



XZ

مدرسة الكويت ثنائية اللغة رقم ٢
Kuwait Bilingual School No 2
Children of Today... Leaders of Tomorrow

المرحلة المتوسطة
Middle School

دليل الطلاب وأولياء الامور
Student and Parent Handbook

2024-2025

Contents

| | |
|--|-------------------------------------|
| INTRODUCTION | 5 |
| MISSION STATEMENT | 5 |
| KBS PRINCIPLES..... | 6 |
| THE KBS GRADUATE PROFILE..... | 6 |
| THE BILINGUAL PROGRAM | 7 |
| MYP: THE MIDDLE SCHOOL (GRADES 6 - 8) | 8 |
| 1. The IB Mission Statement:..... | 8 |
| 2. The IB learner profile | 8 |
| 3. The MYP (Description + curriculum model)..... | 9 |
| 4. Curriculum Framework: | 10 |
| 5. Global Contexts:..... | 10 |
| 6. ATL Skills: | 11 |
| 7. Service and action:..... | 11 |
| The MYP consists of Eight subject groups: | 12 |
| Arabic Subjects: | 12 |
| English Subjects: | 12 |
| Specialist Subjects:..... | 12 |
| ADMISSION TO THE MIDDLE SCHOOL: | 12 |
| ENROLLMENT PROCESS | 13 |
| INSTRUCTIONAL PROGRAM..... | 14 |
| ACADEMIC INTEGRITY..... | 14 |
| ASSESSMENTS..... | 14 |
| ACADEMIC SUPPORT | 14 |
| AWARDS | 14 |
| MIDDLE SCHOOL GRADING SYSTEM..... | 14 |
| GUIDANCE SERVICES..... | 15 |
| PROMOTION AND RETENTION POLICY | 15 |
| PROMOTION POLICY | 15 |
| RETENTION POLICY | 15 |
| COURSE FAILURE..... | 15 |
| MAKE-UP EXAM GUIDELINES..... | 15 |
| REMEDIAL PROGRAM | 15 |
| STUDY SKILLS | 16 |
| Tips to Improve Study Skills: | Error! Bookmark not defined. |
| Written taking exam strategies. | Error! Bookmark not defined. |
| SCHOOL LIFE | 16 |

| | |
|---|-------------------------------------|
| Equipment bags | Error! Bookmark not defined. |
| English Only/Arabic Only | 16 |
| Homework | 16 |
| Homework Diary | 16 |
| Late to Class/School Procedures..... | 16 |
| Assignments..... | 16 |
| Assignments are due at the beginning of class on the due date. | 17 |
| SCHOOL RULES AND PROCEDURES..... | 17 |
| School Hours..... | 17 |
| ATTENDANCE | 17 |
| Daily Attendance | 17 |
| In case of a student absence..... | 17 |
| GENERAL PRINCIPLES..... | 18 |
| SCHOOL STANDARDS | 18 |
| Mobile Phones..... | 18 |
| REFERRAL TO ADMINISTRATION..... | 18 |
| IMPROVING BEHAVIOR/ PROGRESSIVE DISCIPLINE..... | 19 |
| CLINIC..... | 20 |
| LEAVE BEFORE A HOLIDAY | 20 |
| STUDENTS LEAVING SCHOOL..... | 20 |
| GENERAL MATTERS..... | 20 |
| After School Clubs..... | 20 |
| Birthday Parties | 20 |
| Cafeteria | 20 |
| Clean Campus | 21 |
| Dress code | 21 |
| EDUCATIONAL TRIPS..... | 21 |
| EMERGENCY PROCEDURES | 21 |
| END OF YEAR PROCEDURES..... | 22 |
| FORGOTTEN ITEMS | 22 |
| LOSS OF BOOKS AND OTHER MATERIALS | 22 |
| IDENTIFICATION OF BELONGINGS | 23 |
| LOST AND FOUND | 23 |
| MONEY/VALUABLES | 23 |
| GIFTS..... | 23 |
| PRIVATE TUTORING | 24 |
| STUDENT COUNCIL | 24 |
| STUDENT PERSONAL INFORMATION UPDATE..... | 24 |

USE OF SCHOOL TELEPHONE 24

COMMUNICATION..... 24

Back to School Meeting 24

CIRCULARS/LETTERS/WEBSITE 24

PARENT-TEACHER CONFERENCES..... 24

REPORTS TO STUDENTS AND PARENTS 25

INTRODUCTION

Welcome to KBS2 Middle School! It is an exciting new chapter in your educational journey. As a sixth grader, you will experience a different teaching approach compared to elementary school. Each subject will have a different teacher, and you will be responsible for your own learning and study habits. Middle school includes different types of assessments, so it's important to prepare for these summative and formative evaluations throughout the year. Ministry exams will also be conducted at the end of each semester.

You will have an advisory teacher who will serve as your mentor. They will provide support and be available to address any concerns you may have during your assembly periods. All teachers are there to support you as you transition through middle school.

The Middle Years Program (MYP) is the next phase of the IB program, building upon your experience in the Primary Years Program (PYP). MYP 1 corresponds to Grade 6, MYP 2 to Grade 7, and MYP 3 to Grade 8 (MYP 4 and 5 are in Grades 9 and 10).

Homework will be assigned regularly, sometimes electronically and sometimes in paper format. To thrive in middle school, you must be determined to succeed and represent KBS2 with pride.

Communication between home and school is crucial, and parents are encouraged to reach out to the school and teachers. You can communicate through Toddle and by appointment through the principal's secretary. This handbook provides a deeper understanding of Kuwait Bilingual School No2 - middle school and serves as a reference for students and parents throughout the school year.

KBS2 is an accredited school with the Middle States Association of Colleges and Schools (MSA) in the USA and an authorized school for the International Baccalaureate (IB) Middle Years Program (MYP). These accreditations ensure that our educational programs undergo rigorous assessment and approval by external, internationally recognized agencies. We are also members of the Council of International Schools (CIS) and we expect to have a full accreditation in 2026.

Kuwait Bilingual School 2 was established in September 1998 in Al Jahra City, Kuwait. It provided a landmark in educational provision in the district, offering a co-educational, bilingual private school education for the people of the city and the State of Kuwait.

Our vision is to provide a school that meets the demands of the 21st century. We are committed to continuously improving our faculty, programs, facilities, and services to create a learning environment that promotes global citizenship and leadership.

Kuwait Bilingual School Middle School Handbook has been established for the following reasons:

- a. To provide continuity and stability. This provides the school community with a clear understanding of expectations and direction for the school (Aims and Objectives).
- b. To make informed decisions based on clear expectations and guidelines.
- c. To clarify roles and responsibilities.

MISSION STATEMENT

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

School Motto: "Children of today, leaders of tomorrow."

KBS VALUES

Our 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.

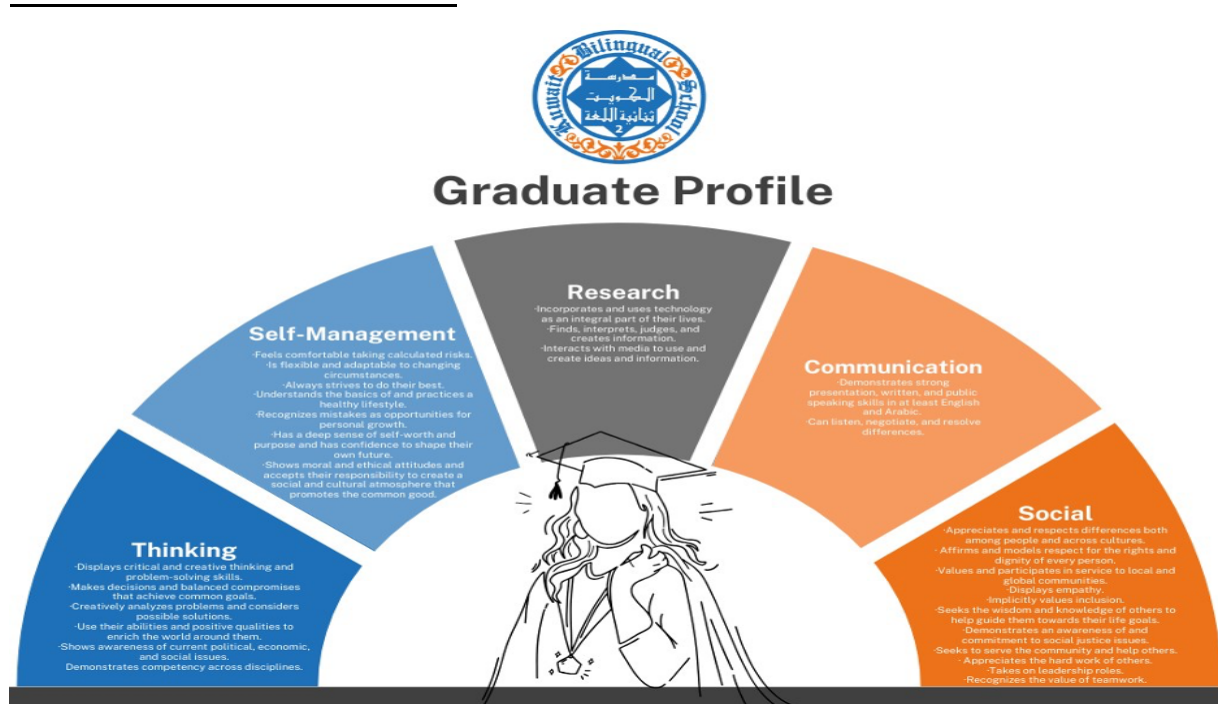
Global Citizenship: We cultivate an appreciation of diverse cultures, preparing our scholars to not only adapt but to lead with resilience in a connected global community.

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.

KBS 2 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.

THE KBS GRADUATE PROFILE



THE BILINGUAL PROGRAM

Learning through the medium of two languages, Arabic and English, our students come to appreciate the traditions of the past and meet the challenges of the future of their own culture and that of others, while engaging in the process of promoting true international mindedness. Arabic and English are developed to the highest academic standard through a demanding curriculum.

MYP: THE MIDDLE SCHOOL (GRADES 6 - 8)

1. The 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.

2. The IB Learner Profile

| IB Learners Strives to be: | | يسعى الطالب في برنامج البكالوريا الدولية أن يكون: |
|----------------------------|--|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives. | |
| الباحث | تنمية فضوله الطبيعي فيكتسب المهارات اللازمة للتساؤل والبحث ويعتمد على نفسه في التعلم ويستمتع بعملية التعلم بشغف ويستمر شغفه بالتعلم طوال حياته | |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. | |
| المطلع | يستكشف المفاهيم والأفكار والقضايا التي تتمتع بأهمية محلية وعالمية ويكتسب معرفة متعمقة ويطور فهمه عبر مجموعة واسعة ومتوازنة من فروع المعرفة والتخصصات | |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. | |
| المفكر | يبادر إلى تطبيق مهارات التفكير بشكل ناقد ومبدع للتعرف على المشكلات المعقدة ومقاربتها واتخاذ قرارات منطقية وأخلاقية | |
| 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. | |
| المتواصل | يفهم الأفكار والمعلومات ويعبر عنها بثقة وإبداع بأكثر من لغة ومن خلال مجموعة متنوعة من أساليب التواصل ويعمل بالتعاون مع الآخرين بشكل فاعل وعن طيب خاطر | |
| Principled | They act with integrity and honesty, with a 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. | |
| ذو مبدأ | | |

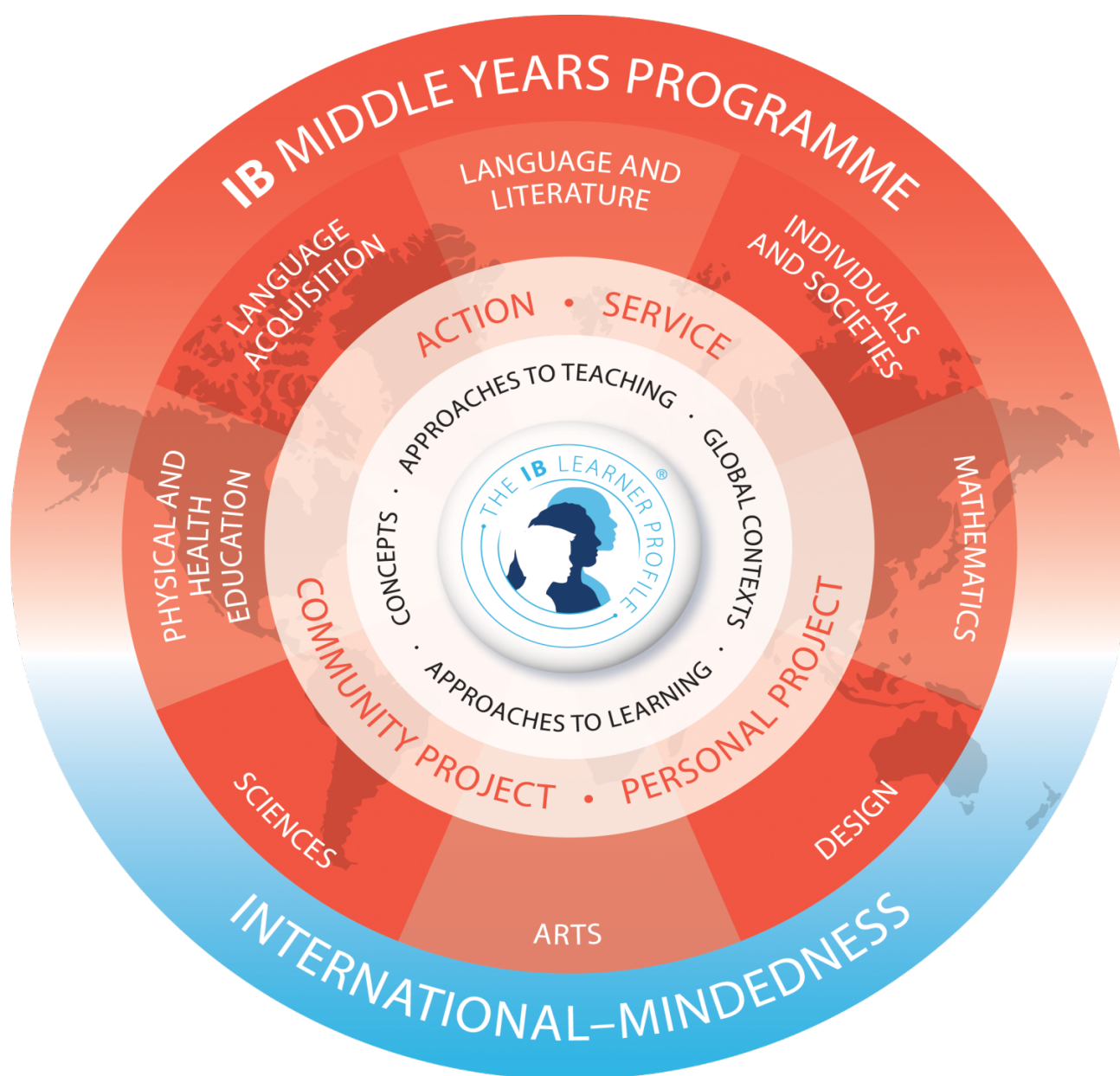
| | |
|-------------|--|
| | يتصرف باستقامة وأمانة وحس شديد بالإنصاف والعدالة والإحترام تجاه كرامة الفرد والجماعة والمجتمع ويتحمل مسؤولية تصرفاته والنتائج المترتبة عليها |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values 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. |
| المنفتح | يفهم ثقافته الخاصة وتاريخه الشخصي ويحترمها ويتقبل وجهات نظر الأفراد والمجتمعات الأخرى وقيمهم وتقاليدهم ولقد اعتادوا البحث عن وجهات نظر مختلفة وتقييمها وهو على استعداد للتعلم من التجارب العملية |
| 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 to the lives of others and to the environment. |
| المهتم | يبيدي عطفًا وحنًا واحترامًا تجاه حاجات الآخرين ومشاعرهم ولديه التزام شخصي بخدمة الآخرين وإحداث تغيير إيجابي في حياتهم وفي البيئة من حولهم |
| 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. |
| المجازف | يتعامل مع المواقف غير المألوفة والغامضة بشجاعة وتدبر ويتمتع بشخصية مستقلة تمكنه من استكشاف أدوار وأفكار واستراتيجيات جديدة كما أنه يدافع عن معتقداته بشجاعة وطلاقة |
| Balanced | They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. |
| المتوازن | يدرك أهمية التوازن الفكري والجسدي والعاطفي في تحقيق الخير والسعادة والرفاهية الشخصية له وللآخرين |
| 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. |
| المتأمل | يمعن التفكير والتأمل في ما تعلمه وفي خبراته المكتسبة وهو قادر على تحديد مكان قوته وحدود قدراته وتقييمها في سبيل دعم تعلمه ونموه الشخصي |

3. The MYP (Description + curriculum model)

The IB's goal is to provide opportunities to develop both disciplinary and interdisciplinary understanding that meet rigorous standards set by institutions of higher learning around the world. The International Baccalaureate (IB) Middle Years Program (IB MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools and is now being taught and implemented worldwide, with considerable growth in Europe, Middle East, and the Americas. The IB MYP is geared to meet the needs of world schools. It builds upon the skills and learning developed in the IB Primary Years Program (IB PYP). IB PYP

teaching and learning “focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.” (IB) The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through Global Contexts and the Learner Profile.

4. Curriculum Framework:



5. Global Contexts:

Identities and relationships

Orientation in space and time

Personal and cultural expression

Scientific and technical innovation

Globalization and sustainability

Fairness and development

In the MYP, learning contexts should be (or should model) authentic world settings, events, and circumstances. Contexts for learning in the MYP are chosen from global contexts to encourage international mindedness and global engagement within the program.

Subject content is organized around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning.

6. ATL Skills:

Through the ATLs in IB programs, students develop skills that have relevance across the curriculum and that help them, “learn how to learn”. ATL skills can be learned and taught, and improved with practice, and developed incrementally.

There are ten Approaches to Learning (ATLs) MYP clusters:

| ATL skill categories | MYP ATL skill clusters |
|----------------------|--------------------------|
| Communication | I. Communication |
| Social | II. Collaboration |
| Self-management | III. Organization |
| | IV. Affective |
| | V. Reflection |
| Research | VI. Information literacy |
| | VII. Media literacy |
| Thinking | VIII. Critical thinking |
| | IX. Creative thinking |
| | X. Transfer |

7. Service as Action:

Action in the MYP builds upon the action initiated in the PYP and continues as an essential component of the learning process, both as part of the program’s educational philosophy and as a practical outcome of students’ learning. The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. Service requires that students can build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills, and knowledge. Students explore the community in its complexity as they gain personal insight and become more confident and responsible.

Through service as action, they become “actors” in the “real world” beyond school.

The MYP consists of Eight subject groups:

1. Language and Literature (English) or Language Acquisition (English)
2. Language and Literature (Arabic)
3. Individuals and Societies
4. Sciences
5. Mathematics
6. Visual Arts
7. Physical and Health Education
8. Design

Islamic Studies and Qur’an are included in the MYP program under “Individuals and Societies”.

The middle school at KBS 2 provides an educational program designed to meet the individual needs of all students in grades 6-8. All students follow a core program of studies in each subject and are expected to achieve mastery of basic skills. The program emphasizes personal, social, cultural, and intellectual growth as well as academic excellence.

It encourages each student to be a well-motivated and constructive member of society. The curriculum is departmentalized with different teachers for each discipline. Students have one team of teachers per grade level, which fosters a rapport between teachers and students. Students are taught effective study habits and independent learning.

Arabic Subjects: Language and Literature, Individuals and Societies, Islamic and Qur’an Studies

English Subjects: Language and Literature, English Individuals and Societies, Science, Math, Design

Specialist Subjects: Visual Arts and PHE may be taught in Arabic or English.

Students will be taught using the **IB-MYP** program as the framework for delivering and interpreting the curriculum.

ADMISSION TO THE MIDDLE SCHOOL:

Students entering KBS 2 middle school must have sufficient knowledge of English and Arabic to meet the instructional demands of their grade level. Additionally, they need to demonstrate the potential to contribute positively to our academic and social environment while enrolled in the school and provide a satisfactory report from their previous school.

Please note that KBS 2 does not have a program for students with learning difficulties, as the school does not have the required license from the Ministry of Education. The school's admission policies and procedures clearly state that services for students in this category are not provided.

KBS 2's admissions procedures are selective, and only students with average and above-average abilities and no learning difficulties are granted admission.

Parents of newly admitted students are required to sign a special acceptance contract that does not guarantee future enrollment. Student progress is closely monitored at KBS 2. If it appears that the school's program is not suitable for a student's abilities, interests, or educational needs, the school will consult with parents to determine if the student might be better served in another school.

In accordance with KBS 2's non-discriminatory policy, admission is based solely on successful entrance assessment results and the availability of places, without consideration of nationality, religion, or race. Academic and social development are the primary selection criteria. Within these criteria, priority for available vacancies is given to siblings of current students, followed by children of alumni, and then children of new families.

During the admission assessments, which become more formal as the grade level advances, the school aims to determine if the student is developmentally ready for school, possesses the necessary basic skills for the grade level, does not exhibit significant learning difficulties, and can successfully handle the demands of a bilingual educational program.

ENROLLMENT PROCESS

Students who wish to enroll in KBS 2 must submit an admission application to the admissions office along with the required documents and assessment fees during the designated registration period, which begins in March every year. Applications submitted after this period or beyond the specified deadline may not be accepted. Applicants must provide up-to-date school records, including current report cards and a good conduct certificate.

Applicants who meet the criteria will be invited to participate in an entrance assessment. The school has designed English, Arabic, and Math Admissions Tests specifically for grades 6 to 8 to evaluate language and math skills. The English and Arabic exams assess reading, writing, and oral language abilities, while the Math exam evaluates fundamental mathematical skills at the corresponding grade level. To be considered for admission, a student must demonstrate average or above-average proficiency in all three areas.

The final decision regarding admission to the school rests with the school's director. This decision is made after a thorough evaluation of the results of the admissions tests, recommendations provided by the examining teachers, principal, and the academic and behavioral records from the student's previous school.

Registration is considered complete only after all the required documents, health records, official transcripts from the previous school, and the payment of a non-refundable/non-transferable deposit are submitted.

ACADEMIC INTEGRITY

Students are expected to complete and submit their own work. Occasionally, some students may require assistance from parents or classmates, but it is crucial for all students to learn to work independently. Copying work from other students during class assignments or assessments is not acceptable. Additionally, using materials from books, websites, or other sources without proper acknowledgment is not permitted. Engaging in such actions will lead to disciplinary consequences. (Please refer to the appendix for the Academic Integrity Policy.)

ASSESSMENTS

Evaluation of student achievement is based on the MYP criterion for both formative and summative assessments, in accordance with the guidelines set by the Ministry for stipulated exams.

Students are expected to complete at least one summative assessment for each planned unit. This requirement does not limit the use of other assessment methods. In the event of an excused absence, the student is required to take a make-up assessment. However, students who are absent for announced assessments without justification are not eligible for a make-up assessment. The principal must approve all make-up assessments and verify the validity of the absence.

AWARDS

It is our goal to recognize middle school students during the school year for achievement. Awards are given throughout the year during assemblies for a variety of reasons.

MIDDLE SCHOOL GRADING SYSTEM

Middle school grading will be in accordance with the MYP Assessment Criteria. Each subject has its own criteria and will be on a 1-8 rubric scale. There are 4 criteria for each subject, so the summative assessment total is out of a possible 32. This is then converted to a level of 1-7. Each assessed piece of work will have a rubric attached so both students and parents can understand the mark awarded. ATL skills are assessed according to the following scale.

| | |
|----|--------------------------|
| BE | Below expectations |
| AE | Approaching expectations |

| | |
|----|------------------------|
| ME | Meeting expectations |
| EE | Exceeding expectations |

GUIDANCE SERVICES

The counseling office is dedicated to assisting students with both academic and personal concerns. Our guidance department actively supports and fosters the emotional, social, and academic growth of all students at KBS 2.

The student's advisory teacher, counselor, principal, and all staff members are willing and eager to collaborate with individual students on all matters.

PROMOTION AND RETENTION POLICY

PROMOTION POLICY

To be eligible for regular promotion, a student must have:

- Met attendance requirements.
- An acceptable disciplinary record.
- Passing grades in all subjects.

RETENTION POLICY

Students who fail three (3) or more core subjects will be automatically retained.

COURSE FAILURE

Upon the recommendation of the faculty, students who fail one or two subjects at the end of the school year may take one or two make-up exams prior to the opening of school that must be passed to be eligible for promotion. This permission is not automatic and must be approved by both the faculty and the administration.

MAKE-UP EXAM GUIDELINES

Students who are eligible for make-up exams are provided with a study pack in June. They are required to take a revised second-semester assessment before the commencement of the new academic year. The level they achieve on this assessment replaces the second-semester grade. Subsequently, the annual grade is recalculated based on the new assessment result.

For students who fail one subject, it is necessary for them to obtain a passing annual grade after completing the make-up assessment to be promoted. On the other hand, students who fail two subjects must achieve passing annual grades in BOTH subjects after taking the make-up assessment to be eligible for promotion.

REMEDIAL PROGRAM

Students who are experiencing difficulty in a particular subject and are unable to meet the requirements may choose to join the after-school remedial program. In certain cases, the school may enforce conditional acceptance, which requires students to participate in such a program. Any necessary special arrangements should be made with the principal.

SCHOOL LIFE

There is no requirement for students to bring all their books home every day. Books and class equipment are stored in internal classroom lockers. Additionally, all students are expected to bring their own personal laptop (along with its charger) that is equipped with Microsoft Office, conveniently packed in a suitable bag for studying purposes.

English Only/Arabic Only

Students are required to communicate exclusively in English during the following classes: English, Science, and Math. Similarly, they are expected to use Arabic exclusively during classes such as Arabic, Islamic Education, and Arabic Individuals and Societies.

Homework

Homework is an essential component of each student's educational program and serves to enhance skills and reinforce comprehension acquired in the classroom. It also includes project due dates and general reminders. It is important for parents to regularly check with their children and on Toddle to ensure that homework assignments are being completed and that students have a quiet and suitable study area at home.

Homework will be assigned in all classes throughout the duration of a cycle, typically requiring approximately 90 minutes of daily study and homework.

Tardiness

Students are required to arrive on time for their classes. Ample time is provided for all students to reach their classes after recess. Students are expected to be present in the classroom before class begins. If a student arrives after the designated time, there will be consequences. Teachers will have private conversations with late students to emphasize the importance of punctuality in

attending class and school. If the issue of tardiness persists, the teacher, counselor, and/or the principal of the stage will contact the parents on Toddle. Depending on the continued behavior, a student may receive a warning letter.

An electronic record of a student's attendance, both for school and class, is maintained.

Assignments

Assignments are due at the beginning of class on the due date.

- If a student is over 5 days late in submitting an assignment, the parent should be notified, and the principal will decide on the assignment's acceptance.
- In the event that a student fails to submit an assignment by the end of the quarter without a valid justification, a grade of zero will be given for that assignment.
- The principal is responsible for determining the validity of the reasons provided.

SCHOOL RULES AND PROCEDURES

School Hours

School starts at 7:30 AM and concludes at 2:30 PM. On specific days, after-school activities or detention may be scheduled. Students should arrive at school before classes start to avoid missing valuable teaching time. If a student is late to school on seven occasions (after 7:45 AM), it will be counted as one full day of absence. The school is not accountable for students who remain on the premises after 2:45 PM unless they are participating in a school-sponsored event.

ATTENDANCE

Daily Attendance

Students are expected to attend school regularly and adhere to their assigned schedules each day. It is crucial for parents and students to recognize that classroom activities such as collaborative learning, discussions, projects, and the use of audiovisual materials are essential for a student's progress. It should be noted that much of this classwork cannot be made up in the event of an absence.

In case of a student absence

Parents should call the school nurse before 7:30 AM.

When a student returns from an absence, they are required to present a written note signed by a parent, guardian, or physician, indicating the dates and reasons for the absence. It is the student's responsibility to make up any missed work. They should proactively approach the teacher to inquire about the assignments or activities they missed. Tasks and assessments must be completed and submitted promptly. An excused absence is one that is caused by:

- Personal illness
- Serious family illness or family death
- Family emergency
- Other circumstances approved by the principal

In order for students to participate in a co-curricular activity, it is necessary for them to be present throughout the school day. This includes activities such as drama, athletic practices and competitions, rehearsals, school social events, class activities, and more. In certain circumstances, a student may need to leave school before the end of the day, in which case a note from a parent or guardian stating the reason is required. This note should be provided to the nurse. Parents who are picking up students should proceed to the reception area. It is important to note that KBS 2 does not have an open campus.

Students are not permitted to leave school during the day. Both excused and unexcused absences are recorded in the total attendance record of each student.

SCHOOL STANDARDS

Students must:

- Arrive at school on time.
- Wear the proper school uniform.
- Be prepared for all classes.
- Speak respectfully to adults and fellow students.
- Take proper care of school property.
- Use their laptops in the correct manner. Any violation (e.g., taking photos) will lead to consequences.
- Move safely between classes.
- For safety, all should use the right-hand side when going up and down the stairs.
- Leave school only with written authorization from the nurse or office.
- “Play-fighting” is not allowed in school
- Pets are not allowed in school.
- Keep the school environment clean and free of litter.
- Follow all the rules of any special area, such as: the innovation center, the gym, the science labs, the theater, and the clinic.
- Follow assessment rules.
- Follow the English/Arabic rule.
- Follow classroom rules.

Mobile Phones

Mobile phones are not allowed in middle school. Any student caught with a phone will have the phone confiscated and returned only when the parent comes with the student to collect it. A warning letter will be issued.

REFERRAL TO ADMINISTRATION

Behaviors which will result in referral to the administration, **and may result in applying serious consequences**, are as follows:

- Persistent tardiness to school/late to class during the school day
- Skipping class
- Not being in uniform
- Acts of insubordination; disobedience or disrespect to a staff member; inappropriate language usage
- Intentionally disrupting the teaching/learning process
- Destruction of school property; littering the school; graffiti
- Leaving school without written authorization
- Substance abuse; use of tobacco, drugs etc.
- Fighting, play fighting, spitting.
- Throwing objects, including book bags, pencil cases, etc., at others or from the stairs.
- Cheating
- Possession of any weapons, firecrackers, or other dangerous objects
- Inappropriate behavior while arriving or leaving campus.
- Violation of fire safety and abusing fire alarm system; the use of any open flame
- Harassment; bullying; racial slurs or any cruel treatment of others
- Other inappropriate behaviors deemed dangerous or offensive. (*Please refer to the Middle School Discipline Policy for more information)

IMPROVING BEHAVIOR/ PROGRESSIVE DISCIPLINE

If a student does not demonstrate appropriate self-discipline regarding the school's policies, procedures, and regulations, a variety of procedures are in place to help the student improve their behavior. Initially, the concerned teacher interacts with the student, and a parent may be contacted. The student may be referred to the counselor or principal or serve a suspension. Parents are expected to assist in resolving recurring misbehavior before it escalates to suspension or expulsion.

No student has the right to disrupt the teaching/learning process.

The school operates under the assumption that students are honest and will conduct themselves with a high level of personal integrity. Misbehavior that disrupts the operation of the school, as defined by the school administration, will be treated similarly to the consequences listed below:

Consequences for misbehavior vary, ranging from recess detentions to immediate suspension. The severity of the misbehavior and its recurrence will determine the applied consequences.

After conducting an investigation, the Assistant Middle School Principal will determine the appropriate consequences for the misbehavior. In more serious cases, the principal will be involved. As a guideline, consequences typically follow a hierarchy of actions, as outlined below:

- Parental contact
- Behavior contract

- Loss of certain privileges, such as participating in school field trips, free dress days, attending specific activities and programs, or joining after-school clubs or sports teams.
- Suspension
- Block list

In extreme cases, a student may be referred to the director, who is the sole authority in the school with the ability to assign suspension or more severe consequences, such as expulsion. (Refer to the Middle School Behavior Discipline Policy.)

CLINIC

A qualified nurse is available to provide first aid care. Parents are required to notify the nurse of any health problems their child may have and if a student is taking medication. Students who become ill during class time should obtain a nurse pass and proceed directly to the clinic. If the nurse determines that the student is too unwell to continue attending school, she will contact the parent or guardian to arrange for the child to be collected. In cases of extreme emergency, an ambulance will be called, and parents will be notified.

LEAVE BEFORE A HOLIDAY

The instructional program is implemented every day to ensure uninterrupted education. However, it disrupts the educational program when families request early dismissal for their children before 2:30 PM or on the day preceding a holiday. Students are expected to attend school before holidays and remain for the entire day.

STUDENTS LEAVING SCHOOL

At times, it may be necessary for a student to leave school due to a doctor's appointment. However, students will not be released to nannies or drivers without parental permission. The school must directly speak to the parent, who will confirm their permission for the child to leave school.

GENERAL MATTERS

After School Clubs

After School Clubs take place as arranged by the school and usually run after dismissal.

Birthday Parties

Birthday parties are not permitted.

Cafeteria

The school cafeteria is open every day during the morning and lunch break.

Clean Campus

We take pride in our campus and its appearance. It is imperative that our campus remains free of litter. Students are required to properly dispose of trash in designated trash bins. It is not acceptable for students to throw trash on the ground and expect the cleaning staff to clean up after them.

Dress Code

The school uniform must be worn to school or when students are engaged in school activities outside of school. School uniforms must be purchased through our in-school store.

School uniform is as follows:

- Navy blue pants with the school logo
- Mid blue T-shirt with orange piping and KBS logo
- Navy blue sweater (for the cold season)
- Shoes or sneakers of any color are acceptable. Sandals and beach type sandals are not allowed.
- Additional PE shirt and pants and shoes are needed on PE days with KBS logo.

The following are some guidelines for uniform:

1. Uniforms need to be clean, neat, and ironed.
2. Tight clothing is unacceptable.
3. The length of boys' hair should be appropriate. Boys may not wear their hair long.
(It is not allowed for boys to tie their hair back).
4. All students with long hair must have it tied back or covered (girls).
5. Hats are not part of the school uniform and should not be worn in the classroom.
6. Large or dangling earrings are unacceptable.
7. Make-up is not allowed.

EDUCATIONAL TRIPS

Educational trips offer students and teachers valuable opportunities for learning and teaching beyond the classroom. Before each trip, a letter is sent to all parents requesting their written approval for their children to attend the trip. Bus and entrance fees will be collected for each trip. The school reserves the right to withdraw any student from a planned field trip, with no refund, in the case of poor behavior. Unless otherwise specified by the school, students are expected to wear the school uniform during field trips.

Please ensure that you submit the required written approval and adhere to the guidelines provided for each educational trip.

EMERGENCY PROCEDURES

In the event of a fire or emergency evacuation, it is essential for every student to evacuate the building promptly and safely. Evacuation procedures are displayed in each classroom and regularly reviewed. Throughout the school year, evacuation drills are conducted to reinforce these procedures. Similarly, lockdown procedures are practiced regularly.

Please familiarize yourself with the evacuation procedures posted in your classroom and actively participate during evacuation drills and lockdown practices. Your cooperation in maintaining a safe and secure environment is greatly appreciated.

Please ensure you follow these procedures and cooperate with the nurse and school staff during emergency situations.

- The nurse will be informed of all emergencies. The nurse will determine whether a student can be moved, treated, or requires additional support from EMS (Emergency Medical Services) at 112.
- Emergency cases will be handled by the nurse and director. The nurse will contact the parents or emergency contact to inform them of the situation.
- The nurse and director will decide if an escort is needed during a hospital transfer.

END OF YEAR PROCEDURES

Students must comply with end-of-year procedures, which include returning all library books, textbooks, and any other school-owned equipment. Reports will not be issued until all textbooks and library books are returned or paid for if lost or badly damaged.

Please ensure that you return all borrowed items and settle any outstanding fees or damages so that you can receive your report at the end of the year.

FORGOTTEN ITEMS

Students need to learn to take responsibility for their schoolwork. They are not permitted to call home and request that homework, projects, clothing, food, or any other items be delivered to school. The school will not facilitate the delivery of such items to students, as it would disrupt the instructional process.

It is important for students to come prepared and organized, with all necessary materials and completed assignments, to ensure a productive learning environment.

LOSS OF BOOKS AND OTHER MATERIALS

Students are provided with the necessary materials for the educational program. However, each student is responsible for their own materials. Students must pay for or replace any lost textbooks issued to them.

If a library book or other material is lost or damaged, the individual who checked it out must pay for its replacement. Report cards will be withheld from any student who has lost or damaged books.

Please ensure that you take good care of all books and materials assigned to you to avoid any inconvenience or delays in receiving your report card.

IDENTIFICATION OF BELONGINGS

Student belongings such as laptops, books, notebooks, jackets, PE suits, bags, etc., must be clearly marked with the student's name. Student book bags are the property of individuals and should be respected by all.

Please make sure to label your personal belongings with your name to avoid confusion or loss. Additionally, it is important to respect the ownership of student book bags and refrain from tampering with or using them without permission.

LOST AND FOUND

The Lost and Found is located near the reception and cafeteria area in Zone 2. Students should check this area, as well as the office, for any lost items.

Please remember to check the Lost and Found area and the office if you have misplaced any belongings.

MONEY/VALUABLES

Students are advised not to bring excessive amounts of money or valuables to school. The school will not assume responsibility for money or possessions lost on the premises. If a laptop is used in a manner that disrupts or distracts the educational process, it will be confiscated. The laptop will only be returned after parental notification has been made.

GIFTS

Gifts to school staff are not to be made. Parents and students are requested to abide by this regulation.

PRIVATE TUTORING

For obvious reasons, it is considered unethical and poor professional practice for a teacher to tutor KBS 2 students for payment. It is the school's policy not to permit a teacher to serve as tutor for his/her students unless part of a school-sponsored program.

STUDENT COUNCIL

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. Students elect KBS 2 Student Council Representatives. The Student Council has a faculty advisor.

STUDENT PERSONAL INFORMATION UPDATE

Home and emergency telephone numbers and email addresses are essential for the school to have on file. Parents should promptly notify the school of any changes to this information.

Please ensure that you inform the school in a timely manner if there are any updates or changes to your home or emergency contact details. This will help maintain effective communication and ensure that the school can reach you in case of any important notifications or emergencies.

USE OF SCHOOL TELEPHONE

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

COMMUNICATION

Back to School Meeting

Parents are invited to attend the Back-to-School Meeting, during which teachers will present course descriptions, goals, curricula, expectations, grading policies, and regulations. Teachers will provide handouts containing this information. Parents are advised to consult the school calendar for specific dates of the Back-to-School Meeting. It is a valuable opportunity to familiarize yourself with the details of your child's courses and to meet their teachers.

CIRCULARS/LETTERS/WEBSITE

Communication between school and family is of utmost importance. The primary mode of communication between school and home is via the Toddler App, Instagram, phone calls, letters, and SMS in case of emergency.

Students are expected to deliver school letters and circulars to their parents on the day of distribution. Please check our website at www.kuwaitbilingual.com for important information.

PARENT-TEACHER CONFERENCES

The school will conduct three types of conferences during the school year: Parent/teacher conferences, three-way conferences, and student led conferences.

A teacher or parent may request a conference during regular school hours. The middle school secretary will assist families in scheduling Parent-Teacher Conferences throughout the school year.

REPORTS TO STUDENTS AND PARENTS

Middle School Students receive four (4) report cards per year:

- Mid-term report
- Semester 1 report
- Mid semester two report
- End of year report

These reports give the results of continuous evaluation and help determine a student's progress. In addition, parents of any student who may be in danger of receiving less than a level 4 will be contacted. This communication is done in a timely manner in order to allow a student to improve their performance. Parents are invited to meet with teachers to discuss ways to help a student's progress.

The report card gives information about each subject studied and is as follows:

| | | | | | | | | | | | | | | | | | | | |
|---|--|----------------------|---------------|----------|---|----------------------|---------------|---|----------------------|---------------|---|----------------------|---------------|---|----------------------|---------------|--|--|------------|
| Subject | Level / 7 | | | | | | | | | | | | | | | | | | |
| Comment | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td style="width: 75%;">Criteria</td> <td style="width: 20%;">Each / 8</td> </tr> <tr> <td style="text-align: center;">a</td> <td>Criteria description</td> <td>Number scored</td> </tr> <tr> <td style="text-align: center;">b</td> <td>Criteria description</td> <td>Number scored</td> </tr> <tr> <td style="text-align: center;">c</td> <td>Criteria description</td> <td>Number scored</td> </tr> <tr> <td style="text-align: center;">d</td> <td>Criteria description</td> <td>Number scored</td> </tr> <tr> <td></td> <td></td> <td>Total / 32</td> </tr> </table> | | Criteria | Each / 8 | a | Criteria description | Number scored | b | Criteria description | Number scored | c | Criteria description | Number scored | d | Criteria description | Number scored | | | Total / 32 |
| | | Criteria | Each / 8 | | | | | | | | | | | | | | | | |
| | a | Criteria description | Number scored | | | | | | | | | | | | | | | | |
| | b | Criteria description | Number scored | | | | | | | | | | | | | | | | |
| | c | Criteria description | Number scored | | | | | | | | | | | | | | | | |
| | d | Criteria description | Number scored | | | | | | | | | | | | | | | | |
| | | Total / 32 | | | | | | | | | | | | | | | | | |
| The score out of 32 is then converted to an MYP level out of 7. | | | | | | | | | | | | | | | | | | | |