



مدارس المملكة
KINGDOM SCHOOLS

KS 2022 - 23 Admission Policy

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Admission Policy

Rationale

The Kingdom School (KS) admission policy and procedures are in place to safeguard that students are appropriately placed in the most conducive learning environment. Proper placement ensures that students admitted to KS benefit fully from our educational programs and have a positive school experience.

Beliefs

KS believes:

- A clear admission policy is paramount to ensuring applicants are fully aware of the expected high standards for all students.
- Appropriate assessment is critical to confirming proper student placement while enhancing student opportunity to experience educational success.
- Inclusivity is paramount to a successful school environment. However, to best support our students, it is critical that honest assessment of special learning needs and our ability to adequately support these needs is determined prior to student acceptance.

Standards

- For information regarding the enrollment process, enquiries are directed to the Admission Officer/s (AO).
- It is the exclusive responsibility of the AO to provide enrollment information to interested parents. This includes new enrollment inquiries, confirmation, and completion.
- The AO maintains an up-to-date electronic register of student numbers in each grade and campus.
- The school designee may authorize acceptance of a student. All placement offers remain provisional until the school designee signs off on the official enrollment form.
- KS maintains a clear schedule of current fees.
- As per the admission policy, a student completes academic assessments prior to admission.
- KS endeavors to maintain maximum class-size limits as per KS School Policy.

Guidelines

- Initial inquiries are directed to the AO, who provides official forms and enrollment procedures.
- The AO coordinates tours, appointments, and assessment dates with relevant site designees.
- The AO has a complete record of inquiries and enrollments under process. Therefore, he/she indicates placement on the KS waiting list for the prospective students.
- Site Admission Committee returns admission assessment results to the AO within 48 hours.
- The school designee has the authority to approve or decline a pending application. All applications are provisional until authorized by the school designee.
- Placement cannot be offered until the AO is satisfied that sufficient documentation is provided and the appropriate fees are paid.
- The initial inquiry phase to the admission completion phase (see admission procedures) should take no longer than five (5) days. KS reserves the right to rescind any offers of placement.

Admission Procedures

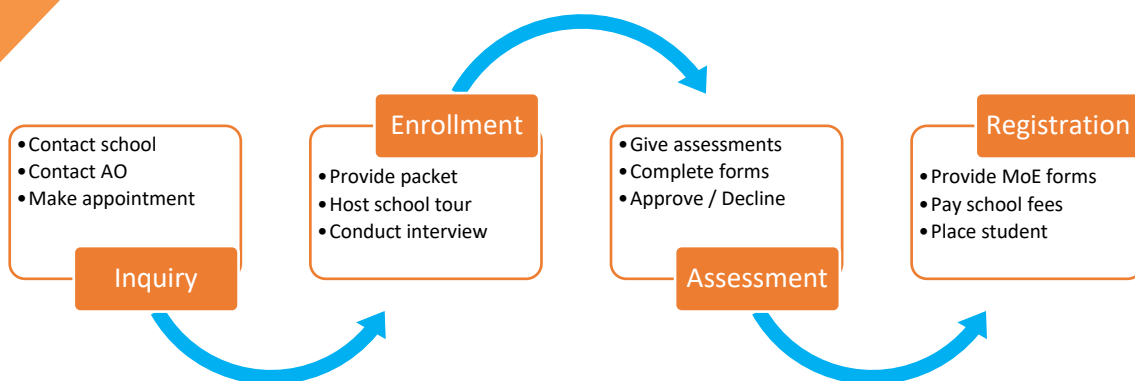
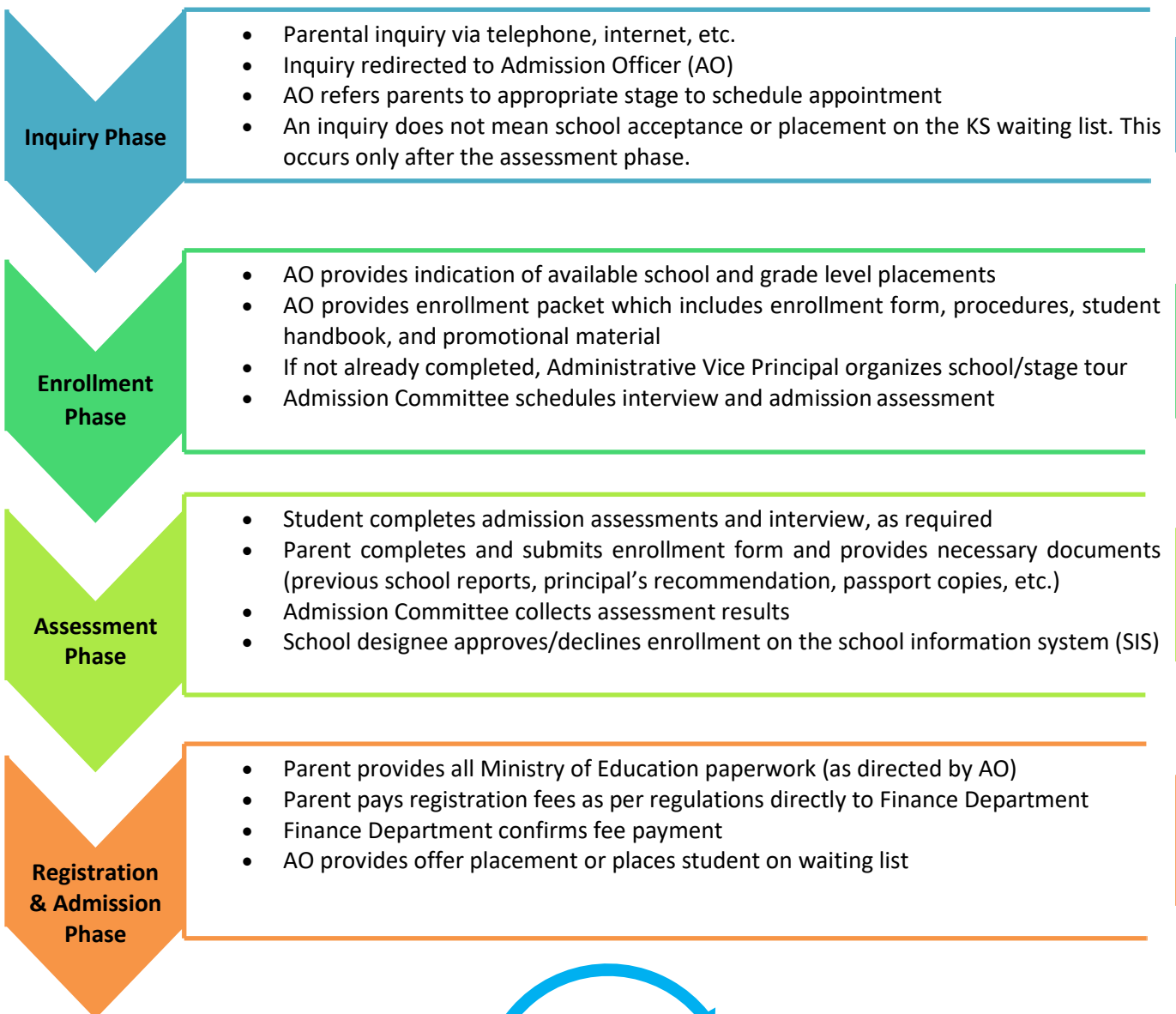
Admission Team	
Responsible Individual(s)	Action
Admission Officer (AO)	<ul style="list-style-type: none">• Provides enrollment information• Coordinates school tour
AO, Administrative VP, or PR Officer	<ul style="list-style-type: none">• Conducts school tour
Admission Committee	<ul style="list-style-type: none">• Establishes assessment appointment• Administers admission assessment
School Designee	<ul style="list-style-type: none">• Approves final decision
Admission Officer	<ul style="list-style-type: none">• Transfers certificate & coordinates w/MoE• Obtains documents & records
Finance Officer	<ul style="list-style-type: none">• Provides bill & collects fees

Admission Criteria

Student acceptance is based on space availability and the following minimum criteria:

- Age appropriateness for requested grade level
- Successful completion of the previous school year (Post Grade 1)
- Ability to meet student needs
- Admission assessment results, if required
- Previous school records (academic transcripts, transfer certificate, recommendation letters, standardized assessment results, as applicable)
- School interview with Academic Consultant and/or Administrative Vice Principal
- Admission procedures specifically for the KS International Program (see K-12 Admission Requirements)

Admission Phases



Additional Admission Information

KS adheres to the following admission criteria:

- School administration collaborates with the AO to prepare required MoE documentation
- Accepted students transferring outside KSA must have MoE approval before they are fully confirmed as enrolled
- Accepted students in grade 9-12 transferring from other programs i.e. National, British, IB, etc. must have MoE approval before they are fully confirmed as enrolled
- Students may not begin classes without first being enrolled in SIS
- Generally, class size is limited to:
 - 20 for Kindergarten
 - 22 for grades 1-3
 - 25 for grades 4-12
- Enrollment of additional students in any class is at the discretion of the Executive Director

Waiting Lists

- New applications are reviewed in the order in which received; priority is given to siblings of current KS students
- If space is unavailable, the applicant is added to a waiting list
- An applicant is either offered a placement or not (communicated by way of text message, email, or phone call)
- If placement is not offered, all registration deposits are refunded

K-12 Admission Requirements

The following requirements must be submitted prior to admission:

- Enrollment form
- Tuition Agreement
- Child Information Form
- Parental Statement/Child's Health (required by school and placed in student file w/counselor)
- Immunization Certificate
- Previous educational records and transcripts (Grades 2- 12)
- Admission Assessment Results
- One full term payment prior to the commencement of the term

Kindergarten

- Students seeking a KG placement are interviewed with their mother/female guardian and are required to take a KG readiness assessment
- KG1 Enrollment: Child must be 2 years and 9 months on or before the first day of the academic year
- KG2 Enrollment: Child must be 3 years and 9 months on or before the first day of the academic year
- KG3 Enrollment: Child must be 4 years and 9 months on or before the first day of the academic year

Grade 1

- Child must be five years and nine months on or before the first day of the academic year
- Admission is based on an Admission Committee interview and an admission assessment
- Priority is given to students already attending KS KG and to those students who have currently enrolled siblings

Grade 2-8

- Admission is based on an Admission Committee interview and an admission assessment
- Priority is given to those students who have currently enrolled siblings

Grade 9-12

Students from Other Accredited International Schools: Students wishing to transfer to the Kingdom School American Diploma Program (ADP) from another accredited international school are required to provide complete transcripts for

all courses – Grade 9 to current grade. If transcripts are complete and demonstrate an acceptable Grade Point Average (GPA or equivalent), the student may sit for the admission assessment.

For the student to be accepted into the American Diploma Program he/she should:

- Provide current and up-to-date school transcripts showing an acceptable GPA
- Achieve an appropriate placement score on the admission assessment
- Be interviewed by the Administrative Vice Principals and/or Academic Consultant or the Admission Committee
- Accepted students in grade 9-12 transferring from other programs i.e. National, British, IB, etc. must have MoE approval before they are fully confirmed as enrolled

Admission Assessment

Admission assessment results, along with previous student school records, are carefully reviewed. Before a final decision is determined, the student and parent/guardian are invited to an interview with the Administrative Vice Principal and/or Academic Consultant.

Kindergarten

There is no placement test for students entering KG. However, students should be in a position of school readiness and will be assessed on basic skills. Parent/Guardian and the Administrative Vice Principal and/or Academic Consultant should discuss during an interview if the student would benefit from a delay in commencement of schooling.

Grades 1-6

Candidates complete an English and Arabic one-on-one interview. Appropriate results (determined by the site Admission Committee) are a prerequisite for acceptance into KS. Upon reviewing the results and in conjunction with previous school records, the Administrative Vice Principal approves or declines the application.

Once all admission assessments are completed, the Administrative Vice Principal completes the ***New Student Admission Form (Grades 1-9)*** (See Appendix). The purpose of this form is to create an accurate record of the student's admission results.

Grades 7-9

Candidates complete an English and Arabic one-on-one interview. If a prospective student is transferring from another international school, he/she will also complete an Arabic assessment. Appropriate results (determined by the site Admission Committee) are a prerequisite for acceptance into KS. Upon reviewing the results and in conjunction with previous school records, the Administrative Vice Principal approves or declines the application.

Once all admission assessments are completed, the Administrative Vice Principal completes the ***New Student Admission Form (Grades 1-9)*** (See Appendix). The purpose of this form is to create an accurate record of the student's admission results.

Grades 10-12

Candidates meet with the Administrative Vice Principals and/or Academic Consultant. Student transcripts and previously-earned credits are reviewed, and the candidate completes an English and Arabic one-on-one interview. If a prospective student is transferring from another international school, he/she will also complete an Arabic assessment. Appropriate results (determined by the site Admission Committee) are a prerequisite for KS. Upon reviewing the results and in conjunction with previous school records, the Administrative Vice Principal approves or declines the application.

Once all admission assessments are completed, the Administrative Vice Principal completes the ***Admission & Transcript Analysis Form (Grades 10, 11, & 12)*** (See Appendix). The purpose of this form is to create an accurate record of the student's admission results and credit summary results. The credit summary is imperative to provide accurate transcripts at the end of grade 12.

If a student is admitted to KS but is missing credits, the **Missing Credit Parent Contract** must be completed and signed by the parent, student, and KS Administrative Vice Principal or Academic Consultant prior to final admission.

Registration and Admission Testing During Distance Learning or Outside KSA

Assessment Procedures by Stage

Kindergarten

- Parent is sent Parent Data Collection Form (KG1-KG2 & KG3) to complete and return through email to Administrative Vice Principal or Academic Consultant
- Parent Data Collection Form is returned to Administrative Vice Principal
- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - Meeting includes Administrative Vice Principal, Academic Consultant, Parent and Student
 - Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - KG Application and Data Collection Form is administered by the Academic Consultant to the student
- Final admission decision is made
- Parents are contacted by Admission Office

Grades 1-6

- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - Meeting includes Administrative Vice Principal, Academic Consultant, Arabic Coordinator, Parent and Student
 - Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - Assess students reading comprehension skills in English and Arabic using KS Intro, Passages and Questions tool
- Final admission decision is made
- Parents are contacted by Admission Office

Grades 7-8

- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - Meeting includes Administrative Vice Principal, Academic Consultant, Arabic Coordinator, Parent and Student
 - Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - Assess students reading comprehension skills in English and Arabic using KS Intro, Passages and Questions tool
- Final admission decision is made
- Parents are contacted by Admission Office

Grades 9-12

- Administrative VP analyzes student transcripts to determine if all credits are in place.
- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - Meeting includes Administrative Vice Principal, Academic Consultant, Arabic Coordinator, Parent and Student
 - Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - Assess students reading comprehension skills in English and Arabic using KS Intro, Passages and Questions tool
- Final admission decision is made, which includes transcript and assessment analysis
 - Grades 10-12: If a student is admitted to KS but is missing credits, the **Missing Credit Parent Contract** must be completed and signed by the parent, student, and KS Administrative Vice Principal or Academic Consultant prior to final admission.
- Parents are contacted by Admission Office

Additional Assessment Information

- Any declined student admission will be discussed with and approved by the Executive Director.
- Any concerns arising from the interviews/ tests should be documented and discussed with parents.

- Students re-entering KS may be exempt from re-assessment if they have been absent for no more than one school year. This decision is at the discretion of the Administrative Vice Principal and must be supported with documentation of continued education during the absence.
- The Administrative Vice Principal reserves the right to waive the placement assessment if satisfied with the academic records provided during application.

Appendix

KG 1 & KG 2 Parent Data Collection / (المستوى الأول – المستوى الثاني) KG 1 & KG 2 بيانات أولياء الأمور

Parent Name / اسم ولي الأمر: _____ Cell Phone / رقم الهاتف: _____

Student Name / اسم الطفل: _____ Birth Date / تاريخ الميلاد: _____

Gender / الجنس: Male / أنثى Female / ذكر Grade Level / مستوى الطفل: KG1 KG2

Primary Language Spoken at Home / لغة الطفل المستخدمة في المنزل: Arabic / العربية English / الإنجليزية

Preschool Experience / هل لدى الطفل خبرات في روضات سابقة؟ Yes / لا No / نعم

If yes, list other school experiences below. Please provide any academic records, such as report cards.

إذا كان الجواب نعم أرجو منكم إدراج أسماء الروضات . فضلاً أرجو إرفاق أي سجلات أكاديمية مثل التقارير.

Name of School Program / اسم المدرسة	Dates of Attendance / تاريخ الالتحاق بها

English & Arabic	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Wash hands independently يعتمد على نفسه في غسل يديه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Use a tissue and cough/sneeze in elbow يستخدم المنديل عند العطاس / السعال
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Use the bathroom independently يعتمد على نفسه في دخوله لدورة المياه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Tie shoes independently يعتمد على نفسه في ربط حذاءه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Adjust clothing independently – Check <input checked="" type="checkbox"/> <input type="checkbox"/> Pants <input type="checkbox"/> Belt <input type="checkbox"/> Buttons <input type="checkbox"/> Snaps <input type="checkbox"/> Jacket يعتمد على نفسه في لبسه لـ <input type="checkbox"/> البنطال <input type="checkbox"/> حزام <input type="checkbox"/> أزرار <input type="checkbox"/> الجاكت
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Open food containers independently يعتمد على نفسه في فتح الطعام
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Clean-up after him/herself يقوم بالتنظيف بعد الوجبة
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Wait in line or wait turns ينتظر دوره و يصف في الطابور
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Share, not only toys but also adult attention يشارك أعباه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Asks for help يطلب المساعدة
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Understand the word, 'No' and accept it يتقبل كلمة (لا) و يفهمها
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Experience quiet time, for example listening while a book is read يشارك أعباه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Has an at-home daily routine, including going to bed at an early and regular time يستمتع بوقت الهدوء / مثال الاصغاء عند قراءة كتاب معين
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Speaks Arabic fluently يتحدث العربية بطلاقة
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Speaks English fluently يتحدث الإنجليزية بطلاقة

Kingdom School International Program

بيانات أولياء الأمور KG 3 (المستوى الثالث) / KG 3 Parent Data Collection

Parent Name / اسم ولي الأمر: _____ Cell Phone / رقم الهاتف: _____

Student Name / اسم الطفل: _____ Birth Date / تاريخ الميلاد: _____

Gender / الجنس: Male / أنثى Female / ذكر Grade Level / مستوى الطفل: KG3

Primary Language Spoken at Home / لغة الطفل المستخدمة في المنزل: Arabic / العربية English / الإنجليزية

Preschool Experience / هل لدى الطفل خبرات فيروضات سابقة؟ Yes / لا No / نعم

If yes, list other school experiences below. Please provide any academic records, such as report cards.

إذا كان الجواب نعم أرجو منكم إدراج أسماء الروضات . فضلاً أرجو إرفاق أي سجلات أكاديمية مثل التقارير.

Name of School Program / اسم المدرسة	Dates of Attendance / تاريخ الالتحاق بها

English & Arabic	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Wash hands independently يعتمد على نفسه في غسل يديه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Use a tissue and cough/sneeze in elbow يستخدم المنديل عند العطاس / السعال
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Use the bathroom independently يعتمد على نفسه في دخوله لدورة المياه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Tie shoes independently يعتمد على نفسه في ربط حذاءه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Adjust clothing independently – Check <input checked="" type="checkbox"/> <input type="checkbox"/> Pants <input type="checkbox"/> Belt <input type="checkbox"/> Buttons <input type="checkbox"/> Snaps <input type="checkbox"/> Jacket يعتمد على نفسه في لبسه لـ الجاكت <input type="checkbox"/> أزرير <input type="checkbox"/> حزام <input type="checkbox"/> بنطال
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Open food containers independently يعتمد على نفسه في فتح الطعام
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Share, not only toys but also adult attention يشارك ألعابه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Recognize own name in print يعرف شكل اسمه
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Write first name يكتب اسمه الأول
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Hold a book and turn pages one at a time يستطيع أن يمك الكتاب و يقلب صفحاته
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Recognize English uppercase letters (A, B, C...) يعرف الحروف الهجائية
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Say English letter sounds يسمي أصوات الحروف
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Count objects up to ten يستطيع العد من واحد إلى عشرة
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Use scissor to cut paper يستخدم المقص لقص الأوراق
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Speak in sentences of more than four words - <input type="checkbox"/> Arabic <input type="checkbox"/> English يستطيع تكوين جملة مكونة من أربعة كلمات - <input type="checkbox"/> بالعربية <input type="checkbox"/> بالإنجليزية
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Listen and follow directions يستمتع و يتبع التوجيهات
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Has an at-home daily routine, including going to bed at an early and regular time يستمتع بوقت الهدوء / مثال الاصغاء عند قراءة كتاب معين
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Speaks Arabic fluently يتحدث العربية بطلاقة
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> لا <input type="checkbox"/> نعم	Speaks English fluently يتحدث الإنجليزية بطلاقة

Kingdom School
International Program

New Student Admission Form (Grades 1-6)



General Information

Date			
Student Name			
Date of Birth			
Next Year's Grade			
Previous School			
Parent Name			
Phone Number			
Email Address			
Siblings / Enrollment			
Name & Grade		Name & Grade	
Name & Grade		Name & Grade	

Introductory Questions

How old are you?
Do you have brother or sisters? Tell me about them.
Tell me about your school. What is your favorite subject?
Do you like to read stories? What is your favorite book?
What is your favorite thing to do after school?
Tell me about your best friend.
Do you have a pet? What is your favorite animal?
What is your favorite sport or game?

Grade 1-2 English Passage & Questions (Level L Modified)

The Scared Bear

I'm an old bear, and I know how to find food.
When I saw the blue box with the white top, I knew it would have some good food in it.
If the car was locked, I could put my hand in the open windows to grab the food.
I walked over to the car. Then, a loud sound came from the tent: "Mom, look at that huge bear!"
I ran away to get breakfast somewhere safer. Kids, with their loud voices, have scared me ever since I was a cub.

Where did the bear think he could find food?

Who is telling the story?

Why did the bear run away?

Look at the picture. Tell me what is happening in your own words.

Grade 3-4 English Passage & Questions (Non-Fiction Level J)

Fossils

Fossils are very special kinds of rocks.
They can teach us about the things that lived long ago.
Fossils can teach us that some dinosaurs ate meat and others ate plants.
Fossils can tell us how insects moved around.
We can learn what life in the ocean was like from fossils.
Some fossils can show us where different kinds of plants lived.
We can build a dinosaur skeleton out of fossils.
Certain fossils can even help us learn about our past.
There are many different kinds of fossils.
Every fossil has something to teach us.

What is this passage about?

What are fossils?

What are 2 things that we can learn from fossils?

Look at the picture. What type of fossils do you see?

The Green Town of Greensburg

Before May 4, 2007, Greensburg, Kansas, was a typical farming town of about 1,400 people. That evening, a funnel of winds spinning at more than two hundred miles per hour blasted through the town. The tornado took eleven lives and demolished more than 95 percent of the town.

The destruction became an opportunity for the residents of Greensburg. After the storm, the town came together and proposed a radical plan to rebuild. Greensburg would come back to life as the first entirely “green” U.S. city.

The Greensburg GreenTown program started helping the town’s residents and businesses “go green,” or live with less environmental impact. Homeowners built new houses that met the Leadership in Energy and Environmental Design, or LEED, platinum standard (the highest LEED standard). The city made plans to rebuild a bank, hospital, school, and other sites using energy-saving materials. Tall, spinning wind turbines were proposed to generate all the town’s power using the very force that destroyed the town. The people in Greensburg didn’t just want to rebuild—they wanted to transform their town in order to set an example for other communities around the world.

What is this passage mostly about?

How many people died in the tornado?

How was Greensburg different before and after the tornado?

What opportunity did the tornado create for the people of Greensburg?

What did the people do for their community after the tornado?

Grade 1-2 Arabic Passage & Questions

قَالَتْ دَيْمَةً: مَا أَجْمَلَ مَدْرَسَتِي!
فِي الصَّفِّ نَقْرًا وَنَكْتُبُ.
مَعَ مُعَلِّمَتِي نُنَشِّدُ النُّشِيدَ.
وَفِي السَّاحَةِ نَرْكُضُ وَنَلْعَبُ.
مَاذَا قَالَتْ دَيْمَةً؟

لِمَاذَا نَذْهَبُ إِلَى الْمَدْرَسَةِ؟

أَيْنَ نَرْكُضُ وَنَلْعَبُ فِي الْمَدْرَسَةِ؟

Grade 3-4 Arabic Passage & Questions

مِشْعَلُ فَلَاخٍ بَعِيشٌ فِي قَرْيَةٍ جَمِيلَةٍ، يَعْشَقُ الْأَرْضَ مُنْذُ صِبَاهُ، يَذْهَبُ إِلَيْهَا كُلَّ صَبَاحٍ، وَيُودِعُهَا تَارِكًا قَلْبَهُ بَيْنَ أَشْجَارِهَا عِنْدَ الْمَسَاءِ. يَسْقِيهَا مِنْ عَرَقِ جَبْهَتِهِ السَّمْرَاءِ، فَتَطْعَمُهُ مِنْ خَيْرَاتِهَا الطَّيِّبَةِ، مَا بَجَلِ يَوْمًا عَلَيْهَا، فَأَغْدَقَتْ عَلَيْهِ بِالْمَحْصُولِ الْوَفِيرِ، وَرَثَ الْأَرْضَ مِنْ وَالِدِهِ فَحَوَّلَهَا جَنَّةً حَضْرَاءَ تَفِيضُ بِالْخَيْرِ وَالْبَرَكَاتِ.
مِشْعَلُ ذُو سُمْعَةٍ طَيِّبَةٍ، لَا يَنْطِقُ إِلَّا بِالْكَلَامِ الْحَسَنِ، وَهِنَّهُ الْأَيَّامَ حِكْمَةً وَنَشَاطًا.
حَيَّاكَ اللَّهُ يَا رَمَزَ الْجِدِّ وَالْعَطَاءِ، وَأَبْقَاكَ غُنْوَانًا لِلْخَيْرِ وَالْوَفَاءِ.
أَيْنَ يَسْكُنُ مِشْعَلُ؟

مَا الدَّلِيلُ عَلَى حُبِّ مِشْعَلِ لِلْأَرْضِ؟

أَذْكَرُ ثَلَاثًا مِنْ صِفَاتِ مِشْعَلِ وَرَدَتْ فِي آخِرِ النَّصِّ؟

اخْتَارُ الْمَعْنَى الصَّحِيحَ لِكَلِمَةِ (الْوَفِيرِ): أ. التَّبَعِيدُ ب. الْكَثِيرُ

Grade 5-6 Arabic Passage & Questions

تُعَدُّ الْقِرَاءَةُ مِنْ أَمَمِ الْمَهَارَاتِ الْمُكَتَسَبَةِ الَّتِي تُحَقِّقُ النَّجَاحَ وَالْمُنْتَعَةَ لِلْفَرْدِ، وَهِيَ مِفْتَاحُ أَبْوَابِ الْعُلُومِ وَالْمَعَارِفِ الْمُتَنَوِّعَةِ، دَعَا إِلَيْهَا دِينُنَا الْخَلِيفِ فِي أَوَّلِ آيَةِ نَزَلَتْ عَلَى رَسُولِنَا الْكَرِيمِ مُحَمَّدٍ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَهِيَ (اقْرَأْ).
لِلْقِرَاءَةِ فَوَائِدُ كَثِيرَةٌ مِنْهَا: التَّعَرُّفُ عَلَى الثَّقَافَاتِ وَالْعُلُومِ الْمُخْتَلِفَةِ، وَهِيَ مَصْدَرٌ لِلنُّمُوِّ اللُّغَوِيِّ، وَتَقْوِيَةُ شَخْصِيَّةِ الْقَارِي، كَمَا أَنَّهَا تَمْنَحُ الْقَارِيَّ الْقُدْرَةَ عَلَى اِكْتِسَابِ مَهَارَةِ التَّلْعُمِ الدَّائِيَّ الَّتِي أَصْبَحَتْ ضَرُورَةً مِنْ ضَرُورَاتِ الْحَيَاةِ، وَهِيَ وَسِيلَةٌ رَاضِعَةٌ لِمَلْءِ أَوْقَاتِ الْفَرَاغِ بِهَا.
وَلَكِنْ لِمَاذَا يَعْزِفُ الْبَعْضُ عَنِ الْقِرَاءَةِ؟ يَعْزِفُ أَكْثَرُ النَّاسِ عَنِ الْقِرَاءَةِ إِمَّا لِأَنَّهُمْ لَا يُدْرِكُونَ أَهَمِّيَّتَهَا، أَوْ لِعَدَمِ مَعْرِفَةِ كَيْفِيَّةِ اسْتِعْلَالِ أَوْقَاتِ فَرَاغِهِمْ، أَوْ لِإِنْشِغَالِهِمْ بِكَثْرَةِ أَعْمَالِهِمْ، وَأَخِيرًا رَغْبَةِ النَّاسِ الشَّدِيدَةِ بِقَضَاءِ مُعْظَمِ أَوْقَاتِهِمْ عَلَى مَوَاقِعِ التَّوَاصُلِ الْاجْتِمَاعِيِّ الَّتِي اسْتَنْزَعَتْ الْكَثِيرَ مِنَ الْأَوْقَاتِ الَّتِي تَصِيغُ هَدْرًا بِلَا فَايْدَةٍ.
وَبِمَا أَنَّ الْقِرَاءَةَ عَادَةٌ مُكَتَسَبَةٌ فَإِنَّا يُمَكِّنُ أَنْ نَعْتَادَ عَلَيْهَا، وَمِنْ الْأُمُورِ الَّتِي تُسَاعِدُ عَلَى ذَلِكَ: أَوَّلًا إِدْرَاكُ أَهَمِّيَّةِ الْقِرَاءَةِ وَفَائِدَتِهَا، ثُمَّ الْبَدْءُ بِتَخْصِيصِ أَوْقَاتٍ مُحَدَّدَةٍ لِقِرَاءَةِ كُتُبٍ تَنْتَاسِبُ مَعَ مَبُولِنَا وَرَغْبَاتِنَا، وَوَضْعُ هَذِهِ الْكُتُبِ فِي مَكْتَبَةٍ صَغِيرَةٍ فِي الْمَنْزِلِ، وَيُفَضَّلُ أَنْ تَكُونَ الْمَكْتَبَةُ فِي عُرْفَةٍ نَوْمِي، قَرِيبَةٍ مِنِّي لِأَتَنَاوَلَ الْكِتَابَ فَوْرَ الشُّعُورِ بِالرَّغْبَةِ فِي الْقِرَاءَةِ.
السُّؤَالُ الْأَوَّلُ: مَا الْفِكْرَةُ الرَّئِيسَةُ الَّتِي يَتَحَدَّثُ عَنْهَا النَّصُّ؟

السُّؤَالُ الثَّانِي: - مَا عَكْسُ كَلِمَةِ (الْمُنْتَسَبَةُ) فِي الْفِقْرَةِ الْأُولَى؟ - مَا الْكَلِمَةُ الَّتِي بِمَعْنَى (تُعْطَى) فِي الْفِقْرَةِ الثَّانِيَةِ؟

السُّؤَالُ الثَّلَاثُ: أذْكَرُ سَبَبَيْنِ مِنْ أَسْبَابِ عُرُوفِ النَّاسِ عَنِ الْقِرَاءَةِ.

السُّؤَالُ الرَّابِعُ: كَيْفَ أَجْعَلُ مِنَ الْقِرَاءَةِ عَادَةً عِنْدِي؟

السُّؤَالُ الْخَامِسُ: فِي ضَوْءِ فَهْمِي لِلنَّصِّ، أَضَعُ غُنْوَانًا مُنَاسِبًا لَهُ.

Academic Information			
Reading MAP Results		Grade Equivalent	
English Language Interview			
Interviewer			
Arabic Language Interview			
Interviewer			
Other Information			

Decision			
Acceptance	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes / Conditional	<input type="checkbox"/> No
VP Signature			
VPAD Signature			

**Kingdom School
International Program**

New Student Admission Form (Grades 7-8)



General Information			
Date			
Student Name			
Date of Birth			
Next Year's Grade			
Previous School			
Parent Name			
Phone Number			
Email Address			
Siblings / Enrollment			
Name & Grade		Name & Grade	
Name & Grade		Name & Grade	

Introductory Questions
Why do you want to join Kingdom School? What do you think it can offer you?
What's your favorite subject? Least favorite? Possible future career interests?
What do you do for fun? How would your friends describe you?
Describe 2 of your strengths and 2 of your weaknesses. How do you intend to work on your weaknesses?

Grade 7-8 English Passage & Questions
SAVING THE ELEPHANTS by Robert Gray

A few thousand years ago, there were many different kinds of elephants roaming the earth throughout Africa, Asia, and even North America. Today all but two species are extinct.

What made them disappear everywhere but in Africa and Asia? Great changes in climate, perhaps. Experts do not know for sure. But they do know what dangers the elephants face today. People are competing with the elephants for land and are shooting the elephants who invade their farms. And people have long hunted elephants for ivory.

In some African and Asian nations, it is now illegal to shoot elephants or to trade in ivory. But there are still people who hunt illegally and smuggle ivory.

Young people in African wildlife clubs are urging stricter enforcement of the laws and are also asking that more land be set aside for wildlife.

But how much land is enough for a herd of elephants? Some of Africa's young people want to help find out. To do this they will study Wildlife Management and then go out to the savanna to see if their ideas work. Let's hope that these young scientists succeed, so there will still be elephants tomorrow.

On what continents do elephants live today?

What dangers do elephants face today?

What two things are wildlife clubs asking to be done to help protect elephants?

How will people decide what amount of land is necessary for a herd of elephants to live on?

Grade 7-8 Introductory Question

سؤال شفهي: أتحدّث عن تجرّبتني في دراسة العربيّة في السّنوات الماضيّة، وما الذي أجته من مهاراتيها؟

Grade 7-8 Arabic Passage & Questions

حتّى يستمتع الإنسان بحياته، ويستوفي غاياته، ويحقّق أحلامه وطموحاته، فقد كان لزاماً عليه أن يهتمّ بالعديد من الجوانب الاجتماعيّة وأن يراعيها، وإلا فإنه معرضٌ لأنّ يحيا حياةً بائسةً دون فائدةٍ، يُلدّ فيها من حولهِ ويكُون نُسخةً مطابقةً عنه، فالحيّة من أهمّ سبلِ العيش التي شرّعها الله سبحانه وتعالى لنا، ومن الواجب علينا الاستمتاع بها بما يرضي الله ويعمر الأرض ويحقّق النفع للجميع.

وتعدّ الأسرة العنصر الأساسي في تكوين أيّ مجتمع من المجتمعات، واللبنّة الأساسيّة لتحقيق الترابط المجتمعيّ، فالحيّة الاجتماعيّة وتفصيلها المختلفة من الأمور المهمّة التي يجب على الأسرة عرسها في أبنائها منذ طفولتهم، كي يتعلّم الطفل كيفية اختيار المجتمع الذي يختلط به، وكيف يبني معه العلاقات الجيدة والسليمة، فهي ترتبط بمعرفة الأسرار والخصوصيات ودخول البيوت، ولا بدّ من بناء العلاقات الاجتماعيّة مع الذين يصونون أسرار الآخرين ويحترمونها. ما الفكرة العامّة من النصّ؟

أبيّن أهميّة الأسرة في المجتمع؟

هات من الفقرة الأولى ما يأتي:

- (أ) مرادف (مهمّاً):
(ب) ضدّ (يهدم):

استخرج من النصّ ما يأتي:

- (أ) أهميّة العلاقات الاجتماعيّة:
(ب) تريباً ذا علاقةً بالمجتمع:

استخدم (العنصر الأساسي) في جملة مفيدة

Academic Information			
Reading MAP Results		Grade Equivalent	
English Language Interview			
Interviewer			
Arabic Language Interview			
Interviewer			
Other Information			

Decision			
Acceptance	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes / Conditional	<input type="checkbox"/> No
VP Signature			
VPAD Signature			

Kingdom School
International Program

High School Transfer Students (Grades 9-12)
Admission & Transcript Analysis Form (Grades 10, 11 & 12)



Academic Admission Information	
Date	
Student Name	
Date of Birth	
Student Grade Level	
Previous School	
Parent Name	
Phone Number	

Introductory Questions
Why do you want to join Kingdom School? What do you think it can offer you?
What's your favorite subject? Least favorite? Possible future career interests?
What do you do for fun? How would your friends describe you?
Describe 2 of your strengths and 2 of your weaknesses. How do you intend to work on your weaknesses?

Grade 9-12 English Passage & Questions

Three major movements in the history of art are Medieval, Renaissance and Modern. The Medieval period, which encompasses the time from around 600 AD into the 14th century, is predominately religious in nature. Objects are not portrayed realistically, but as simple flat images. During the Renaissance period, beginning in the late 14th century and continuing into the 16th century, artists developed a more realistic style. Renaissance artists also discovered the use of perspective, which brought a three-dimensional feeling to two-dimensional artwork. Prominent artists of this time were Leonardo da Vinci and Jan van Eyck. Modern art, which encompasses the Impressionist and Cubist movements, began in the late 19th century and through the 20th century. Rather than focusing on realism, artists explored the use of light, movement and color. Modern artists include Pablo Picasso, Claude Monet and Vincent van Gogh.

Identify the main idea of this passage

When was the Medieval period according to the passage?

Describe the nature of art during the Medieval Period

Explain perspective in art and describe the period in which it was established.

Describe the main differences between the Renaissance and Modern art period.

Identify the author's purpose of this passage. Explain your response.

Grade 9-12 Introductory Question

سؤال شفهي: أتحدّث عن تجرّبيتي في دراسة العربيّة في السنوات الماضيّة، وما المهارات التي أطمح أن أمتلكها في العربيّة؟

Grade 9-12 Arabic Passage & Questions

في سنّ الشّباب يُعوّد الإنسان، ويحدّد قاليّه، ويرسم خطّة نجاجه وفشليه، وليس له بعدّ الشّباب إلاّ تنفيذ ما رسم، واستقبال ما فضي وقدر. وإذا كُتِبَ لكلّ إنسان تاريخ فكتب الناس متشابهة في أنّ أهمّ فصولها فصول شبابه، وليس بعدّ فصل الشّباب إلاّ فصل النّتيجه، وهل بعدّ استكمال المقدمات إلاّ النّتائج؟ أو بعدّ انتهاء الفصول إلاّ الخاتمة. ولكنّ يخطئ كثير من الشّباب فيصنّب نفسه في قالب غير القالب الذي يناسبه، أو يؤلف كتاب تاريخه على غير ما خلق له؛ فكثير من رجال الأعمال أضاعوا شبابهم في دراسة نظريّة بحثه، وكثير ممن حسن استعدادهم للفلسفة والنّظريات البحثية أضاعوا شبابهم في عمل يدوي، ففقدت الأمّة نبوغ هؤلاء وهؤلاء جميعاً، وكنا كأننا في مصنع يكتسب أرضه المهندس، ويهندس آليّه الكناس، ويقوم بكلّ عمل فيه من لا يحسنه.

وهذا أكبر سبب في ضياع الشّبان، وفساد الأعمال؛ فنقطة البدء في حياة الشّباب يجب أن تكون هي دراسة نفسه، وتعرّفه موضع نبوغه، وموضع ضعفه، واختيار العمل الذي يعمله، ونوع الدراسة التي تناسبه، وتحديد العاية التي ينشدها. وليس يستطيع أيّ عالم، أو مرشد، أو أضع عنواناً مناسباً للنص؟

أوضح الفكرة التاليّة: "نقطة البدء في حياة الشّباب هي دراسة نفسه"؟

أتحدّث في سطرين عن خطّة نجاجي المستقبلية كما أريتها في ذهني.

استخرج من النصّ عبارة تدلّ على أهميّة مرحلة الشّباب في حياة الإنسان.

Academic Information			
Reading MAP Results		Grade Equivalent	
English Language Interview Notes			
Arabic Language Interview Notes			
Other Information			

Transcript Analysis Information					
Credit Hours					
Courses	Grade 9	Grade 10	Grade 11	Grade 12	Subtotal Credits by Subject
Islamic					
Arabic					
English					
Mathematics					
Science					
Social St. - English					
KSA History & Geo.					
Physical Education					
Fine Arts					
ICT					
Electives					
Total Credits by Year					

Decision		
Acceptance	<input type="checkbox"/> Yes	<input type="checkbox"/> No
VP Signature		
VPAD Signature		

**Kingdom School
International Program**

**Grade 9-12 High School Transfer Students
Missing Credit Parent Contract**



General Information	
Date	
Student Name	
Date of Birth	
Student Grade Level	
Previous School	
Parent Name	

Missing Credit	
Missing Grade Level (i.e. missing G9 credit)	
Subject(s) (i.e. missing G9 Art)	
Action Plan (How will the student make-up the credits?)	
Completion Date (When will missing credits be completed?)	

Signatures			
Credit Plan Acceptance	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Parent Signature		Date	
VP Signature		Date	
VPAD Signature		Date	