



# Parent KINDERGARTEN HANDBOOK

2018 -2019

Inspiration.  
**Integrity.**  
Achievement.



## Welcome

It gives me great pleasure to introduce you to The KAUST School Kindergarten. The Kindergarten (KG) team looks forward to meeting and welcoming you, your child and family into our vibrant learning community.

The notes below contain important information about the school year.

We value the importance of the three-way relationship between parents, students and teachers. This is essential to ensure your child enjoys an engaging and productive year. Please do not hesitate to contact your child's teacher, the Assistant Principal or the Principal with any questions or concerns that you may have.

Finally, I trust that your relationship with The KAUST School Kindergarten will be a positive one.

Warm regards,



**Justin Somerville**  
**Kindergarten Principal**



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# Learning and Teaching

## Kindergarten Guiding Statements

The KAUST School Kindergarten provides a play-based approach to teaching and learning. As an IB World School, we use the PYP curriculum framework. Elements of the [Reggio Emilia](#) approach to early childhood learning and teaching have inspired our Guiding Statements. The Guiding Statements below underpin our practice.

### **Children are unique, curious, and creative individuals who are natural learners and rich in potential.**

Children are unique individuals whose points of view need to be listened to and respected. Children are competent and capable individuals who can take responsibility for their learning. They have an innate desire to discover, learn, and make sense of the world. Children express their ideas, construct and demonstrate their understanding in multiple ways, including artistic expression, constructive play, imaginative play, and role play. They have the right to realize and expand their potential.

### **Children's play is an inquiry into the world around them.**

Play capitalizes on children's natural curiosity and exuberance. Through play, children test and revise their ideas to make connections between previous and current experiences. They construct their own meaning and understanding of how the world works. Play enables children to develop a sense of autonomy and identity, as well as their ability to make informed decisions. Children become increasingly skilled at being group members, initiating and working together, asking questions and exploring possible worlds through imagination. Purposeful play requires time. Our schedule includes uninterrupted blocks of time during which we provide a balance between a classroom rich in child-initiated play and playful focused learning.

### **Our Kindergarten Program is underpinned by the values and beliefs of the IB PYP Framework.**

We offer a transdisciplinary, concept-based curriculum that is engaging, relevant, challenging and significant for learners in the 3-6-age range. Through an inquiry-based approach to teaching and learning, children engage in authentic, meaningful learning experiences which enables them to take action. This approach also supports students to develop transdisciplinary skills, attitudes and knowledge, thus empowering them to become independent, life-long learners and resourceful, internationally minded global citizens. We understand the importance of mother tongue in the acquisition of language.

**Children learn through relationships with other people.**

Children socially construct their knowledge and understanding of the world by interacting with other people and with the surrounding environment. They need opportunities to participate in collaborative learning activities involving dialogue, conflict and negotiation. A quality learning community involves effective partnerships between parents, teachers, and children. Connections with home and family are integral to learning in the early years.

**Our learning environment actively supports physical, social, intellectual and emotional development.**

We offer a learning environment that provides individuals with a sense of belonging, reinforces respect and empathy and promotes effective communication. Our children are encouraged to be active and take thoughtful risks, to recognize their own accomplishments, to take responsibility for their actions and to develop resilience and positive self-esteem. Teachers and children can modify spaces to provoke and extend inquiry, or to respond to the needs of the learners. We provide a variety of human-made and natural resources that are readily available for the children to discover, explore, and construct meaning from. Environments are intentionally created to invite exploration, provoke curiosity, engage the senses and celebrate the children's learning journey.

**Teachers are facilitators of learning, researchers, collaborators and co-learners. They recognize the reciprocal relationship of teaching and learning.**

Teachers support and encourage children on their learning journey. They provoke, co-investigate and challenge ideas through the use of open-ended questions and provocations of many kinds. Teachers acknowledge that making mistakes is part of the learning process. They maintain respect for the children's own ideas and hypotheses. Teachers observe children closely, listen to them carefully and give value to their theories, so that they understand the children's thinking and make informed decisions about how to guide children in their learning. Teachers share and discuss documentation of the learning process with children and colleagues to identify the next steps in the learning process. Students are actively involved in the self-assessment of their own learning. Teachers develop reciprocal relationships of care, respect and trust with their students in which quality learning can take place. Teachers value exchanges and interactions between children and adults as they construct, revisit, and re-construct theories and understanding. As part of a collegial learning community, teachers participate in collaborative, reflective practices with colleagues. Reciprocal relationships promote professional growth through dialogue, collaborative planning, joint analysis and interpretation of documentation. Teachers keep up with current research and teaching trends through internal and external professional learning and development opportunities.

## Kindergarten Staff List

**Principal:** Justin Somerville

**Assistant Principal:** Jessica Dalton

**Counselors:** Aisha Oliver, Yasmeen Ghunaim

**Learning Support:** Cherylynn Jarvis, Julia Ramble, Joe Guerrieri

**Individual Learning Program (ILP):** Inna Polianska

**Librarian & Tech Integration Specialist :** Candace Taylor Weber

K1	K2	K3
<p><b>Pedagogical Coordinator</b> Ingrid McCormack</p> <p><b>Grade Level Teachers</b> Rebecca Somerville Katarina Sladakovic Olga Pacheco Emily Cunniff Sarah Sharp David Watts Rikke Korsgaard Barbara Carranza Kate Couling Nicola Antoniuk</p> <p><b>Single Subject Teachers</b> <b>Arabic</b> Wejdan Khan <b>Islamic:</b> Dina Akeel <b>PE:</b> Zack Smith <b>Performing Arts:</b> Lisa Barrington</p>	<p><b>Pedagogical Coordinator</b> Hannele Uariachi</p> <p><b>Grade Level Teachers</b> Amnah AbuShaheen Karen Fielke Smita Vaidya Megan Read Katherine Adaci Virpi Abouzeid Stephanie Fairall Kielly Arbuthnot Claire Devey Marwah Ashrour Sezin Bozkurt Mutlu Jenny Curiano Ayse Koruklu</p> <p><b>Single Subject Teachers</b> <b>Arabic:</b> Wed Alsulaimani <b>Islamic:</b> Dina Akeel <b>PE:</b> Erwin Agustina <b>Performing Arts:</b> Lisa Barrington</p>	<p><b>Pedagogical Coordinator</b> Melanie Agustina</p> <p><b>Grade Level Teachers</b> Fabiana Queiroz Rebecca Kent Joshua Doyle Rinanti Susbandayani Elaine Manalastas Claudine Silich Gayani News Kate Loucks Lisa Fitz Hardy Heather Gatenby Matteo Dietz Janelle Simpkins</p> <p><b>Single Subject Teachers</b> <b>Arabic:</b> Ahmed Alzahrani <b>Islamic Studies:</b> Dina Akeel <b>PE:</b> Jorge Rodriguez <b>Performing and Visual Arts:</b> Katie Hoffman</p>

## Curriculum

The Kindergarten is part of the International Baccalaureate Primary Years Programme (PYP) at TKS and therefore our program is based on this philosophy and curriculum framework ([www.ibo.org](http://www.ibo.org)). The Reggio Emilia approach is our inspiration for the way we deliver our curriculum through inquiry ([www.reggiochildren.it](http://www.reggiochildren.it)). Four units of inquiry are planned collaboratively in each grade level each year based on the PYP transdisciplinary themes. The units of inquiry are developed around a central idea for the children to explore, while also developing knowledge, skills, and attitudes through the inquiry process. Units take into account the children's natural interests, with room left for emergent projects to develop. All subject areas: Language, Mathematics, Science, Social Studies, the Arts, and Physical, Social, and Personal Education (PSPE), are integrated in the units of inquiry wherever possible.

## Assessment

Assessment is a natural, ongoing and important part of daily learning. Students are observed in a variety of situations, and a wide range of assessment strategies are used. The teacher observes the children to:

- Build up a clear picture of the child and his or her interests
- Identify what and how the child is thinking and learning
- Assess the effectiveness of the environment on the child's learning
- Assess the child's progress and development, and to identify the next steps.

It is important to identify the needs of each child and to view learning as a continuum, with each student achieving developmental milestones in different but relevant ways. Through listening and observing, areas of learning that the children particularly enjoy can be identified, and stimulating experiences can be planned to consolidate or extend the learning further.

## Single Subject Classes

Children participate in a variety of single subject classes each week, taught by a specialist. Following is a brief overview of these classes.

### **Arabic Language**

The Kindergarten Arabic as an Additional Language Program develops foundation speaking and listening skills in Arabic as mother tongue or an additional language. We aim to foster a love of language and enthusiasm for language learning. Children develop confidence when using the Arabic language in familiar and authentic contexts. The Arabic language program is taught

through units of inquiry using a play-based approach. Through acknowledging children's different stages of language development, teachers differentiate instruction to support learning.

### **Islamic Studies**

Islamic Studies in the KG is an optional class, and parents may inform the school should they wish to opt their child into or out of the class. The KG Islamic Studies program aims to develop knowledgeable and caring students. It is integrated across time, place and culture and built upon a variety of resources. The curriculum is arranged into four strands: Quran, Islamic beliefs, stories and lessons, and Islamic practices. These strands are linked to each other. They also provide links to other subject areas of the PYP. The Islamic Studies program is taught through units of inquiry using a play-based approach.

### **Physical Education (PE)**

In PE class, our mission is for children to develop the confidence, positive attitude, and joy of movement necessary to live healthy, active lifestyles. Children participate in a variety of physical experiences, such as locomotor and non-locomotor movement exploration, creative movement, individual and team games, and more. Students gain a greater sense of agency in relation to their surroundings, their own capabilities, and their responsibilities as part of a team. All of this develops children's foundation skills and promotes a lifetime of physical literacy.

### **Swimming**

Swimming lessons begin when children are in K2, replacing one of the weekly PE lessons for a 12-week period during the school year. The lessons are taught by your child's PE teacher as well as the dedicated swim program staff. Our PAL (Preschool Aquatic Levels) program is a progressive sequence of skills based upon the internationally-recognized American Red Crescent Swimming and Water Safety Aquatics Preschool program. This program focuses on stroke technique in addition to teaching children to be safe around water. Swimmers are placed into small groups of 4:1 swimmer to certified instructor ratio, and stay with the same instructor for the duration. On swimming days, children will need a one-piece swimsuit, towel, and cap (only for long hair). More information about the swimming program will be shared in advance of the lessons starting.

## The Arts

In K1 and K2, children participate in a Performing Arts class exploring music, drama, and movement. Children are given multiple opportunities to engage in a broad range of Arts experiences including creative movement, storytelling, listening, singing, exploring musical elements, and playing instruments. The program develops creative expression, critical thinking, social skills, and a multicultural perspective of the Arts through hands-on learning and play. There will be a performing Arts open house in the spring.

K3 children participate in combined Visual Arts (VA) and Performing Arts (PA). In Visual Arts, children explore different mediums, skills, tools and techniques to express themselves creatively and artistically. Units will focus on color, clay, and fabric. The Performing Arts focuses on children expressing themselves creatively using their imaginations through exploration of instruments, songs, movement and the musical elements. A K3 musical assembly will take place in February.

The following table shows the time spent in single subject classes each week for each grade. Specialist programs are also integrated with the units of inquiry in each grade whenever possible.

	Arabic	Islamic Studies	Arts	PE
K1	30 minutes twice a week for an Integrated session in the homeroom with the Arabic teacher	30 minutes for children of Islamic faith with the Islamic Studies teacher	30 minutes twice a week with the Performing Arts (PA) teacher	30 minutes twice a week with the PE teacher
K2	35 minutes twice a week for an Integrated session in the homeroom with the Arabic teacher	35 minutes for children of Islamic faith with the Islamic Studies teacher	35 minutes twice a week with the Performing Arts (PA) teacher	35 minutes twice a week with the PE teacher; swimming 45 minutes once a week for 12 weeks
K3	40 minutes twice a week with the Arabic teacher in the Arabic classroom	40 minutes for children of Islamic faith with the Islamic Studies teacher	80 minutes once a week with the Arts teacher (Performing and Visual Arts)	40 minutes twice a week with the PE teacher; swimming 45 minutes once a week for 12 weeks

## Library Media Center

There are two libraries in Kindergarten, one in KG West and one in KG East. Each week your child will have an opportunity to check out books from the library. K1 children can borrow one book, K2 children two books and K3 children three books. Parents of children enrolled in TKS may check out an additional ten books under their name from any of The KAUST School libraries. Children may change their books outside of their scheduled check-out time when they return the ones that have already been borrowed.

## Media and Technology

In the Kindergarten, children are introduced to media resources including books, audio, video, computers and other tools and materials. Most of these experiences take place in the classroom environment and technology is used to enhance teaching and learning.

[KG Ed Tech Philosophy](#)

## Student Support

In the Kindergarten, we believe that students learn best when they have skills and resources to communicate and interact effectively in a social setting. The focus of the student support program is to foster a positive school environment for all students. In collaboration with all stakeholders, i.e. students, families, teachers, and administration, the school counselors provide:

- Transition support
- Social skills development
- Skill boost programs - friendship, social skills, conflict resolution
- Family support
- Teacher support
- An effective referral and follow-up process
- Effective consultation and collaboration with the entire educational team, as well as any other relevant external resources regarding students with identified concerns and needs

## Parent Communication

As parents, you are considered partners in the education of your children. We value your input and strive to maintain open communication on a regular basis and in a variety of ways. Should you ever have any questions or concerns, we encourage you to arrange a time to discuss these with the teacher.

## **Blogs**

The primary form of communication with parents about the school program is via classroom blogs. It is important that parents read the blogs on a regular basis (at least once a week). This will help to keep you informed about learning and the events that are being organized. Your child's teacher will inform you when the blogs are available and how to subscribe. You are able to view and download photos of your child from the blog.

## **Email**

Email is used for individual communication between the teacher and parents (communications applying to the whole class are through the blog). Email is also used for occasional whole Kindergarten communications, such as letters from the Principal or Director.

## **Parent/Child Drop ins**

We host a parent/child drop-in session before school starts. This is an opportunity for you and your child to meet their teacher and to find out where their classroom is before the first day of school. Details will be communicated by email.

## **Back to School Night**

Early in the academic year, you are invited to come and meet with your child's teachers to receive an overview of the school year and the day to day life of your child at school. Dates and times for this event will be communicated through the class blog.

## **Parent Teacher Conferences**

These take place twice a year, once in each semester. Early in the year, these conferences are an opportunity to connect teachers and parents individually and discuss the year ahead, focusing on how your child is settling into Kindergarten, progress to date, and next steps. This conference is key in establishing an effective partnership. The second Parent Teacher Conference serves as a follow-up to the first semester written report, focusing on your child's progress and providing the opportunity to discuss next steps. In each conference, teachers will share insights about your child's development, as well as seek your insights and perspectives about your child. Conferences will be scheduled through the parent portal closer to the date.

## **Written reports**

You will receive a written report for your child at the end of each semester (January and June). The reports reflect what your child has learned, the progress that has been made, and which areas require further development.

## **Portfolios**

A portfolio will be developed for each child in the Kindergarten. A portfolio is a celebration of a child's growth and development over the course of the year. It highlights each child as a unique, capable and competent individual, in all areas (language, cognitive, social/emotional, physical). The construction of the portfolio reflects the KG Guiding Statements. Teachers and students build portfolio collections together at school, and parents are encouraged to reflect upon this, adding their comments and perspectives to the pieces. K1 develop a hard copy portfolio while K2 and K3 use SeeSaw which is an electronic portfolio platform.

## **Open Houses**

You will be invited to attend an open house twice a year. Your child will show you his/her learning and engage you in learning experiences around the room. Details will be communicated on the class blog.

## **Partners for Learning**

This is a school-wide evening event, organised twice a year that parents are encouraged to attend. Teachers across the school offer a variety of workshops and presentations on different topics. Kindergarten teachers will provide sessions designed to inform about early childhood development, our Kindergarten program, and how you can help your child at home.

## **Kindergarten Events**

As a Kindergarten, we participate in two school-wide events throughout the year. Book Week will take place in December and International Week in February. More information will be shared closer to the date on the class blog.

A Kindergarten Field Day will take place in December for K2 and K3; K1 will run a modified Kindergarten Field Day in the second semester. Details will be communicated closer to the date on the class blog.

Additional events in specific subject areas or grade levels may be organized throughout the year, with details communicated on the class blog.

# Health and Safety

We are very aware of the need for a healthy and hygienic environment. Hand washing is taught and carefully monitored, and care will be taken with cleaning of tables, toys, door handles etc. If your child shows signs of illness, please do not send him/her to school. This is to minimize the risk of other children or adults becoming sick as well. Sickness is recorded as an excused absence.

## Nurse Information

### **When children should stay home from school**

Children should not attend school if they have an illness that prevents them from participating in routine classroom activities. If your child feels too sick to go to school, please keep him/her at home.

Children must also stay home if they have symptoms of possibly contagious or serious illnesses that they might spread to other children. Please check this [link](#) for a more comprehensive list of illnesses and symptoms advising when a student should stay home.

### **When children can go to school**

If your children have any of the following symptoms, they do not have to be excluded from school, if they feel well enough to participate in regular school activities.

- Sniffles, a mild runny nose with clear minimal discharge, mild cough, without fever (see guidelines below)
- Vague complaints of aches, pains or fatigue and not affecting his/her performance at school
- Rash without a fever, not spreading
- Red eye without yellow or green discharge

### **When children will be sent home from school**

Our school staff serves as the link between parents and children. When a child complains of illness, it is the responsibility of the school nurse to note and communicate common symptoms, such as fever, vomiting, and diarrhea to parents. The school nurses are not allowed by law to diagnose specific illnesses, and we are not equipped to care for an ill or injured student for an indefinite amount of time. Parents are responsible for picking up their child in a timely manner once notified by the school. If the parents are unable to come when notified, they must inform the nurse who they are allowing to act on their behalf to pick up their child.

**Colds**

A runny nose is not necessarily cause to keep your child home. However, keep him/her home with a colored nasal discharge, fever, bad cough, headache, nausea, vomiting or if the child is too tired or too uncomfortable to function at school.

**Cough**

A child needs to remain home if he/she has a dry/ productive persistent, barking and hacking cough or is unable to practice respiratory etiquette (turning away from others and covering mouth) and proper hand washing.

**Fever**

Children must be fever free for 24 hours (without the aid of a fever-reducing medicine), before returning to school. They need to stay home if they have the following temperature:

Mouth (oral): 37.5 C/ 99.6 F and higher

Ear (tympanic): 37.8 C/ 100 F and higher

**Head lice**

Parents are responsible for monitoring their children for head lice. Please notify the school nurse and grade level teacher if your child has head lice.

If signs of lice are observed at school (itchy scalp, frequently scratching, redness behind the neck or ears), the school nurse will perform a private examination. If the nurse confirms head lice is present, she will contact the child's parents to collect him/her. Parents will be taught how to spot lice, nits and how to manually remove them. They will also be asked to visit KAUST Health to get the proper hair treatment and will be given a brochure with further information. Children must visit the Health Office for clearance before being allowed back to school.

The nurse will check all children in the class when there is a case of head lice identified. The nurse will also inform parents of all children in the class how to check for lice/nits and how to treat it.

**Administration of Medication at School**

Where possible, medication should be given at home. If necessary, 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](#).

## Toileting

Children must be toilet trained and not wear diapers to attend TKS. A child is considered toilet trained when he or she can complete the following steps unassisted:

- Know when he/she needs to use the bathroom
- Alert the teacher or get to the bathroom on his/her own
- Know how to get his/her trousers and underpants off and on
- Clean his/her own private parts with paper or hose
- Put all toilet paper in the bowl/bin
- Flush the toilet

We understand that young children have occasional accidents, particularly during transition times, such as when a child begins school. A child who has had an accident needs to know when he/she has had an accident, alert the teacher, be able to clean him/herself and be able to change his/her own clothes with minimal assistance. The school does not keep extra clothing and parents are responsible for providing spare clothing that the child may need through the day.

If staff have reason to believe a child is not completely toilet trained, the teacher will arrange to discuss the matter with parents; the child may need to stay at home until he/she is fully toilet trained.

## Guidelines Regarding Biting

Although biting may be part of normal development for toddlers, when children reach the age of 3, it is not regarded as acceptable behavior.

At the Kindergarten, we take every instance of biting seriously. We have strategies to deal with biting and take the following action:

### **First biting incident**

- The biting will be interrupted with a firm "No Biting. Biting hurts."
- The injured child will be comforted and attended to. The wound of the injured child shall be assessed and cleansed with soap and water and ice applied (if necessary).
- Staff will remove the child who has bitten from the situation and try to find out what led to the incident. The rule will be restated, "Biting is not allowed." Staff will discuss how

the child can respond to similar situations in the future while maintaining eye contact, using a calm, firm voice and language the child can understand.

- The parents of both children will be notified of the biting incident.
- Confidentiality of all children involved will be maintained.

### **Second biting incident**

- The classroom teacher will meet with parents to let them know that there is a problem and the procedures that will be followed to deal with it. Teachers and parents will collaborate to form a plan of action for both home and school to address the behavior.
- The classroom teacher will be mindful of children who indicate a tendency to bite to avoid biting situations before they occur.
- The classroom teacher will reinforce non-biting responses to situations and reinforce appropriate behavior.

### **Third biting incident**

- If an occurrence happens a third time, the parent/guardian will be called to pick up the biting child. The child may return to class the following day.

If the bite is very severe and breaks skin, the child who has bitten will be sent home even if it is the first bite. We encourage parents to work in collaboration with us, to reduce and eliminate biting using positive approaches to behavior guidance.

## **Organization**

### **Contacting the Kindergarten**

Principal	Justin Somerville	808 6365	<a href="mailto:justin.somerville@kaust.edu.sa">justin.somerville@kaust.edu.sa</a>
Assistant Principal	Jessica Dalton	808 6403	<a href="mailto:jessica.dalton@kaust.edu">jessica.dalton@kaust.edu</a>
Office Coordinator	Alison Winfer	808 6320	<a href="mailto:tkg.officecoordinator@kaust.edu.sa">tkg.officecoordinator@kaust.edu.sa</a>
West Receptionist	Leona Kelly	808 6267	<a href="mailto:tkg.westreception@kaust.edu.sa">tkg.westreception@kaust.edu.sa</a>
East Receptionist	Zainab Lary	808 6408	<a href="mailto:tkg.eastreception@kaust.edu.sa">tkg.eastreception@kaust.edu.sa</a>
KG Nurse West		808 6312	<a href="mailto:kg.nurse1@thekaustschool.org">kg.nurse1@thekaustschool.org</a>
KG Nurse East		808 6212	<a href="mailto:kg.nurse2@thekaustschool.org">kg.nurse2@thekaustschool.org</a>

### **Contacting Your Child's Teacher**

Please do not contact your child's teacher by phone during class time. You can leave a message with the receptionist or send an email, and the teacher will contact you when possible.

## School Calendar

### [2018-2019 School Calendar](#)

## School hours

Kindergarten 1	8.00am to 12:15pm
Kindergarten 2	8.00am to 1:00pm
Kindergarten 3	8.00am to 2.00pm (1:25pm on Tuesdays)

While classes begin at 8:00am in the Kindergarten, parents may drop their children at school from 7:45am. Please do not drop children before 7:45, as classrooms may be unsupervised during that time while teachers are busy preparing for the day.

## First Day of School

Your child's name is listed in the reception area and outside his/her classroom. Please accompany him/her into the room to meet the teacher. PLEASE KEEP YOUR CHILD WITH YOU UNTIL YOU HAVE GREETED THE TEACHER AND YOUR CHILD HAS BEEN "SIGNED IN" TO THE CLASSROOM. If your child is travelling home on the bus, please confirm that the teacher has this information before you leave on the first day of school.

For the first three weeks of school (through Sept 13th), K1 and K2 will finish early:

- K1 - 11.15 am
- K2 - 12.00 pm

## Absent Students

Parents must notify the school by email by 7:45 am if their child is going to be absent. Email the homeroom teacher prior to 7:45 am, and the homeroom teacher and receptionist if it is after 7:45 am.

If your child will be out of school for an extended time for any reason (including illness greater than two days), you must inform the teacher and complete the [Student Absence Notification Form](#).

### **Leaving School Early/Arriving at school late**

If students need to leave before the end of the school day, the parent must contact the school at the beginning of the day to explain the reason and make arrangements with the teacher. A student cannot leave early unless notification has been received from the parent.

### **Late Attendance (Tardy)**

Students arriving after the start time are recorded as tardy. Tardies that are out of the control of the parents or the student (for example: school bus arriving late) will not be recorded. 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.

### **Procedure for Addressing Attendance**

Where there is concern regarding a student's attendance, the school will take the necessary steps to address the absences. This could include meetings between the student's family, school administrators, and a representative from Human Resources.

Please see the [Attendance policy and guidelines](#) for further information.

## **Transportation**

The KAUST transportation department organizes designated school bus stops at which parents or caregivers will need to drop off and pick up their children. A supervisor from the school will also be on each bus in the morning and the afternoon.

If there is no one to collect your child at the bus stop, your child will be brought back to school and you will be contacted to collect your child from school. Please note that the bus supervisors can only release your child to their parent or regular caregivers. Any changes should be advised to the school receptionist. For K3 children only, parents may give permission to the building receptionist for their child to walk home from the bus stop alone.

To register your child for the school bus service or to make any changes, please contact the school receptionist. Your bus details will be forwarded to the next grade level at the end of the year. There is no need to re-register each school year.

If you are new to the school, you will be contacted with a link to complete the bus registration for your child. If you have more than one child in school you must complete a link for each child. Please note, a child must be registered for the bus in order to ride it.

If your child usually travels home on the bus and you collect him/her from school, please advise the receptionist of the change.

If you come to pick up your child, please wait outside the classroom. The teacher will bring your child to the door when he/she sees you.

## Items Children Need for School

Items that should be brought to school daily are as follows:

- a reusable water bottle (labeled clearly with your child's name) and filled with drinking water

Items that may be stored at school:

- a sun hat for outside time (labeled clearly)
- an extra set of clothes (to be replaced as needed)

Please do not bring personal items or toys from home. It is easy for these to get lost and this can cause distress. If your child has difficulty leaving a very special item at home, please talk with the teacher.

Please apply sunscreen before your child comes to school. The first "outside time" is between 8 and 10 am. The number of insects has diminished due to the efforts of Pest Control, but if your child is susceptible to insect bites, please apply insect repellent before coming to school in the morning. If you wish to leave insect repellent and/or sunscreen in the classroom for re-application, please label this clearly with your child's name and give it to the teacher.

## Dress for Students

Clothing should be comfortable keeping in mind that children will be involved in play which may be messy. Shoulders should be covered. On days where children have PE, we recommend that students wear suitable footwear for active play, such as sneakers/trainers/runners. Something warm to wear in the air-conditioned buildings is also recommended.

## Snacks and Lunch

Within the daily schedule there will be two breaks set aside for eating. Please make sure your child comes to school each day with enough food and drink to cover the time (s)he is at school, as food is not provided by the school.

We place an emphasis on healthy food and drink. Children are encouraged to drink water whenever they need to. Big water bottles are readily available for children to refill their own bottles.

Please speak to your child's teacher should you have any questions or concerns about your child's eating habits at school.

### **Birthdays**

We understand this is a special day and that your child might like to bring in a cake (individual pieces, i.e. cupcakes are preferred) to share with classmates. Please arrange a mutually convenient time with the teacher in advance. Please note that it is not possible to light candles in the school. We also kindly request you not bring presents or party bags for the other children. Birthday party invitations may only be distributed at school if the entire class is being invited.

### **Lost and Found**

Lost and Found is located in the reception area. Please label all items and check periodically for your child's missing items. Items not claimed within a school semester will be donated to the recycle centre.

### **Parent Advisory Committee (PAC)**

We believe that education is enhanced by a strong partnership between home and school. The Parent Advisory Committee is designed to facilitate structured communication between the parent community and school administration. The committee is not a decision-making group. Its purpose is to promote discussion and feedback. While parents are always encouraged to dialogue directly with their child's teachers, counselors or principals regarding individual concerns, the PAC structure provides a vehicle for two-way communication of a more general nature. The Principal seeks to ensure that the membership of the committee reflects the diverse nature of the parent community. The committee meets monthly.