with Diploma Program candidacy. Our curriculum framework is instituted by the International Baccalaureate® and we have adopted AERO Standards.

AERO promotes and supports a Standards-Based Learning System (SBLS), a system in which instruction, assessment, grading, and reporting are based on how well students demonstrate their understanding and mastery of the knowledge and skills they are expected to learn during their schooling.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students

across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

KBS GRADUATE PROFILE

MSA ACCREDITATION

As part of our ongoing commitment to create better educational programs and expected outcomes for our children, we have completed a self-study with the Middle States Association of Colleges and Schools (MSA).

The Middle States Association of Colleges and Schools (MSA) is a non-governmental, non-profit, peer-administered, organization that accredits over 3,500 schools in over 85 countries.

We had our MSA visit in March 2016 and became officially accredited in October 2016. Our Mid-term report was reviewed and accepted in February 2020.

The self-study helped us to see our strengths, where we need to make improvements within the school, and determine specific objectives to achieve a better-quality education.

Adopted on May 25, 2014

SECTION TWO: THE ACADEMIC PROGRAM

KBS2 is an IB World School for the International Baccalaureate (IB) Primary Year's Program (PYP). We are also accredited with the Middle States Association of Colleges and Schools (MSA) of the USA. We have taken both of these steps because we recognize the importance of ensuring that our educational programs are rigorously assessed and approved by outside, internationally accredited agencies.

The aims of our school and that of IB are the same; that is,

"To develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world."

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PYP LEARNER PROFILE

At KBS we strive to be

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
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Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Examples of using the Learner Profile	
<p>In a unit related to the transdisciplinary theme “How the World Works”, students aged 8 and 9 were inquiring into the central idea “Human survival is connected to understanding the continual changing nature of the Earth”. Throughout the unit, the teachers looked for evidence of the development in students of attributes of the IB learner profile.</p>	
<p>Inquirers—the inquiry encouraged the students to develop their research skills and become decision makers about their own learning. The guest speaker (a builder) sparked their curiosity about an aspect of the world around them. This prompted student-initiated investigations into why humans build shelters and houses, and how they build them to adapt to and interact with the environment. This broadened their perspective by adding a global dimension and provided them with the opportunity to consider the perspectives of others.</p>	
<p>Thinkers—students engaged in learning experiences that provoked them to think critically about the human dimension, and the positive and negative effects we have on our planet, for example, how to build safer homes, how organizations provide relief to victims of natural events and the consequences of deforestation. The learning engagements all presented the interconnectedness of natural phenomena and human intervention, provoking students’ conceptual development.</p>	
<p>Communicators—students shared knowledge, wonderings and insights through discussions, a variety of writing projects, sketches, illustrations and posters. Throughout the grade 5 Exhibition, many visitors (parents and teachers) came to the classroom to observe and were surprised and impressed with the level of confidence and articulation of the students as they shared what they were learning. Students used PYP language to describe themselves as “knowledgeable” and “risk-takers”.</p>	

It is an expectation that parents and teachers model and exemplify this profile, which is taught to students continuously.

WHAT DO WE WANT OUR STUDENTS TO LEARN?

The written curriculum in the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action. In terms of achieving this balance, the five essential elements of the written curriculum are emphasized. They are shown in the table below:

The Essential Elements of The Written Curriculum	
Knowledge	Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.
Concepts	Powerful ideas that have relevance within the subject areas but also transcend them and that student must explore and re-explore in order to develop a coherent, in-depth understanding.
Approaches to Learning	Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

Agency	PYP students with agency use their own initiative and will and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others.
Action	Demonstrations of deeper learning in responsible behavior through responsible action; a manifestation in practice of the other essential elements.

INQUIRY AS A PEDAGOGICAL APPROACH

Inquiry, as the leading pedagogical approach of the PYP, is recognized as allowing students to be actively involved in their own learning and to take responsibility for that learning. Inquiry allows each student's understanding of the world to develop in a manner and at a rate that is unique to that learner. Inquiry, interpreted in the broadest sense, is the process initiated by the student or the teacher that moves the student from his or her current level of understanding to a new and deeper level of understanding. Inquiry takes place at the knowing/not knowing intersection (Wells Lindfors 1999) and can take many forms, including:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways

Inquiry involves an active engagement with the environment in an effort to make sense of the world, and consequent reflection on the connections between the experiences encountered and the information gathered. Inquiry involves the synthesis, analysis and manipulation of knowledge, whether through play or through more formally structured learning. In the PYP, the lively, animated process of inquiry appears differently within different age ranges. This demands that the teacher be a thoughtful participant in, and monitor of, the ongoing exploration and investigations that the students engage in or initiate. In particular, the teachers of the younger students need to be mindful of the role of the learning environment when presenting stimuli to the students, for them to wonder at, and be curious about, and to stimulate purposeful play. Many different forms of inquiry are recognized, based on students' curiosity and on their wanting and needing to know more about the world. They are most successful when students' questions and inquiries are genuine and have real significance in helping them progress to new levels of knowledge and understanding. The most insightful inquiries, ones most likely to move the students' understanding further, come from existing knowledge. The structure of the learning environment, including the home, the classroom, the school and the community, and the behavior modeled by others in that environment, particularly by the parent and the teacher, will lay

down the knowledge foundation that will nurture meaningful participation and inquiry on the part of the students.

STUDENT INITIATED ACTION

An explicit expectation of the PYP is that successful inquiry will lead to action, initiated by the student as a result of the learning process. This action may extend the student's own learning, or it may have a wider social impact, and will clearly look different within each age range, and from one age range to the next.

Examples of Action
In a unit related to the transdisciplinary theme "Sharing the planet", a class of students aged 5 and 6 were inquiring into the central idea "Plants need special conditions to survive and stay healthy". The key concepts for this unit were causation (in particular, the reasons why plants grow where they do, and why some plants seem healthier than others) and responsibility. While visiting the library during the course of the unit, a student asked the librarian to move one of the plants closer to the window, explaining that the plant would get more light. Additionally, other students who regularly arrived early in the morning spontaneously began to water the classroom plants as they waited for the teaching day to begin.

THE TRANSDISCIPLINARY NATURE OF THE PROGRAM

The PYP acknowledges the importance of subject areas: language; mathematics; social studies; science; arts; personal, social and physical education. The knowledge, concepts and skills that constitute each of these subject areas are documented in detailed frameworks—scope and sequence documents which include the AERO Standards—that set out the overall expectations for each subject as a developmental continuum. Teachers use these to guide teaching and learning in the school. However, the PYP also recognizes that educating students in a set of isolated subject areas, while necessary, is not sufficient. Of equal importance is the need to acquire skills in context, and to explore content that is relevant to students and transcends the boundaries of the traditional subjects. "To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life" (Boyer 1995: 82). Ernest Boyer proposed that students explore a set of themes representing shared human experiences such as "Response to the Aesthetic" and "Membership in Groups". He referred to these as "Core Commonalities". In the PYP, this idea of human commonalities shapes the transdisciplinary themes. The program defines transdisciplinary themes that identify areas of shared human experience and have meaning for individuals from different cultures and ethnicities. These themes are part of the common ground that unifies the learning in all IB World Schools offering PYP. They provide the opportunity to incorporate both local and global issues in the knowledge component of the PYP written curriculum.

THE PROGRAM OF INQUIRY (POI)

To offer a balanced program of units at each grade level, the PYP has identified six transdisciplinary themes representing significant knowledge areas. All grade levels from 1 to 5 study one unit from each knowledge area per year.

The Transdisciplinary Themes of the PYP	
Who We Are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
Where We Are in Time and Place	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How We Express Ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the World Works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
How We Organize Ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the Planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into and learn about local and global issues in the context of units of inquiry, each of which addresses a particular transdisciplinary theme. The students make connections, contributions, and deepen their understanding through the perspective of their personal and cultural experience.

An Example of a Unit of Inquiry
<p>Transdisciplinary theme: Who We Are</p> <p>Central idea: Our bodies are made up of interconnected systems which need to be maintained for healthy functioning.</p> <p>Key concepts: form, connection, responsibility</p> <p>Related concepts: health, systems</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The form and function of body systems • How the systems are interconnected • How to maintain healthy body systems

A CONCEPT-DRIVEN CURRICULUM

Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with

significant ideas. Therefore, in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry. The PYP provides a framework for the curriculum, including eight key concepts as one of the essential elements. It is accepted that these are not, in any sense, the only concepts worth exploring. Taken together, they form a powerful curriculum component that inspires the teacher- and/or student constructed inquiries that lie at the heart of the PYP curriculum.

THE PYP KEY CONCEPTS

THE PYP KEY CONCEPTS	Key questions to drive understanding of the concepts
Form	What is it like?
Function	How does it work?
Causation	Why is it like it is?
Change	How is it changing?
Connection	How is it connected to other things?
Perspective	What are the points of view?
Responsibility	What is our responsibility?

By identifying concepts that have relevance within each subject area, and across and beyond the subject areas, PYP has defined an essential element for supporting its transdisciplinary model of teaching and learning. Expressed as open-ended questions, (see table above), the seven key concepts provide the initial momentum and the underlying structure for the exploration of the content of the whole program. An eighth concept – Reflection is embedded in all units of inquiry.

Example of Using Concepts
<p>Example</p> <p>In a unit of inquiry for students aged 10 and 11 under the transdisciplinary theme “Sharing the planet”, the central idea is “Finding peaceful solutions to conflict leads to a better quality of life in a community”. The teacher asks the following questions relating to the listed concepts.</p> <ul style="list-style-type: none"> • What are the reasons for conflict taking place in a community? (Suggested by the key concept causation and the related question “Why is it like it is?”) • How can differences be resolved without conflict? (Suggested by the key concept perspective and the related question “What are the points of view?”) • In what ways is peace an active rather than a passive state? (Suggested by the key concept responsibility and the related question “What is our responsibility?”)

PYP APPROACHES TO LEARNING – WHAT DO WE WANT STUDENTS TO BE ABLE TO DO?

The search for understanding is central to the beliefs and practices of the PYP. However, the emphasis on the development of conceptual understanding does not preclude recognition of the importance of developing skills. The construction of meaning and, therefore, of understanding is complemented by the students acquiring and applying a range of skills. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry. While it is important for all teachers to foster and support the development of skills by providing opportunities embedded in authentic learning experiences, it is particularly relevant for teachers of the younger students to

interpret this expectation in ways that are appropriate for their group of learners. When learning about and through the subject areas, students acquire the particular skills that define the discipline of those subjects. For example, in language the students become literate, and in mathematics they become numerate. The acquisition of literacy and numeracy, in its broadest sense, is essential, as these skills provide students with the tools of inquiry. Nonetheless, the PYP position is that, in order to conduct purposeful inquiry and in order to be well prepared for lifelong learning, students need to master a whole range of skills beyond those normally referred to as basic. These include skills, relevant to all the subject areas and transcending them, needed to support fully the complexities of the lives of the students.

	PYP APPROACHES TO LEARNING
Thinking skills	acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition
Social skills	accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles
Communication skills	listening, speaking, reading, writing, viewing, presenting, nonverbal communication
Self-management skills	gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior, informed choices
Research skills	formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

STUDENT AGENCY AND THE PYP – WHAT ROLE DO STUDENTS NEED TO TAKE IN THEIR LEARNING PROCESS?

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that students develop a sense of agency in their learning. This includes:

VOICE

- Students question, guide and direct learning
- Students propose and initiate action
- Students participate in decision making

CHOICE

- Students co-construct learning goals
- Students engage with multiple perspectives

OWNERSHIP

- Students define their own learning goals
- Students reflect on their own learning goals
- Student ideas are supported throughout planning and taking action

THE PYP CLASSROOM

The character of the PYP is reflected in the classroom learning experiences and arrangements. Students will often be involved in whole class discussions while the teacher will visibly record the content of the discussion. This discussion will be on display during the rest of the unit and will be referred to at a later stage. Students might work in smaller groups, doing research, collecting information or working towards a performance or presentation. They might work in pairs or individually. There will also be time for direct whole class instruction or for quiet individual work. The classroom looks active; students take the initiative, assist each other, get their own resources and may work in different areas in the classroom. Different groups of students may be working on different projects at the same time. Plentiful resources are available to stimulate and assist the learning and the results of the learning are displayed in the class. The Learner Profile as well as the Central Idea of each unit will be visible in each classroom. The taught curriculum is designed to create a learning community in which adults and children alike investigate important ideas and enrich or improve their understanding of them. The starting point is students' current understanding, and the goal is the active construction of meaning by building connections between human experience and information and processes from the disciplines.

ASSESSMENT AS FEEDBACK

The prime objective of assessment in the PYP is to provide feedback on the learning process. Bruner states that students should receive feedback “not as a reward or punishment, but as information” (Bruner 1961: 26). Teachers need to select assessment strategies and design assessment instruments to reflect clearly the learning outcomes on which they intend to report. They need to employ a range of strategies for assessing student work that take into consideration the diverse, complicated and sophisticated ways that individual students use to understand their experiences. Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection.

The assessment strategies and instruments— rubrics, anecdotal records, checklists, anchor papers, continuums, portfolios of work— proposed by the PYP are designed to accommodate a variety of intelligences (Gardner 1993) and ways of knowing (Bruner 1986). Where possible, they should provide effective means of recording students' responses and performances in real-life situations that have genuine problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, such as standardized tests, in order to assess both student performance and the efficacy of the program. In its approach to assessment, the PYP recognizes the importance of assessing the actual process of inquiry as well as the result of inquiry and aims to integrate and support both. The teacher records the details of the inquiry initiated by students in order to look for an increase in the substance and depth of the inquiry.

The teacher considers whether:

- The nature of students' inquiry develops over time—if, in fact, they are asking questions of increasing depth and providing evidence of the capacity to think critically.
- Students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects many subject areas.
- Students are demonstrating mastery of skills and an accumulation of a comprehensive knowledge base to enable them to conduct their inquiries successfully, find solutions and solve problems
- Students are demonstrating both independence and an ability to work collaboratively.

PORTFOLIO AGREEMENTS

Schools have a responsibility to show evidence of student learning. As an example, portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement. A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies, and reflection. A portfolio is a celebration of an active mind at work. It pictures each student's progress and development over a period of time, both as individual and group learners. It enables students to reflect with teachers, parents, and peers in order to identify their strengths and growth as well as areas for improvement. Then teachers and students are able to set individual goals and establish teaching and learning plans. Evidence in a portfolio should be from a range of experiences and curriculum areas. The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary approaches to learning, and the attributes of the learner profile over periods of time. It may also be used to document student's actions. Portfolio entries should document both the process of learning and the product, including images and evidence of the students in the process of constructing meaning. It can be used as a tool for assessment reporting purposes for students, parents, teachers, and administrators. In Elementary at KBS2, we are using digital portfolios (Toddle).

THE MODEL OF THE PYP CURRICULUM



TEXTBOOKS

Kuwait Bilingual School 2 is an IB world school which focuses on inquiry-based teaching and learning. For this reason, textbooks are not readily used in the classrooms as they do not focus on differentiated content. However, teachers and students have access to resource books and activity

sheets that are used to reinforce teaching. Teachers draw upon a range of resources to produce relevant learning experiences for each unit of inquiry. Some of the resources used in and out of the classroom are digital applications, such as, IXL for Math and Language Arts, Raz-Kids for differentiated reading, and iRead Arabic for Arabic.

AERO STANDARDS

AERO is a project to assist schools in developing and implementing an American standards-based curriculum. AERO Standards will be used as a guide to ensure vertical and horizontal alignment of curriculum, as well as prevent gaps and overlaps of learning objectives.

SCIENCE, SOCIAL STUDIES AND MATHEMATICS

Science, Social Studies and Mathematics are integrated within the units of inquiry. At least two units throughout the year will focus on science in depth. In grades 1 and 2, Mathematics is taught in English as well as in Arabic. However, in grades 3 to 5, Mathematics is taught only in English within and outside the units of inquiry. Grades 4 and 5 follow the Ministry of Education Social Studies curriculum in Arabic.

VISUAL ART, DRAMA, AND MUSIC

Art, Drama, and Music are fundamental parts of the PYP program and all students in grades 1 to 5 are expected to fully partake in these lessons. This includes singing, acting, dancing and the playing of musical instruments.

GRADES AND REPORTS

At KBS2, assessment is an integral part of your child's education. Teachers will use a variety of methods to record the students' progress. These may include teacher observations, tests, quizzes, written assignments, and individual or group projects. Samples of students' work will be collected in a portfolio on Toddle, which will be available to parents.

Report cards will be issued four times per year. Parent – Teacher conferences will be held following their issue. Dates can be found on the school calendar and on the website.

The Elementary Department uses a three-point grading scale for achievement and effort:

Achievement Descriptors:

Grade	Descriptor The student's achievement is...
B	Beginning – I am still growing and developing my skills and knowledge and need continued guidance and support in this area.

D	Developing – With prompting and support, I can do his most of the time, but still have some room to improve my skills and knowledge.
I	Independent – I can do this independently without prompting or support. I am ready to extend my knowledge and skills in this area.
N/A	Not Assessed – Not assessed at this time or not assessed in this grade level.

HOME LEARNING

Homework – or Home Learning - is a necessary part of each student’s educational program and is also a means of strengthening skills and reinforcing comprehension gained in the classroom. Parents should regularly check with their children to make sure that home learning assignments are being completed and that students have a quiet and suitable spot at home to study. Home learning will be assigned in all core subjects during the course of a week. Home learning is not given during a major holiday. The expected duration for daily study and homework differs per grade level. At the beginning of the year, your child’s homeroom teacher will outline daily expectations.

There are several types of homework; the daily homework aims at providing the student the chance to practice independently at home; this homework is not corrected for "right answers;" it is checked by the teachers for effort. Other forms of homework include projects, research, preparing for new lessons, digital tools such as *Raz-Kids*, *I Read Arabic* and *IXL* etc.

Many homework tasks will be assigned through “**Toddle Student**”. *Guardians are strongly encouraged to monitor their child’s progress to ensure the completion of class-assigned tasks and home learning experiences.*

Toddle Family

All parents in KBS2 are required to download and log into the ‘Toddle Family’ app using the code provided by their child’s homeroom teacher. This app is intended to be a home – school communication log as parents can use it to stay in touch with their child’s teachers and contact them with inquiries or concerns. **Parents can access important announcements by the homeroom teacher, the grade level team leader or by the administration team. Parents will have access to the Weekly Plan using the Toddle Family application.**

STUDENT SUPPORT PLAN

KBS2 aims to create a nurturing and inclusive environment that supports the holistic development of each student. The plan emphasizes academic support, social-emotional well-being, parent and community engagement, and student engagement. The Student Support Plan (SSP) was created to guarantee success for difficult students in a general education context. The creation of an intervention/support plan and the adoption of educational and behavioral practices/procedures that are based on research both help students succeed. The SSP is a framework for recognizing pupils who might require additional support early on. Additionally, it is a system of collaboration, assessment, and monitoring to ensure that children receive the support they require both inside and beyond the school community.

REMEDIAL CLASSES

Remedial classes are offered in Arabic, English, and Mathematics to students who want to improve their skills. Should the school consider a student at risk of failing or if the student is falling behind in their studies in any of these subjects, he or she will be referred to remedial lessons. Classes will be held on Saturdays or in some cases, after school. **Please note that the fees for these classes are not included in the general school fees.**

SMART TABLETS

The school has a Bring Your Own Device Policy. This means that students must bring their own smart tablets (e.g., iPads) which they will use for learning purposes under the direction of the teacher. **Parents must sign a consent form, which exempts the school from any responsibility for loss or damage before students are allowed to bring their devices to class.** Serial numbers should be recorded on this form. Students are not permitted to share devices with siblings. School is not responsible for loss or damage to personal devices.

The KBS2 community believes that we must prepare our students for life in an ever-changing, technology-dependent, interconnected world. Developing technological skills while in school, from the earliest years to Grade 12 and beyond, is essential for our students and our duty as educators and as a learning community. Information Communications Technology (ICT) is embedded in the units of inquiry and taught by the homeroom teacher.

At KBS2 we aim for our students to effectively and responsibly connect and communicate locally and globally. They will continually inquire and reflect, express their understanding, and engage in authentic individual and collaborative learning. The integration and application of technology in teaching and learning will facilitate and enhance these skills and knowledge.

Mobile phones and computer games should not be brought onto the school campus. If a student is found using anything of this nature, it will be confiscated and will only be returned to the parent. iPads and any other electronic devices may only be used in class for research and when directed by the teacher. Any recording, calling, messaging, without teacher permission is strictly prohibited.

ASSESSMENT

Students will be given assessments at the beginning and at the end of the year. These diagnostic assessments examine what a student knows and can do prior to a learning program being implemented. These assessments provide a baseline against which to assess progress.

Writers' Workshop Unit of Study Assessment: This assessment is designed to offer a simple and predictable environment so that the teacher can focus on observing students' progress in writing and teaching to our students' needs. It has an assessment system that includes three learning progressions, one in each type of writing, as well as grade-by-grade checklists, grade-specific rubrics and three benchmark texts illustrating at-standards level, on demand opinion, information, and narrative writing.

Running Records: Standardized assessments done every 6 weeks (about 1 and a half months) that match students to the appropriate books and levels. They analyze the reading strategies that students do and do not use and build their comprehension and confidence.

MAP (Measures of Academic Progress®) Testing : MAP Growth interim assessments are planned to take place 3 times during the academic year in October, December, and March to get an accurate view of how much each student has grown over time and what students are ready to learn—so we can plan instruction and group students based on their specific needs. The MAP testing assesses the students in the following three areas: Math, Reading, and Language.

WEEKLY PLANS

The school follows a 6-day cycle schedule. However, teachers will post homework plans on a weekly basis. These are posted on Toddle on Thursdays. These plans are for Arabic, Social Studies, English, Mathematics, Islamic Studies and Units of Inquiry and will include homework assignments.

TRANSFERRING CLASSES AND REQUESTS

The school reserves the right to place students in classes without parental input. Only in exceptional circumstances will changes be permitted and only when the following procedures have been followed:

- Upon request-monitoring the situation carefully and recording valid reasons.
- If it is transition issues, the child will be given time to settle.
- The child will be monitored and observed under the supervision of the counselor for a week in various circumstances both in and out of the class.
- A detailed report will be submitted to the principal about the observations made.
- A meeting will be scheduled with the parents to discuss the reflection of the report.
- Requests related to placing twins, cousins, and close friends will be considered based on availability and other aspects. Parents **MUST** complete the Elementary Class Placement Parent Request Form at the end of the previous year. This form is available at the Elementary Office.

No further requests, apart from the above-mentioned, will be acknowledged by the administration. Parents are required to support and follow the school procedures to provide a wholesome learning environment for our students.

SECTION THREE: General Information

KBS2 emphasizes the need for clear communication channels between parents and the school. The chart below is a guide for contacting the person directly responsible for answering any school- or student-related questions. If an issue cannot be resolved with the person directly responsible, parents can contact the person one level higher in the organizational chart.

If you have a question related to:	Person responsible:	Method of contact:
Classroom issues: <ul style="list-style-type: none"> • progress of your child • class routine • schedule • home learning 	Homeroom or Subject Teacher	Arrange a meeting with the Elementary Secretary or the teacher directly. Toddle Family App.
Safety and Security	<i>Elementary Secretaries</i>	Phone or visit the school

Elementary educational organization and facilities and resources,	School policies, routines, and resources,	<i>Elementary Principal</i>	Phone or visit the school for an appointment
Student discipline		<i>Student Wellbeing Coach</i>	Phone or visit the school for an appointment
Counselling services		<i>Elementary Counsellor</i>	Phone or visit the school for an appointment
Elementary curriculum questions		<i>PYP Coordinator</i>	Phone or visit the school for an appointment
Health issues		<i>School Nurse</i>	Phone or visit the school for an appointment
Student admission and withdrawal		<i>Admissions Officer</i>	Phone or visit the school for an appointment
Accounting and billing		<i>Accountants</i>	Phone or visit the school for an appointment
Whole school issues, policy and development		<i>KBS Director</i>	Phone or visit the main school reception for an appointment

ABSENCES

Parents are requested not to take children out of school for vacation during school time. The holidays are published on the school calendar, which is issued at the beginning of each academic year. Any unexcused absence disrupts your child's education and as such is not permitted. Any student who is frequently absent before a school holiday may have his/her place for the following academic year withdrawn. **Should a child not attend school for medical reasons, parents are requested to call the school's Head Nurse.** The nurse will inform the child's teachers, who will make every effort to ensure that letters and home learning assignments are sent home if a student is likely to be ill for more than two days. More than fifteen days of absence per year can result in retention or refusal to re-enroll.

Students should NOT be sent to school if they are suffering from a fever, diarrhea, vomiting, head lice, or contagious diseases, including conjunctivitis.

ANNUAL CALENDAR

The academic year consists of two semesters. Semester 1 lasts from September to December, and Semester 2 lasts from January to June. All school holidays are shown on the calendar. Parents are therefore asked to familiarize themselves with school holidays to ensure that students are in school during teaching and learning time. The school calendar is published on the school website and social media.

ART LESSONS

Parents are requested to purchase an art apron for these lessons. Alternatively, students may bring an old T-shirt or long shirt.

ATTENDANCE

Elementary school hours are: **7:30 am to 2:00 pm Sunday through Wednesday. On Thursdays, the students are dismissed at 1:30 pm for the whole year.**

All students are expected to attend **on time** throughout the school year. Excessive absences may affect a student's re-enrolment for the following academic year. Students are not permitted to leave before the assigned dismissal time without permission. Permission will only be granted in exceptional circumstances. A student is considered tardy if they arrive after 7:30 am. Students who arrive after Homeroom time will miss important beginning-of-the-day routines. **Eight late entries constitute a day's absence.**

AWARDS

Throughout the school year, students will be awarded certificates for demonstrating a positive attitude, good citizenship, and demonstrating excellent learning habits. Students receiving these certificates will be congratulated before the school community at weekly grade-level assemblies.

BIRTHDAY PARTIES

At KBS2, we do not celebrate students' birthdays by holding parties. We, therefore, request that parents do not send a birthday cake or gifts to school. We encourage parents to hold birthday parties outside of school hours at home. However, we can allow cupcakes only with 24-hour prior approval from the principal and teacher. No decorations or gifts etc.

BOOK BAGS

Book bags should be of a reasonable size as space in classrooms is limited. Your child's class schedule is posted on the Toddler App. This is to reduce the number of books the students take home every day. Therefore, there is no need for a student to carry all their books home every day.

BUS TRANSPORTATION

KBS2 offers a school transport service for students. The cost is based on the distance from the student's home to school and the number of students utilizing the transport. All buses have an adult supervisor. Please read the bus contract carefully regarding student behavior and rules of collection. The behavioral expectations are as follows:

- Students riding the bus are always expected to be well-behaved and follow the instructions of the supervisor.
- Students must behave with courtesy and show respect to the supervisor.
- Students should not litter the buses.
- Students are responsible for taking their own bags on and off the bus.

In the case of repeated misbehavior on the bus, administration may take away this transport privilege.

CAFETERIA

The school cafeteria is open throughout the school day to provide students with food and beverages.

CLEAN CAMPUS

We are proud of our KBS2 campus. It should always be litter-free. Students must dispose of trash in the bins throughout and outside the building. Students cannot throw trash on the ground and expect the cleaning staff to pick it up.

COMMUNICATION

School – Home

Communication between school and family is of utmost importance. The primary mode of communication from school to home is via the KBS2 website, social media, emails, Toddle, or in cases of emergency via SMS. It is parents' responsibility to check announcements and any form of communication via Toddle Family.

Students are expected to deliver school letters and circulars to their parents on the day of distribution.

Please check our website at www.kuwaitbilingualschool.com or the school social media accounts:

Twitter: @k_bilingual_s

Snapchat: kkuwaitbilingua

Instagram: @kuwait_bilingual_school) for important information.

Remember that each core subject teacher posts weekly home learning assignments.

Home – School Communication

Parents often need to contact the school for various reasons. Below is a “line of communication” table to ensure that parents are aware of the correct person to speak with in different situations. If the first person in the chain is unable to answer your query satisfactorily, then parents should go to step two etc.

	Parent Concern	First Point of Contact	Second Point of Contact	Third Point of Contact	Fourth Point of Contact
1.	Health, attendance, lost property	Nurse	Elementary Principal	Director	
2.	Social / emotional problems	Counsellor	Elementary Principal	Director	
3.	Academic Issues	Homeroom or Subject Teacher	PYP Coordinator	Stage Principal	KBS Director

5.	Academic Issues, Arabic	Homeroom or Subject Teacher	Head of Arabic	PYP Coordinator	KBS Director
6.	Discipline Issues	Homeroom or Subject Teacher	Student Wellbeing Coach	Elementary Principal	KBS Director

DISCIPLINE & STUDENT WELLBEING

Kuwait Bilingual School2 Behavior Policy is based upon the need for a secure, ordered school environment, where optimal learning can take place. The goal is that individual rights are respected, and the promotion of ethical values and personal responsibility nurtured effectively daily. We emphasize respect for the dignity of the child and primarily for positive reinforcement and a school aura where students are at ease with their teachers.

We will strive for the maximum consistency of approach to discipline between home and school through effective communication and the fostering of cooperation. We emphasize a quiet discipline where students are counselled about inappropriate behavior and shown better ways of acting in tune with our school values. We expect all KBS students to accept full responsibility and face the consequences for their behavior and actions; this is viewed as part of education and getting ready for real life situations.

Certificates will be announced at the weekly elementary assembly.

From time to time, students may display behavior that detracts from their own learning or the learning of others. Depending on the type of misbehavior, there are a variety of consequences. However, in every situation, staff will consider the severity of the infraction, other factors surrounding the incident, and the past record of the same or similar infractions.

If the student develops a pattern of misbehavior, the school can utilize several other consequences and interventions aimed at directly teaching self-discipline. These can include counselling services, recess detentions, parent conferences, daily behavior reports, and mentoring. Aspects of Elementary's approach to discipline and student wellbeing are listed below. Parents are expected to support and reinforce our work in these areas. This is a condition of registration in the school.

The Classroom Teacher's Commitment

Teachers will:

- Model high behavioral expectations and reinforce the IB Learner Profile.
- Communicate high behavioral expectations to students and parents.
- To implement disciplinary actions in order to promote good student behavior.
- Commit to fostering a love of learning in my students by creating engaging and challenging lessons that address their individual needs and learning styles.
- Take an interest in the personal goals, achievements and needs of their students.
- Support the students in their academic and extracurricular activities.

Administrator's Commitment

Administrators will:

- Model high behavioral expectations.
- Maintain a school climate in which everyone wants to achieve self-discipline.
- Foster a school climate where the administration is sincerely concerned for the staff and students as individuals.
- Take an interest in the individual goals of teachers, staff, and students.

Parent's Commitment

Parents will:

- Communicate high behavioral expectations to their child.
- Commit to follow through to the success of their child's behavior.
- Take an interest in personal goals, achievements and needs of their child.
- Support the students in their academic and extracurricular activities.

Student's Commitment

Students will:

- Meet high behavioral expectations.
- Accept responsibility for their behavior.
- Set personal goals and work hard to achieve them.

Behavior Expectation Matrix

	Bathroom	Hallway	Recess	Classroom
ARE Prepared	<ul style="list-style-type: none">• Take the Hall Pass	<ul style="list-style-type: none">• Know and go directly to your destination• Have your Hall Pass	<ul style="list-style-type: none">• Bring your materials (jackets, equipment, food, etc.)• Use the restroom before going out	<ul style="list-style-type: none">• Have your materials• Eyes, ears, and brains turned on
ACT Responsibl y	<ul style="list-style-type: none">• Use a quiet voice	<ul style="list-style-type: none">• Walk quietly• Keep hands and	<ul style="list-style-type: none">• Play safe• Report problem	<ul style="list-style-type: none">• Actively listen

	<ul style="list-style-type: none"> Wash your hands 	<ul style="list-style-type: none"> feet to yourself Face forward 	<ul style="list-style-type: none"> Line up quietly Dump trash quietly and carefully 	<ul style="list-style-type: none"> Use inside voices Complete tasks in a timely manner
WORK as a team	<ul style="list-style-type: none"> Report problems Wait your turn 	<ul style="list-style-type: none"> Pick up trash Stay in a single file line Stay quiet 	<ul style="list-style-type: none"> Pick up trash when you see it Clean up your areas 	<ul style="list-style-type: none"> Leave the area cleaner than you found it Work together
SHOW Respect	<ul style="list-style-type: none"> Keep hands, feet, and eyes to yourself Clean up after yourself 	<ul style="list-style-type: none"> Walk on the right Hold the door for others 	<ul style="list-style-type: none"> Take turns Treat others as you would like to be treated Keep your hands and feet to yourself Use manners Use kind words 	<ul style="list-style-type: none"> Follow classroom procedures Treat others as you would like to be treated Raise hand and wait to be acknowledged before speaking

Defining Unacceptable Behaviors

There are two levels of misbehavior: minor and major. Low-level misbehavior will be addressed and handled by teachers. Major misbehavior will be referred to the office to be handled by the Student Wellbeing Coach, Counselor, or Principal.

The following table defines minor and major behavior concerns:

Behavior	Minor	Major
Defacing property	Something that can be removed, cleaned, or fixed.	Inability to clean or fix.
Disrespect toward a peer	Mildly rude interactions with a peer or peers that may cause a slight upset.	Continuous rudeness and deliberate interactions or arguing with a peer or peers that is offensive to the peer/peers.
Disrespect toward a staff member	Mildly rude interactions with a staff member that may cause a slight upset.	Rude and deliberate interactions or arguments with a staff member that are offensive to the staff member.
Endangerment	Minor injury to others. Disregard for the safety of others.	Major injury - a physical mark, causing someone pain.
Inappropriate Behavior	Slight disruption that hinders the learning of others.	Continued or physical disruption that hinders the learning of others.
Inappropriate Language	Profanity is not intended for an individual.	Continuous swearing, offensive gestures or comments directed at an individual
Insubordination	Failure to follow directions in a reasonable amount of time.	Continued refusal to follow direction or arguing with an adult.
Uniform Violation	Wearing uniform but may have uniform pieces missing (e.g., open-toed shoes, wrong t-shirt).	Refusing to wear uniform.
Wandering	Wandering the classroom.	Leaving an area without permission.

Consequences for Minor and Major Incidents

When students do not follow the expectations, they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses.

Suspension:

In Primary, students are given suspension after major incidents. This may be an internal suspension in which the student is placed in another supervised area and will fill out reflection templates or apology letters.

Behavior Contracts:

Behavior contracts will be created depending on the cases and the incidents. The students will be met with, and the behavior contract will be explained to them before they sign that they understand and agree. The behavior contract should have a time frame and the students will be met with again after the contract ends to review their commitment.

Behavior Plans:

Behavior tracking plan is given to some students to supervise their behavior during the school day. The behavior plan is given to them on Sunday to track their behavior during the whole week for every lesson. On Thursday, and after the sheet is completed, the student will take the form home for their parents to sign and return on Sunday.

Block List:

Students with major and ongoing behavior issues, who show no improvement in their behavior will be put on the block list. There will be a meeting with the parents in December to inform the parents that if the student's behavior does not improve, they will not be re-enrolled for the next year. The parents will sign a form to state that they understand and are now aware that their child's behavior needs to be improved. If the student's behavior does not improve there will be another meeting in April to tell the parents that the student will not be re-enrolled.

Positive Support System - Student of the Week Certificate:

This component of the school-wide discipline plan is to recognize students for meeting school behavioral expectations. Every week, students will be rewarded for displaying the Learner Profile Attribute of the month by receiving a certificate in the Weekly Morning Assembly. They will be acknowledged and shown appreciation in front of the whole elementary department.

COUNSELING SERVICES

Counseling Services are available to help facilitate academic, social, and emotional growth in students. The Counselors help students deal with academic difficulties and are available for counseling related to self-esteem, problem solving, social skills, and other social and emotional concerns. Counseling services are provided for students individually and in groups, on a range of issues, including:

Emotional or psychological problems

- family problems
- relationship issues
- peer pressure
- bullying
- lack of motivation and effort
- time management
- life skills development
- crisis intervention
- organization

Parents and teachers are at times contacted to help the counselors gain a holistic picture of the student. If necessary, the school counselors provide referral services to appropriate community agencies.

Referrals to the counselors can be made as follows:

- self-referral by the student
- by teachers/school administration
- parental request
- directive to the student by the assistant principal (required as part of discipline procedure or improvement program)

GENERAL SCHOOL BEHAVIORAL EXPECTATIONS

Students should:

1. Attend school punctually.
2. Wear the proper school uniform without jewelry or make-up.
3. Be courteous, honest, humble, respectful and cooperative at all times.
4. Possess self-control, the ability to listen to instructions, obey without argument and cooperate with teachers/adults.
5. Demonstrate commitment and loyalty to their family, school and community.
6. Accept responsibility for themselves and their actions.
7. State opinions in the appropriate manner and show respect for the opinions of others.
8. Apply themselves to studies and all activities making the most of their talents.
9. Apply ethical and religious principles in their hearts, words and actions.
10. Show consideration for the feelings of others and give a helpful hand to those in need.
11. Respect the property of others.
12. Respect all safety codes.
13. Respect the school environment, accepting responsibility for cleaning and tidying.
14. Project a positive image of themselves and their school.
15. Refrain from fighting, kicking, pushing, bullying, cheating, shouting, using bad language, taunting others and intolerance.

Parents are expected to reinforce these behavioral expectations with their children.

EARLY RELEASE

Students may not leave school during the day without a leaving slip. If a student is sick, then the elementary nurse will call home to inform parents and a leaving slip will be completed. This will be circulated to the child's teachers.

Parents are not expected to remove students from school except in an emergency or for a medical/dental appointment. In such cases, the parents should call the elementary nurse to state the reason for departure and whether the student will return before the end of the school day.

EDUCATIONAL TRIPS

Educational trips provide students and teachers with opportunities for learning and teaching beyond the classroom. A written notification indicating the educational purpose of each trip will be sent home beforehand. Parents are required to sign permission on this form and return it with their child to school. Students who do not have written permission from their parents may not attend the trip. A student must be in school on the day of the trip in order to attend any field trip or special event. Bus and entrance fees will be collected for each trip. Parents are not permitted to take their children home after a trip. Upon their return to school, lessons continue as normal, and students will not be allowed to leave until the usual dismissal time. Students should therefore come to school in uniform, with their school bags, even on trip days.

The school reserves the right to withdraw any student from a planned field trip, with no refund, if the child has demonstrated poor behavior.

EMERGENCY EVACUATIONS

Established procedures exist for staff and students to follow in the event of fire, earthquake or unauthorized intrusion. In such circumstances, students' safety is of utmost importance.

If students must return home, parents will be notified through the school's emergency contact procedures including phone calls, SMS message, Toddle announcements, or email.

Periodically, TISA conducts evacuation drills to practice safe and efficient evacuation procedures. Students are reminded that evacuation procedures must be conducted in an orderly and quiet manner. Should a crisis ever occur, it is vital that the communication of information be accurate and quickly available. Teachers will review procedures with students at the start of the year. Students are also advised to familiarize themselves with the designated evacuation routes from classrooms. Evacuation procedures are posted in every classroom.

Any new students who arrive later during the school year will have the evacuation procedures and exits explained to them by a staff member.

FIRE DRILL PROCEDURES

A fire drill is a method of practicing how a building would be evacuated in the event of a fire or other emergency. The school will be holding numerous practice drills to keep students and teachers prepared.

If the school's existing fire alarm system is activated, the building must be evacuated immediately. To have a safe smooth evacuation process, **parents need to evacuate the school building as soon as they hear the fire alarm.**

EXTRA CURRICULAR ACTIVITIES

At times throughout the year, students will be invited to participate in extracurricular activities. These days, we ask parents to make sure their child brings extra food with them. Please also ensure that children are collected promptly at the end of any after-school activity. Failure to do so may result in the student's place in the activity being withdrawn.

GIFTS AND DONATIONS

KBS2 is very grateful for any donations to the school. Donations of any kind should benefit all students. All donations will be gratefully received upon the understanding that these are given free of any expectation.

Parents who make donations of library books will be recognized by the placing of a special label on the inside cover.

While administration and faculty are always grateful when parents wish to send gifts in appreciation, the school does have a stated policy. We therefore request that parents do not send expensive gifts but small tokens of appreciation such as flowers or chocolate, which should not cost more than 5KD.

HEALTH AND DIET

At KBS, we encouraged our students to be balanced and try to emphasize the importance of a healthy diet. In this respect, students should not bring soda drinks, chocolate or candy to school. We encourage students to bring a nutritious sandwich, freshly cut vegetable sticks, pure fruit juice or pieces of fresh fruit. Students are taught never to waste food and any uneaten items will be wrapped and sent home. Students may also purchase food from the school cafeteria.

HOMEROOM

Each student has a designated homeroom teacher. Students will be taught by the homeroom teacher daily for the core subjects taught in English. The homeroom teacher should be the link between home and school. They develop a set of behavioral expectations and essential agreements. The homeroom teacher has a wide range of responsibilities, including the following:

- Acting as a pastoral advisor to the student
- Acting as a discipline coordinator
- Acting as the link between parents and school in written or verbal communications
- Monitoring attendance, tardiness and uniform
- Ensuring that students receive homework etc., when absent

Parents are advised to address any non-academic issues first with the homeroom teacher, then, if necessary, with the School Counselor. Academic issues should be addressed first with the teacher, then with the department head. The Elementary secretary will coordinate meetings with parents, should they wish to see a number of teachers together to discuss an issue.

IDENTIFICATION OF BELONGINGS

Student belongings (books, notebooks, jackets, PE Kit, bags, etc.) must be clearly marked with the student's name.

LOST PROPERTY

Any unclaimed items will be placed in the Lost Property box. This will be kept with the receptionist. Items will be kept for one month. After this time, unclaimed items will be donated to charity.

LOST AND DAMAGED BOOKS

If books are lost or damaged in any way, then parents will be charged for the cost of replacement, which may include shipping charges.

MEDICAL FILES

All students **MUST** have a medical file. These should be brought to the medical office upon enrolment. Parents should notify the school immediately if there are any health issues, such as allergies, asthma, diabetes or epilepsy. This information will then be shared with the child's teachers. Routine checks are carried out throughout the year by Ministry of Health officials.

MEDICATION

For safety reasons it is preferred that all medications be given at home before and after school. If this is not possible, the medication should be brought to the Head Nurse by a parent. Teachers are not permitted to give medication to students.

All medication should be clearly labelled with the following information:

Child's name
Name of medicine
Details of dosage
Frequency of dosage

MEETING WITH YOUR CHILD'S TEACHERS

Parents may schedule an appointment at any time if they have any concerns, by contacting the Elementary Secretaries. Please note that teachers cannot discuss your child without a scheduled appointment. Parents need to inform the secretary if a translator is needed. Teachers may also schedule an appointment with parents. Parents will be informed at least a day ahead.

NOTEBOOKS

Notebooks are issued to students at the beginning of each year. If students misplace or complete their notebooks, it is the students' responsibility to buy a replacement. These can be purchased from the storekeeper.

OPEN AFTERNOONS

Parents are invited to *Open Afternoons*, early in the first semester, in which teachers present and introduce their curricula, learning and behavioral expectations, as well as specific classroom routines. Teachers prepare handouts with this information on how best to support your child's learning throughout the year. Dates will be posted on the school calendar and website.

OPEN DOOR POLICY

Parents are always welcome to call or come in to ask questions, discuss concerns or offer suggestions at any time. Unless it is very urgent, please call first for an appointment so that the administrators and teachers can be available.

PARENT CONFERENCES

Parent conferences are scheduled throughout the year following the distribution of interim and semester reports. (See school calendar for dates). This is an opportunity for parents to meet with each of their child's teachers, see samples of their work and discuss progress.

PARENT INFORMATION SESSIONS

The school will be providing a series of sessions on different topics such as: helping students at home, using apps properly, how to reinforce an inquiry-based environment at home etc.

Parents should attend these informative sessions to have a solid background on what happens in the classroom. These sessions also answer any inquiries/questions parents may have regarding the school, classroom, units, the curriculum and any general issues.

PLAYGROUND SUPERVISION

Playground supervision begins at 7:00 am each morning. Members of faculty will be on duty each day. Similarly, teachers will be on duty at 2:30 p.m. Please ensure that students are in school no later than 7:30 a.m. and collected promptly at 2:30 p.m. The school cannot accept responsibility for the safety of students who are dropped off/collected outside of the advertised times.

ELEMENTARY ASSEMBLY

Once a week, an Elementary assembly is held. Following the prayer and National Anthem, administration or faculty gives announcements. Each week, one class will share an aspect of their learning. Certificates and other awards may be presented at this time. This is a compulsory part of the school day. Parents are very welcome to attend.

SCHOOL TELEPHONE

Students may use the school telephone for EMERGENCY calls, before school, during recess and after school, only with our authorization.

SLEEP

It is essential for Elementary students to have a fixed bedtime and that they receive sufficient sleep. Students cannot perform well if they are tired. Regular sleep patterns lead to psychologically and physiologically healthy children. Whilst individuals are different, it is recommended that on average, Elementary students get 9 to 10 hours sleep per night.

STUDENT COUNCIL

Students in Grades 3 and above elect KBS Student Council Representatives. The Student Council has a faculty advisor. The Student Council serves as a vehicle for students to exercise effective leadership, address concerns coherently, sponsor school activities, service projects and accomplish tasks efficiently.

STUDENT MATERIALS

All students are given a list of materials, which they are required to bring to school EVERY DAY, at the beginning of each school year. Students are responsible for ensuring that they have all their required materials, so that they can complete their work.

STUDENT PERSONAL INFORMATION UPDATES

Your home and emergency telephone numbers and email addresses are essential for the school to have on file. Please notify the school of any information changes. Parents who send drivers/nannies to collect their children are also requested to give the school contact numbers for them also.

The school uses an SMS system to inform parents about major events and emergencies. Anytime a parent changes their phone number, they must notify the school immediately about this change.

TARDY STUDENTS

Tardiness is treated seriously at KBS. All students are expected to arrive no later than 7:30 a.m. Registration is taken at 7:35 a.m.

Students who arrive after 7:30 will be marked late. Eight late entries constitute a day's absence.

TEACHING ASSISTANTS

Teaching Assistants, like teachers, support students in developing their independence and taking responsibility for their own learning and actions.

Teaching Assistants support teachers and students in a variety of ways including:

- Carrying out planned tasks.
- Working with groups or individual students, as instructed by the teacher.
- Assisting with supervision of students inside and outside the classroom.
- Organize, create, and maintain equipment and materials in the classroom.
- Acting as a translator between the teacher and parents.
- Assisting teachers in other areas as required.

Teaching Assistants do not report on the progress or behavior of individual students to the parents. A parent must ask to speak to either the Homeroom or Subject Teacher for this information.

UNIFORM

All students are required to wear full school uniform with the official logos. Parents are advised to purchase more than one uniform set to allow for washing. Uniforms are available throughout the year

at the school Uniform Store. ***Please ensure that each item of clothing is clearly marked with your child's name.***

Please check each morning to ensure that your child is well groomed and in full uniform before they leave for school.

School uniform is as follows:

- Blue pants
- Dark blue T-shirt
- Orange Sweater (for winter).
- Shoes or sneakers of any color are acceptable. Sandals, Football shoes with studs and beach type sandals are not allowed.
- Additional white PE T-shirts and blue pants or shorts are needed on PE days.

Jewelry (other than a watch) and cosmetics are not permitted. Exceptions may be given at times of cultural programs. Hats are not part of the school uniform. However, we do encourage students to be sun-smart and wear these during recess. Hats may not be worn in the classroom.

Periodically, students will be allowed to wear free dress. These days will be announced on Toddle.

VACCINATIONS

Parents will be informed in advance of any vaccination programs authorized by the Ministry of Health.

VOLUNTEERS

At KBS2, we welcome parents who can help in school e.g., Reading or Art lessons. Please inform the Elementary Secretary if you would like to help.