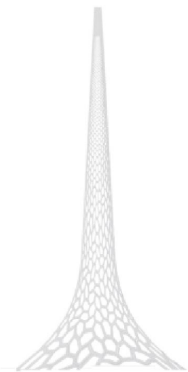




# Student / Parent GES HANDBOOK 2019 -2020

Inspiration.  
Integrity.  
Achievement.



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# Welcome to The KAUST School!

At GES, our student population is multicultural, diverse, enthusiastic, engaging and confident. They are also fun loving and happy.

Through the IB Primary Years Programme (PYP) we provide opportunities for students to develop an understanding of essential concepts, skills, knowledge and attitudes that will enable them to be lifelong learners. Our students are actively involved in authentic inquiry-based learning across all the curriculum areas. They develop confidence in their abilities, think for themselves, question, express their opinions and respect the opinions of others. As students learn to reflect on their learning, they become critical thinkers. We encourage students to voice their ideas and to take action to improve the school and the community. Student achievement and progress is shared through regular assemblies, parent conferences, open houses and activities aimed at making the school a stimulating center for the community.

Our highly qualified teachers include a number of specialist support staff to ensure that our curriculum is accessible across our diverse school community. We offer a wide-ranging extra-curricular program that further enriches the social and emotional development of each student. Our teachers are dedicated to promoting students welfare, progress and individual interests.

Whether you are a current, soon to be, or prospective member of our school community, we welcome you to our school!

Whether you are a current, soon to be, or prospective member of our school community, we welcome you to our school!

Jeff Woodcock  
Elementary Principal

## The KAUST School : Purpose, Mission, Vision, & Value Statements

### Purpose

Inspiration. Integrity. Achievement.

### Mission

The KAUST School mission is to provide an exceptional International Baccalaureate education that empowers students to be resourceful and responsible global citizens.

### IB Learner attributes

We will achieve our mission by providing opportunities for all learners to develop the attributes of the IB learner profile:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### Arrival and Departure from GES

Students arrive between 7:30 and 7:45. Students go to their homeroom classrooms at 7:45 to prepare for the day. Attendance is taken each day at 7:55. Students arriving late will need a pass from the reception.

- **Pedestrians:** Students should be aware of vehicles when walking to school, use the sidewalks provided and cross the road at the designated crosswalks.
- **Bikers:** Students biking to school need to ensure they follow the rules of the road, wear a proper helmet and park their bikes at a bike rack.
- **Bus:** Students are able to take the bus to and from school each day. Appropriate behavior on the school bus is an expectation and is described in the *Respectful Learning Community* section of this guide.

- **Private vehicle drop off:** Parents or guardians who drive their children to school need to ensure they use the designated drop off sites at the front or rear of the elementary campus.
  - Due to the bus schedule, drivers will not be permitted to drop off or collect children directly in front of GES between 7:20-7:35 am and 2:45 - 3:15 pm (Sun., Mon., Wed. and Thurs.) & 1:45 - 2:15 pm (Tues.).

\*It is the responsibility of parents and students to communicate changes in transportation to or from the school to the homeroom teacher or reception.

## Attendance

Classroom learning is an essential part of the student's education. Student participation is also essential to the learning experience of the entire class. Therefore, students are expected to attend school every day school is in session.

Parents and students have a mutual responsibility to ensure that students attend school consistently and that absences during the academic year are kept to a minimum. If your child is sick, contact your child's homeroom teacher via email.

It is also important that your child arrives on time so that they do not miss out on important learning. If parents notify the school in advance of late attendance (due to a medical appointment, for example) the late arrival will be recorded as excused.

If you know in advance that your child will miss more than two consecutive days you should complete a Student Absence Request [form](#) to ensure they are eligible to participate in the leave.

If a student does not meet the attendance requirements, the student and his/her family may receive sanctions up to the loss of enrollment in the KAUST School.

## Releasing Students

During the school day, students may not leave the school grounds without permission. Students who leave school during the school day must be accompanied by a parent. Parents will sign students out at the reception. Children may only be released to adults who have been authorized by parents to take the child home from school. If both parents will be away from home overnight or longer, parents are requested to notify your child's teacher.

## Travel or Vacation Days

It is hoped that families will plan travel and trips during the school vacations. Should you know ahead of time that your child will be absent from school for any reason, please inform your child's teacher and complete the Student Absence Request [form](#).

## Birthday Celebrations

We understand this is a special day for your child and that your child may like to bring in a cake to share with their classmates. We kindly request you to bring in individual cakes (cupcakes or similar) and not one whole cake. Also no candles or presents, please. Whilst we are happy to sing Happy Birthday and have a small celebration at school, we don't host parties or pass out invitations as these are for family and friends after school and on weekends.

## Respectful Learning Community

As learners in GES, our students have rights and responsibilities. First and foremost, students have the right to learn and play in a safe, clean and respectful environment. With this right, they are inherently responsible to actively contribute to a safe, clean and respectful learning environment to promote the well-being of all learners. "Well-being... encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and participation in an active, healthy lifestyle." (IBO PSPE Scope and Sequence, 2009)

Students and teachers created the following essential agreements to support the enculturation of a positive school culture. These agreements are applicable throughout the school.

- Show integrity and make good choices.
- Inspire and be inspired.
- Be resourceful and responsible learners.

## Relationships

As an IB school, the attributes of the IB learner profile are central to our learning and teaching. The development of these attributes supports a foundation from which we build strong relationships built on trust, respect and understanding. As IB students and teachers, we strive to be

- **Inquirers** who know how to learn independently and with others.
- **Thinkers** who exercise initiative in making reasoned, ethical decisions.
- **Communicators** who collaborate effectively, listening carefully to the perspectives of other individuals and groups with the intent to understand.

- **Principled** by acting with integrity and honesty, taking responsibility for actions and consequences.
- **Open-minded** by appreciating personal cultures and histories, as well as the values and traditions of others.
- **Caring** by showing empathy, compassion and respect.
- **Risk-takers** who are resourceful and resilient in the face of challenge.
- **Balanced** by understanding the importance of balancing different aspects of life - intellectual, physical and emotional.
- **Reflective** by exhibiting a growth mindset when thinking about mistakes and considering the next steps to support learning and strengthen relationships.

### Behavioral Expectations

This table outlines expectations for behavior around the school.

<i>Show integrity &amp; make good choices.</i>	<i>Inspire and be inspired.</i>	<i>Are resourceful and responsible learners.</i>
<b>Everywhere</b> <ul style="list-style-type: none"> <li>● Keep hands to ourselves.</li> <li>● Listen to &amp; follow instructions.</li> <li>● Choose words carefully, words are powerful.</li> <li>● Show common courtesy.</li> </ul>	<b>Everywhere</b> <ul style="list-style-type: none"> <li>● Be a role model.</li> <li>● Tell the truth about choices made. #Ownit!</li> <li>● Have a growth mindset.</li> </ul>	<b>Everywhere</b> <ul style="list-style-type: none"> <li>● Be safe.</li> <li>● Respect yourself, others and property.</li> </ul>
<b>Playground</b> <ul style="list-style-type: none"> <li>● Play inclusive and fair games.</li> <li>● Problem solve.</li> <li>● Take turns and share equipment.</li> </ul>	<b>Playground</b> <ul style="list-style-type: none"> <li>● Invite others to play.</li> <li>● Create fun games with friends.</li> </ul>	<b>Playground</b> <ul style="list-style-type: none"> <li>● Use equipment for its intended purpose.</li> <li>● G1-G3 ride trikes only in the courtyard</li> <li>● Return equipment.</li> </ul>
<b>Bathroom</b> <ul style="list-style-type: none"> <li>● Knock before entering a stall.</li> <li>● Leave lights on.</li> <li>● Dry the sink &amp; throw paper towels in the bin.</li> <li>● Take care of</li> </ul>	<b>Bathroom</b> <ul style="list-style-type: none"> <li>● Leave the restroom clean for others.</li> <li>● Use paper sensibly.</li> <li>● Respect the people who maintain and clean these spaces.</li> </ul>	<b>Bathroom</b> <ul style="list-style-type: none"> <li>● Use soap to wash hands.</li> <li>● Visit the restroom during breaks.</li> <li>● If you find something broken, report it to a</li> </ul>

business and then return to class.		teacher.
<b>Cafeteria</b> <ul style="list-style-type: none"> <li>Only eat Tamimi food if you brought a lunch ticket.</li> <li>Use an inside voice.</li> <li>Use hand signals (seconds, water, toilet).</li> </ul>	<b>Cafeteria</b> <ul style="list-style-type: none"> <li>Eat a balanced meal.</li> <li>Appreciate the food and water we have.</li> <li>Take only what you think you will eat.</li> </ul>	<b>Cafeteria</b> <ul style="list-style-type: none"> <li>Clean food spills off tables and floors.</li> <li>Walk (even on Burger Tuesday)</li> <li>Look and listen for the signal and then push in your chair.</li> </ul>
<b>Hallway</b> <ul style="list-style-type: none"> <li>Move aside for others walking by (slide to the right).</li> <li>Speak quietly (whisper voice).</li> </ul>	<b>Hallway</b> <ul style="list-style-type: none"> <li>Hold doors open for others.</li> <li>Help others if they've dropped something.</li> </ul>	<b>Hallway</b> <ul style="list-style-type: none"> <li>Arrive on time (no dawdling).</li> </ul>
<b>Circle Theater</b> <ul style="list-style-type: none"> <li>Listen respectfully.</li> <li>Bottoms on chairs.</li> </ul>	<b>Circle Theater</b> <ul style="list-style-type: none"> <li>Be an encouraging audience member.</li> <li>Participate when appropriate.</li> </ul>	<b>Circle Theater</b> <ul style="list-style-type: none"> <li>Move carefully on the stairs.</li> </ul>
<b>Bus</b> <ul style="list-style-type: none"> <li>Keep feet and hands where they belong.</li> <li>Stay seated when the bus is moving.</li> <li>Wear a seatbelt.</li> <li>Talk at an appropriate noise level.</li> </ul>	<b>Bus</b> <ul style="list-style-type: none"> <li>Show appreciation to our bus drivers and TAs.</li> <li>Be a role model.</li> </ul>	<b>Bus</b> <ul style="list-style-type: none"> <li>Take care of our belongings.</li> <li>Respect the safety of everyone on the bus.</li> </ul>

## Positive Behavior

We name, model and reinforce positive behaviors throughout the school. This creates opportunities to provide timely feedback when students are making good choices. Teachers and students often draw connections between these behaviors and the attributes of the IB learner profile. For example, if a child invites a classmate who is alone to play, he might be a *caring communicator*. Or if a child uses conflict



resolution strategies when collaborating on a project, she might be a *principled thinker*.

## **Inappropriate Behavior**

At GES, we believe *our choices have consequences*. Sometimes our choices will lead to positive results in our learning and interactions with others. Other times, however, the consequences will lead to negative interactions. Acting in a way that results in situations that are unsafe, uncaring or irresponsible will have a consequence depending on the type of inappropriate behavior. We believe logical consequences that are developmentally appropriate promote a safe, caring and positive learning environment. Below are descriptions of the three levels of inappropriate behavior at GES.

<b>Level 1</b> These behaviors are viewed as minor behavioral concerns and are managed by the GES staff member who observed the behavior.	
<b>Examples of behaviors</b> <ul style="list-style-type: none"> <li>• Poor sportsmanship</li> <li>• Unintentional pushing or tripping</li> <li>• Teasing</li> <li>• Running or talking loudly in the hallway</li> <li>• Persistent lateness to class</li> <li>• Off-task behaviors</li> <li>• Dishonesty</li> <li>• Littering</li> </ul>	<b>Examples of consequences</b> <ul style="list-style-type: none"> <li>• Reminder about agreements</li> <li>• Encouragement to modify behavior</li> <li>• Reflection time or time out</li> <li>• Loss of opportunities for short period of time</li> </ul>
<b>Examples of support for the child at school</b> <ul style="list-style-type: none"> <li>• Monitor child's behavior after the situation has been resolved</li> <li>• Check in with the child before she/he transitions to the next activity</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>• No communication beyond the GES staff member and child</li> </ul>
<b>Level 2</b> These behaviors are viewed as moderately serious behavioral concerns and are managed by the GES staff member who observed the behavior in consultation with the homeroom teacher.	
<b>Examples of behaviors</b> <ul style="list-style-type: none"> <li>• Repeated level 1 behaviors</li> <li>• Swearing</li> <li>• Pushing, tripping, hitting, kicking, etc.</li> <li>• Indirect bullying</li> <li>• Writing offensive or unwanted</li> </ul>	<b>Examples of consequences</b> <ul style="list-style-type: none"> <li>• Reflecting on the behaviors the need to be modified</li> <li>• Restriction of opportunities</li> <li>• Reflection time or time out</li> <li>• Time in buddy classroom</li> </ul>

<p>messages</p> <ul style="list-style-type: none"> <li>• Defacing property</li> </ul>	
<p><b>Examples of support for the child at school</b></p> <ul style="list-style-type: none"> <li>• GES staff member supports or facilitates apology</li> <li>• Reflection sheet</li> <li>• Homeroom teacher consults with the counselor and/or AP</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Inform homeroom teacher</li> <li>• Homeroom teacher or single subject teacher informs the child's parents, if necessary</li> <li>• Homeroom teacher or single subject teacher logs concern in PowerSchool</li> </ul>
<p><b>Level 3</b></p> <p>These behaviors are viewed as serious behavioral concerns. Once the situation is under control, the GES staff member who observed the situation will bring the child to the assistant principal or principal for immediate support.</p>	
<p><b>Examples of behaviors</b></p> <ul style="list-style-type: none"> <li>• Repeated level 2 behaviors</li> <li>• Endangering self or others</li> <li>• Repetitive and blatant defiance</li> <li>• Physical or verbal harassment or bullying</li> <li>• Identity theft</li> <li>• Inappropriate tech use</li> </ul>	<p><b>Examples of consequences</b></p> <ul style="list-style-type: none"> <li>• Conference between principal or assistant principal, parent, student and teacher</li> <li>• Replacement or repair of damaged property</li> <li>• Restriction of opportunities and activities</li> <li>• Internal or external suspension</li> <li>• Referral for expulsion</li> </ul>
<p><b>Examples of support for the child at school</b></p> <ul style="list-style-type: none"> <li>• Teacher supports or facilitates apology</li> <li>• Reflection sheet</li> <li>• Individual counseling focusing on personal and social skill development</li> <li>• Solution circle</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Teacher informs the assistant principal or principal</li> <li>• Assistant principal or principal consults with the child and homeroom teacher</li> <li>• Assistant principal or principal logs the incident in PowerSchool</li> <li>• Teacher consults with the learning support department</li> <li>• Parents informed (email, phone or in person)</li> </ul>

### **Harassment, bullying and disruptive antisocial behavior**

GES defines harassment as any verbal or physical act, or written message — including those that are electronically transmitted — that has one or more of the following effects:

- Physically harms a student or damages a student's property.
- Substantially interferes with a student's emotional growth or education.

- Creates an intimidating or threatening environment.

Bullying is intentional, repeated harassment toward another person or people in multiple settings. For example, hitting, name-calling, shunning, and shaming are all forms of bullying. Spreading rumors, gossiping, and making threats are also forms of bullying.

All instances of harassment, bullying and/or other forms of disruptive behavior by an individual or group will be taken seriously and dealt with sensitively. Students and parents are asked to share their concerns with the child's homeroom teacher or one of our school counselors. A school counselor or principal will become involved, as required.

Positive social behavior can be supported and modeled by parents through communicating regularly with their children about their learning and experiences at school. This regular communication helps children cultivate positive relationships at school.

### **Clothing Guidelines**

Clothing should be neat, clean and in good taste. Long shorts are acceptable. Shoulders should be covered. On days where students have PE we recommend that students wear suitable footwear for active play. Students are advised to bring something warm to wear in the air-conditioned buildings. School staff will address students individually about inappropriate clothing.

### **Communicating student progress (reporting)**

Report cards are issued twice a year, at the end of each semester. Parents are encouraged to participate in conferences and open houses throughout the year. These opportunities support the written reports and provide parents with the chance to gain an understanding of their child's progress.

### **Curriculum**

At TKS, the International Baccalaureate Primary Years Programme (PYP) is offered for all students from K1 through Grade Five. The PYP provides a dynamic, inquiry-based curriculum that fosters the development of knowledge, skills, conceptual understanding, attitudes, and the taking of responsible action. We share a commitment to providing engaging, challenging, relevant, and significant learning experiences that meet students' physical, social, intellectual, and cultural needs.

As a PYP school, we use a transdisciplinary model, whereby themes of global significance that transcend the confines of the traditional subject areas are used to organize and frame the learning through *units of inquiry* at each grade level. These units draw on the following subject areas: language; mathematics; social studies; personal, social, and physical education; the arts (music and visual arts); and science. Students participate in single subject classes with specialist teachers for physical education, the arts, and Arabic language. Muslim students also participate in Islamic Studies. Counsellors and learning support teachers, as well as information technology and library media specialists, support learning and development across all areas of our curriculum.

As a PYP school, we are committed to structured, purposeful inquiry that engages students actively in their learning. In this way, students move from their current level of understanding to a new and deeper level. Students also learn in a variety of ways, including: exploring, wondering, and questioning; researching and seeking information; collecting data and reporting findings; seeking different perspectives; solving problems in a variety of ways; taking and defending a position. In addition to the variety of resources within the school, field trips also provide opportunities to use the local environment and KAUST facilities to enrich learning.

The language of instruction at TKS is English. Students also participate in Arabic language classes, either as mother-tongue or as language acquisition. A variety of supports are provided for students acquiring English as an additional language including a programme especially designed for students with no experience of the English language.

## Home Learning

### We believe:

- Children should read for pleasure and/or be read to every day
- Family time is important
- Children need active free play everyday
- Children should have a variety of opportunities to follow and develop their interests
- Home learning should include inquiry and exploration
- Home learning should extend learning from school to home in meaningful ways
- Children should be given time to develop a variety of talents and interests outside of the school day
- In developing lifelong reading habits

### Resources to support home learning:

- Class blogs with curriculum forecasts and resources
- Home Learning Matrix
- [Diy.org](http://Diy.org)
- School and community libraries
- KAUST facilities - recreation centres, parks and playgrounds, etc.
- Books sent home from school

### **The Home Learning Matrix:**

The home learning matrix includes various options for the students to complete and also acknowledges and encourages some of the most important things students can do when they go home each day: playing, spending time with their family, engaging in conversations, helping with family responsibilities or chores and reading by themselves or with a family member. The skills of responsibility, time management and creativity are all fostered through these activities.

## **Learning and Language Support**

At TKS we strive to accommodate students with diverse learning needs, to achieve their highest potential while celebrating their unique learning strengths and needs. Student Support services encompass any additional academic and personal support that a student may require to assist them to develop their potential at TKS.

Student support services include:

- Learning support
- English language learning (ELL)
- Gifted and Talented
- Counselling
- Individualized learning program

## **Lost and Found**

Lost and Found is located in the reception area. Please mark/label all items and check periodically for your child's missing items. Items not claimed after 30 days, and after a picture reminder to parents, will be donated to a government approved charity via the KAUST Reuse Center.

## **Lunch / Snacks**

Elementary children wanting to purchase a hot lunch will need to bring a pre-purchased coupon to school on the day they would like to buy lunch. These coupons are available from Tamimi restaurants (Golf Club, Diner, Yacht Club, etc.). Please only send one coupon per day for those days that you would like to provide your child with a school lunch. We strongly suggest you write your child's name and

teacher on the back of their coupon in the event that it is misplaced. All cooked lunches are provided and served by Tamimi Catering as a service for the school.

All other students will need to bring their lunches from home. Within the daily schedule there will be two breaks set aside for eating/drinking. Children can drink water whenever they need to. Water dispensers are available in along corridors for children to refill their bottles.

Please send some healthy snacks such as fruit, nuts and muesli bars etc. for morning break to help your child make it through to the lunch break.

## **Library**

Students can check out books from the library on a regular basis. They have a weekly scheduled library time with their class and as we have open circulation, students have opportunities through the week to visit the library to change books and/or participate in a variety of activities/clubs. We have a collection of over 18,000 books, allowing students to choose chapter books, non-fiction (information) books, picture books, ready to read books, magazines, and online database subscriptions. We also have Arabic and mother tongue books, as well as a range of eBooks accessible through two platforms -the library catalog and Eplatform.

Parents can personally check out up to 10 books for their family, and access the databases and ebooks. Contact the librarian(s) to ask for further information on downloading the Destiny Discover App, to access all these resources.

## **Medication / Health Office**

### **Contagious Illness**

If your child is diagnosed with a contagious illness, please contact the school nurse. Families will be notified if there is a student with a contagious illness in their child's class.

### **Illness or Injury**

The school nurse will take care of minor injuries and illnesses and will notify the parents. If more than minor care is required, parents will be called. In a medical emergency, the student will be taken directly to the Medical Clinic for treatment and parents will be notified.

### **Medication**

If your child requires medication during the school day, please bring the medication - in its original container with prescribed directions - to the nurse's office. The nurse

will insure that the medication is listed in the child's health record. If your child requires medication daily, or has an occasional need for medication due to a chronic medical condition (i.e. asthma, bee sting or other allergy), please be sure you have correctly filled out the form at intake and contact the school nurse to ensure that medication is readily available in case of an emergency.

### **Head Lice**

Schools occasionally experience outbreaks of head lice. Should this happen in your child's class, you will be notified by the school nurse. Students found to have head lice will be required to go home to be treated. The school nurse must verify that the student is free of head lice before s/he may return to the classroom.

### **Mobile Phones**

Mobile phones are not to be used during school hours. In the classroom, cell phones must be properly stowed and turned off. Students not following these guidelines will have their phone turned in to the school office. Parents will need to visit the school office in order to have the phone returned.

Personal devices (e.g. Smart Phones and Tablets) should be out of sight in a bag and turned off or on 'silent' during the school day (7:45 am – 3:10 pm). Students in need of contacting home during the school day are encouraged to use the handset at the main office or at reception. Under exceptional circumstances, they may use their device with teacher approval.

### **Mother Language Language Program**

The KAUST School offers mother tongue support for students in GES. A student who is eligible for mother tongue support classes must have at least one parent who is fluent in the language. We believe that mother tongue language maintenance and development has a number of benefits including:

- Multilingualism
- Enhances students' ability to access the language learning pathways and the IB curriculum
- Fosters cultural identity and esteem for the language and literature of the mother tongue
- Supports transitions to future communities and education systems, including home country

The establishment of a mother tongue language class in the PYP is coordinated by the Mother Tongue Coordinator and approved by the Principal. For children participating in the

PYP, two 'blocks' per week are available for students to study in their mother tongue: two during Islamic Studies. In addition, school facilities may be used after school for mother tongue classes.

## **Parent Communication**

Parents are our partners in the education of our students. We value your input and strive to maintain open communication on a regular basis. We encourage parents to volunteer their time and talents. Communication with parents can take the form of email, class blogs, student-led conferences, curriculum nights, open houses, phone calls, and the school-wide newsletter, The Wave. Conferences will take place two times a year, in the fall and in the spring. Report cards are issued at the end of each semester. Please keep in mind that individual contact with teachers should take place outside of instructional time. We recommend emailing your child's teacher to make appointments for visits. To ensure that parents receive communications from school, it is essential that parent contact information is up-to-date.

## **Personal Possessions / Valuables**

Students are responsible for all items brought to school. The School cannot be responsible for items brought from home. Please leave valuables at home.

To ensure safety, anything that could serve as a weapon is prohibited on school grounds.

## **Physical Education Dress**

Students will need appropriate shoes and clothing for movement during physical education classes.

For swimming lessons, students must wear suitable swimwear. Girls must wear a one-piece swimsuit. Boys must wear swim trunks.

## **Ramadan**

The Holy Month of Ramadan is a special time in Saudi Arabia and the school makes arrangements for students who want to observe this important period. All academic programs continue during Ramadan. Students will be given advice regarding conduct and dress during this time.

## **Shark Shares and Musical Showcases**

Shark Shares are assemblies organized for homeroom classes approximately once per month. Musical showcases are open to all students and typically occur a couple



times a month during a lunch recess. Both gatherings are student led and provide a regular forum for students to share and celebrate their learning amongst their elementary school peers. As building understanding and strengthening partnerships within the community are important to GES, parents are welcome to attend, particularly when their child is sharing.

## **School Hours**

Sunday, Monday, Wednesday and Thursday:	07:45 – 3 pm
Tuesday (Early Release Day)	07:45 – 2 pm

## **Sun Safety**

Children play outdoors everyday and there are a number of shaded spots available around the playground. Additionally, the gym and library are often open should a child want to remain indoors during a recess.

It is recommended to apply sunscreen before your child comes to school. If you wish to leave sunscreen in the classroom for re-application, please label this clearly with your child's name. Your child is also encouraged to leave a hat at school to wear when outdoors.

## **Technology**

The KAUST School has a one-to-one device program across the elementary school. These devices are integrated into the curriculum to enhance learning experiences, empowering students to create, connect and collaborate. The devices are a combination of iPads (Grades 1 and 2) and Macbooks (Grades 3 - 5). They are provided by the school and are used by the students at various times throughout the school day. The devices remain in school and may not be taken home by the students.

## **Youth Sports and Enrichment Activities**

We offer a co-curricular program which provides students the opportunity to experience and develop skills. Youth Sports provides a range of indoor and outdoor sporting activities ranging from core sports skills to modified sports. Students will learn and develop the required skills to participate in the sport, leadership skills and positive social skills towards developing a balanced lifestyle.

The Enrichment program encourages students to enhance their creativity with a wide variety of arts and crafts, puzzles, games, and outdoor activities to build critical

thinking skills, listening, memory, visualization, concentration through singing, hands-on experiments, physical movement, word puzzles, art projects, and more.

**2018-19 Season Dates**

Season # 1: 16 September to 22nd November

Season # 2: 9 December to 21 February

Season # 3: 10 March to 16 May