



Upper Elementary Handbook

2026-2027

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The KAUST School: Guiding Statements

OUR IDENTITY

As an integral part of King Abdullah University of Science and Technology, located on the shores of the Red Sea, The KAUST School has access to outstanding resources and unique opportunities. We are a diverse, coeducational Pre-Kindergarten to Grade 12 international school that serves the KAUST Community.

OUR MISSION

Together we ignite curiosity, inspire creativity and investigate solutions. Within a nurturing environment, we empower learners to skillfully and confidently leverage opportunities to thrive and contribute in a complex world.

IGNITE
CURIOSITY

INSPIRE
CREATIVITY

INVESTIGATE
SOLUTIONS

OUR VISION

The KAUST School aspires to be a courageously bold leader in education, pursuing excellence, inspiring discovery, and positively impacting humanity.

OUR VALUES

ADAPTABILITY
INNOVATION
DIVERSITY
INCLUSIVITY
RESPONSIBILITY

ADAPTABILITY

- We face change confidently as global citizens.
- We promote resilience and growth to adapt to ever-changing conditions.
- We engage in a reflective thought process to promote change.

INNOVATION

- We diversify our thinking as we engage in problem solving.
- We cultivate a spirit of inquiry to guide learning and discovery.
- We play with endless curiosity.

DIVERSITY

- We embrace uniqueness in people, cultures, languages and beliefs.
- We seek multiple perspectives to deepen our understanding.
- We draw upon our differences to strengthen collaboration.

INCLUSIVITY

- We create a sense of belonging within our community.
- We provide equitable access to opportunities and resources.
- We encourage the pursuit of personal aspirations.

RESPONSIBILITY

- We contribute to and benefit from our collective learning.
- We rise to challenges, own decisions and overcome failures.
- We recognize our impact on the world and act sustainably.



After School Co-Curricular Program

The UE Youth Sports and Enrichment co-curricular program provides students with a balanced and diverse range of opportunities and experiences. At ES, we help support the TKS mission, vision, and values through this inclusive program by providing a well-rounded array of choices based on four core program areas; health and wellness, STEM, creativity, and life skills and leadership. We have identified core activities that will help support student learning and community involvement through these program categories. Students will have the opportunity to develop their leadership, physical, and social skills through participation and hands-on experiences that will help develop their IB Learner Attributes and benefit them for a lifetime.

2026-27 Season Dates

Season 1: August 30 - November 12

Season 2: November 15 - January 28, 2027

Season 3: March 21 - May 27

Arrival and Departure from ES

Students arrive between 7:30 and 7:50. They go to their homeroom classrooms at 7:50 to prepare for the day. Attendance is taken each day at 8:00. Students arriving late (who are not in class by 8:00) will need a pass from the reception and will be marked as tardy.

- **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:** Bus services are available before and after school, based on registration and availability. 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.

*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 as long as they are in good health.

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. Parents should 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 of school, you should complete a [Student Absence Request form](#) to ensure they are eligible to participate in the leave.

The TKS Attendance Policy requires that students not miss more than 10% (in general, 18 days) of any school year. If a student does not meet the attendance requirements, the student and his/her family may receive sanctions such as modified report cards and/or 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 following child wellbeing guidelines.

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 treat to share with their classmates. We kindly request that you inform the homeroom teacher at least 24 hours in advance and bring individual treats, 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.

Clothing Guidelines

Clothing should be neat, clean, and in good taste. Long shorts are acceptable. Shoulders and stomachs should be covered. On days when students have PE, we recommend that students wear closed-toed and sturdy trainers 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.

Physical Education Dress

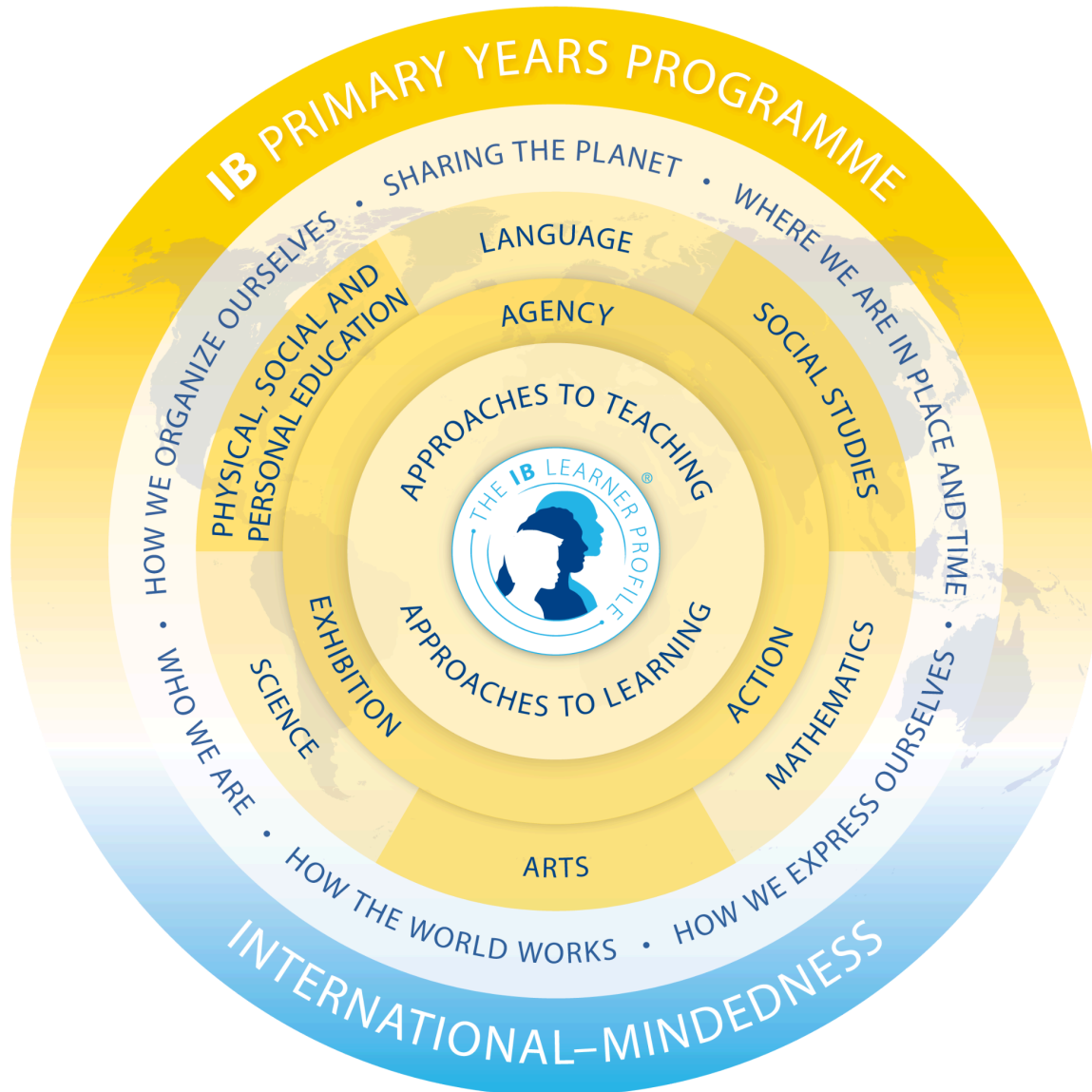
Students will need appropriate shoes and clothing for movement during PE classes. Soccer cleats, Crocs, sandals, and flip-flops will not be permitted.

For swimming lessons, students must wear suitable swimwear. Girls must wear a one-piece swimsuit. Boys must wear swim trunks. All students are required to wear a swim cap.

Communicating student progress (reporting)

Report cards are issued twice a year, at the end of each semester, via Toddle. Parents are encouraged to participate in conferences 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 Pre-Kindergarten through Grade Five. The PYP provides a dynamic, inquiry-based framework 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, academic, and cultural needs.

As a PYP school, we use a transdisciplinary model, in which themes of global significance that transcend the confines of traditional subject areas organize and frame learning through *units of inquiry*. These units draw on the following subject areas: language; mathematics; social studies; personal, social, and physical education; the arts (music and visual arts); STEM; and science. Students participate in single-subject classes with specialist teachers for physical education, visual arts, music, and Arabic language. Muslim students also have the option to participate in Islamic Studies. Counselors 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 deeper one. Learning experiences are guided by the American Education Reaches Out (AERO) standards, with teachers using a balance of inquiry, explicit instruction, guided practice, and reflection to support student growth.

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; and 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. All students are viewed as English language learners. Support is provided for students acquiring English as an additional language, including a program especially designed for students with limited or no experience with the English language. Students also participate in Arabic language classes four times a week, either as language and literature (mother-tongue) or as language acquisition.

Health Office

Contagious Illness

Children must stay home if they have symptoms of possibly contagious or serious illnesses that they might spread to other children. If your child is diagnosed with a contagious illness, please contact the school nurse. Families will be notified if there is a risk of a student or teacher with a contagious illness in their child's class or cohort.

Please review the guidelines for [Common Childhood Illnesses](#) for more details and for when to keep children from attending school.

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 the medical prescription - to the nurse's office. Medication may be administered at school by the school nurse, with written permission from the parents. Please refer to the school's [Administration of Medication at School – A Guide for Parents](#). The nurse will ensure 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 care plan form at intake and contact the school nurse to ensure that medication is readily available in case of an emergency.

Care Plans

Please contact the school nurse at your child's designated area if your child requires a Care Plan. For your child's safety, all care plans must be completed and submitted to the School Health Office before your child starts school and to be updated when changes arise. Students will not be allowed into the school building without having care plans completed.

Immunization

All students must be up to date with TKS-required immunizations. The school nurse will reach out to parents when a student requires further vaccines. Parents will be required to provide the updated immunization record to the school nurse with the completed immunizations. Please note that students will not be allowed to attend school without meeting the immunization requirement.

School Health Screening

The KAUST School Health Office, together with KAUST Health (KH), conducts vision, hearing, and growth screening for all G3 and G5 students. The health screening program is designed to identify and address preventable health issues with the potential to hinder students' learning ability. Health screening does not substitute regular medical check-ups and will not screen for all medical conditions. Students whose measurements fall outside the expected range will be referred to KAUST Health for further assessment.

The screening takes place at TKS Health Office, students are screened individually and confidentiality is maintained. Only students with consent granted through the PowerSchool Portal will be screened.

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.

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 every day
- 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:

- Teachers will share curriculum updates with recommendations for the continuation of learning at home, as appropriate, through Toddle, our learning management system
- School and community libraries
- KAUST facilities - recreation centers, parks, and playgrounds, etc.

House System

The ES house system is a fantastic opportunity for students to build camaraderie, develop leadership skills, and foster a sense of belonging within our school community. Each house will be represented by a different color, which will be used to identify students in various activities and events. The specific colors and house names are as follows:

- **Aquila – Blue**
- **Pegasus – Yellow**
- **Orion – Orange**
- **Hydra – Green**

Every student in the school, along with staff members, will be assigned to a house upon enrollment. Siblings will be placed in the same houses to ensure continuity amongst families. A balanced and thoughtful approach is used when assigning students to houses, ensuring that each house has a diverse mix of students from different grades, backgrounds, and interests. Throughout the year students participate in a series of engaging activities and events designed to promote healthy competition, collaboration, and school spirit among the houses. These activities will cater to a range of interests, so there will be something for everyone to participate in and enjoy. The House System will significantly enhance the school experience for our students and contribute to a more vibrant and dynamic learning environment.

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 academic and personal support that a student may require to assist them in developing their potential at TKS.

Student support services include:

- Learning Support
- English Language Learning (ELL)
- Talent and Enrichment
- Counseling
- Speech & Language Therapy
- Occupation Therapy

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 reminder to parents, will be donated to a government-approved charity via the KAUST Reuse Center.

Lunch / Snacks

We have two breaks for snacks and lunch. Please send some healthy snacks such as fruit, nuts, or yogurt for morning break to help your child make it through to the lunch break. Students have the option to bring lunch from home or to purchase lunch served by Tamimi Catering. Lunch vouchers can be purchased from the following outlets: Campus Diner, Harbor Club Restaurant, IRC deli shop, Pure Restaurant, Steak Seven Restaurant, and the Golf Club Restaurant

Note: Note: Lunch vouchers are not sold at school or at Tamimi Supermarket.

Children can drink water whenever they need to. Water fountains are available along corridors for children to refill their bottles.

Library

Students can check out books from the library on a regular basis. Classes 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 20,000 books, allowing students to choose chapter books, non-fiction, picture books, early readers, graphic novels, Arabic and Home Language books, as well as a range of eBooks accessible through two platforms - Wheelers and Sora. Students also have access to a wide range of online database subscriptions.

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.

Home Language Development

The KAUST School offers support to maintain the home language for students in the Upper Elementary School. 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 home 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 home language
- Supports transitions to future communities and education systems, including the home country

The establishment of a home language class in the PYP is coordinated by the Associate Principal and approved by the Principal. For children in the Upper Elementary school, two 'blocks' per week are available for students to engage in home language studies during the two Enrichment lessons. In addition, school facilities may be used after school for home language classes.

Parent Communication

Parents are our partners in the education of our students. We value parental input and strive to maintain open communication on a regular basis. Our school newsletter, The Focus, comes out weekly and is considered required reading for all families. The Focus is delivered to your email on the last day of the week (typically Thursday) and a reminder is sent to our opt-in Upper Elementary WhatsApp Broadcast Group. You may join the Upper Elementary WhatsApp Broadcast Group [here](#).

Communication with parents also takes the form of email, newsletters shared through Toddle, conferences, curriculum nights, and phone calls. Parent-Teacher 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 in the Powerschool Parent Portal. It is the parent's responsibility to ensure this information is current and accurate.

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, including items such as trading cards, toys and slime, at home.

Mobile phones are not permitted in the Upper Elementary school. 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.

Smart watches should not become a distraction at school. Teachers may ask students to keep them at home if an issue persists. Students in need of contacting home during the school day are able to use the handset at the main office or at reception.

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

Prayer

Students are provided time to pray at school daily from 1:15 -1:30. The Islamic Studies teachers oversee prayer and teach the students the routines and procedures. The school provides students with supplies for prayer (headscarves and prayer mats).

Students who do not pray are given time to engage in quiet activities, including reading, in the classroom.

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. Provisions are made to support students who are fasting, including providing a separate space when classmates are eating. All students will be given advice regarding conduct and dress during this time.

Respectful Learning Community

As learners in Upper Elementary school, our students have rights and responsibilities.

“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)

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 create 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.

Show integrity & make good choices.	Inspire and be inspired.	Are resourceful and responsible learners.
Everywhere • Keep hands to ourselves • Listen to & follow instructions • Choose words carefully, words are powerful • Show common courtesy	Everywhere • Be a role model • Tell the truth about choices made #Ownit! • Have a growth mindset	Everywhere • Be safe • Respect yourself, others, and property
Playground • Play inclusive and fair games • Problem solve • Take turns and share equipment	Playground • Invite others to play • Create fun games with friends	Playground • Use equipment for its intended purpose • Return equipment
Bathroom • Knock before entering a stall • Leave lights on • Throw paper towels in the bin • Take care of business and then return to class	Bathroom • Leave the restroom clean for others • Use paper sensibly • Respect the people who maintain and clean these spaces	Bathroom • Use soap to wash hands • Visit the restroom during breaks • If you find something broken, report it to a teacher

Cafeteria • Only eat Tamimi food if you brought a lunch ticket • Use an inside voice • Use hand signals (seconds, water, toilet)	Cafeteria • Eat a balanced meal • Appreciate the food and water we have • Take only what you think you will eat	Cafeteria • Clean food spills off tables and floors • Walk (even on Burger Tuesday) • Look and listen for the signal and then push in your chair
Hallway • Move aside for others walking by (slide to the right) • Speak quietly (whisper voice)	Hallway • Hold doors open for others • Help others if they've dropped something	Hallway • Arrive on time
Circle Theater • Listen respectfully • Bottoms on chairs	Circle Theater • Be an encouraging audience member • Participate when appropriate	Circle Theater • Move carefully on the stairs
Bus • Keep feet and hands where they belong • Stay seated when the bus is moving • Wear a seatbelt • Talk at an appropriate noise level	Bus • Show appreciation to our bus drivers and TAs • Be a role model	Bus • Take care of our belongings • Respect the safety of everyone on the bus

Positive Behavior



TKS Values in Action



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*. Key skills and areas of focus include:

- **Communication Skills** - I use kind words and listen to others with respect
- **Social Skills** - I show care for others by including all and appreciating our differences
- **Self-Management Skills** - I practice staying focused, keep trying even when it is hard, manage my feelings, and reflect to learn and grow
- **Critical Thinking Skills** - I think about my actions, understand my feelings, and use these skills to help myself and our school

Our goal at TKS is to create a safe and respectful learning environment where all students can thrive and succeed. Your cooperation and commitment to these behavior guidelines is essential in achieving this goal.

Inappropriate Behavior

At TKS, 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 ES.

Level 1 These behaviors are viewed as minor behavioral concerns and are managed by the UES staff member who observed the behavior.	
Examples of behaviors • Poor sportsmanship • Unintentional pushing or tripping • Teasing • Running or talking loudly in the hallway • Late to class • Off-task behaviors • Dishonesty • Littering • Tech Misuse • Not following classroom agreements	Examples of consequences • Reminder about agreements • Encouragement to modify behavior • Reflection time or time out • Loss of opportunities for short period of time • More direct supervision/proximity to teacher
Examples of support for the child at school • Monitor student's behavior after the situation has been resolved • Check in with the student before she/he transitions to the next activity	Communication • Communication from ES staff member and child • Homeroom teacher informed via email
Level 2 These behaviors are viewed as moderately serious behavioral concerns and are managed by the UES staff member who observed the behavior in consultation with the homeroom teacher.	

Examples of behaviors • Repeated level 1 behaviors • Swearing • Persistent lateness to class • Pushing, tripping, hitting, kicking, etc. • Being mean on purpose • Writing offensive or unwanted messages • Defacing property and vandalism	Examples of consequences • Written Reflection on the behaviors that need to be modified, brought back, and signed by parents • Restriction of opportunities • Reflection time or time out • Time in a buddy classroom • Restorative Practices
Examples of support for the child at school • UES staff member supports or facilitates an apology • Reflection sheet • Homeroom teacher consults with the counselor and/or Associate Principal	Communication • Inform the homeroom teacher • Homeroom teacher or single subject teacher informs the student's parents, if necessary (cc counselor) • Homeroom teacher or single-subject teacher logs concern in PowerSchool (email to parents can be used as a PowerSchool log)
Level 3 These behaviors are viewed as serious behavioral concerns. Once the situation is under control, the UES staff member who observed the situation will bring the student to the associate principal or principal for immediate support.	
Examples of behaviors • Repeated level 2 behaviors • Written reflections not signed by parents • Endangering oneself or others • Repetitive and blatant defiance • Physical or verbal harassment or bullying • Racism • Identity theft • Inappropriate tech use	Examples of consequences • Follow-up from Associate Principal • Conference between principal or associate principal, parent, student, counselor, and teacher • Replacement or repair of damaged property • Restriction of opportunities and activities • Internal or external suspension • Conditional enrollment • Referral for expulsion
Examples of support for the student at school • The teacher supports or facilitates an apology • Reflection sheet • Individual counseling focusing on personal and social skill	Communication • The teacher informs the Associate Principal or Principal • Associate Principal or Principal consults with the student and the homeroom teacher • Associate Principal or Principal logs the

development • Solution circle	incident in PowerSchool • The teacher consults with the counselor • Parents informed (email, phone or in person)
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Harassment, bullying, and disruptive antisocial behavior

The Upper Elementary school 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.

Shark Shares and Musical Showcases

During typical school years, Shark Shares are assemblies organized by homeroom classes approximately once per month. Musical showcases are open to all students and typically occur a couple of 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 Upper Elementary school peers. As building understanding and strengthening partnerships within the community are important to the Upper Elementary school, parents are welcome to attend, particularly when their child is sharing.

School Hours

Sunday, Monday, Wednesday and Thursday:

07:50 – 3:00 pm

Tuesday (Early Release Day)

07:50 – 2:15 pm

Sun Safety

Children play outdoors everyday and there are a number of shaded spots available around the playground. Additionally, the library is 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.

To support sun safety during outdoor field trips, students are required to wear a hat and are strongly recommended to apply sunscreen before the trip and every 1.5 hours spent exposed to the sun. For water-based trips (ex. beach or swimming pool), students are required to wear a rash guard or long-sleeve shirt. Where possible, outdoor trips will avoid the hours of 11:30 - 1:30. Students who arrive at school without the required sun safe clothing will not be allowed to join the trip.

Stationery and Supplies

Students should arrive with the following labeled items:

- a backpack
- a pencil case
- a snack/lunch box
- a reusable water bottle filled with water
- **wired** headphones (non-Bluetooth) with microphone

Check out USB-C headphones [Option A](#) and [Option B](#) . If students will be using existing headphones, they'll need [an adapter](#).

In Upper Elementary School, we provide all necessary stationery, so students do not need to bring any.

Additionally, students should simply wear sports shoes and comfortable clothing on their scheduled PE days.

Technology

At TKS we believe that technology enhances inquiry and supports personalized learning. Educators empower students to become creative and responsible digital citizens by providing deliberate and purposeful learning experiences. Students have the responsibility to follow the [ES Responsible Technology Use Guidelines](#), which are shared with parents and explored by teachers and students.

The KAUST School has a one-to-one device program across the Upper 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 (G3 and G4) and MacBooks (Grade 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.

Transitions

Transitions

TKS has structures and processes in place to support students' transitions between divisions (Grade 2 -> Grade 3 and Grade 5 -> Grade 6) and into and out of the school. This includes information sessions for students and parents, visits to classrooms with teachers and support groups, as needed. If your child will be transitioning into, through or out of the school, the homeroom teacher or a counselor will contact you with more information.

New Students

The KAUST School (TKS) welcomes students from a wide range of countries, backgrounds and abilities who wish to study an international curriculum (International Baccalaureate, IB) and receive an English-language education. Following acceptance into the school, families are required to set up an intake appointment to ensure appropriate classroom placement.

Exiting students

Before your child's departure from TKS, you will need to complete the online exit form [here](#). Make sure you begin the departure process at least 10 days before your child's last day in school and sooner if possible.



Approved by the TKS Director | Updated August 1, 2026