

AlGhanim Bilingual School

Kindergarten Division Program Guide



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Guiding Statements

MISSION

Al Ghanim Bilingual School inspires students to become national and global citizens by promoting a Kuwaiti identity and embracing multicultural values through a balanced bilingual curriculum and a safe and nurturing environment.

VISION

To develop independent, confident, lifelong learners

CORE VALUES

- Develop students physically, emotionally, intellectually, and socially.
- Offer quality education based on a well-rounded bilingual curriculum that fosters twenty-first century and global citizenship skills.
- Leverage technology to support our students and improve their learning.
- Promote an enjoyable, healthy, and safe learning environment.

Promote collaboration among all the members of the school community to fulfill the school's mission and vision.

Introduction

The GBS Kindergarten Division is committed to providing a warm, welcoming, inclusive environment that encourages individual growth and development through learner-centered instruction.

We believe all children are capable and competent learners. Our students are given the opportunity to develop character and self-esteem, experience success and pride, communicate their ideas and thoughts, and extend their interests.

The GBS Kindergarten Division uses a balanced curriculum to meet the needs of the *whole child*. Instructional experiences and activities are designed to promote the social, emotional, intellectual, and physical development of our students. Learning is facilitated through the use of various teaching strategies, including:

- play-based opportunities and learner-centered instruction
- structured activities and projects
- student-led discoveries and investigations
- individual, small, and large group instructional settings.

We encourage our students to approach learning with confidence and to express their ideas and theories about their world while being proud of their Arab and Islamic culture, heritage, and values of Kuwait. In addition, we want our students to feel a sense of ownership where their ‘voice’ and their experiences are represented and reflected.

The implementation of the school’s Mission and Vision begins with our youngest students. The GBS Kindergarten Division supports these goals, as we encourage and facilitate the development of lifelong learners.

Principles of Teaching and Learning

Al Ghanim Bilingual School believes that education is fundamental to the overall positive development of a child’s personality and that the ultimate goal is to assist in the development of the child’s ethical system, abilities, and the cultivation of his/her creative and critical aptitudes. GBS believes that the learner is the central interest of the school; the school must help every child experience success in the learning process. Education involves children, parents, staff, and governors. Therefore we aim to:

1. Promote the values of cooperation and solidarity among all participants in the educational process.
2. Provide an enjoyable and healthy learning environment.
3. Develop the values of respect, honesty, equality, integrity, tolerance, fairness, and trust.
4. Link theory to practice, adopting a rational attitude towards knowledge and valuing strong work ethics and high moral standards.
5. Promote tolerance of individual differences and free exchange of ideas and views.
6. Embrace and promote the Arab and local culture, heritage, and values.
7. Encourage our students to value and embrace cultural diversity.

8. Provide a bilingual curriculum that promotes the intellectual, psychological, physical, and social development of the children.
9. Encourage our students to be active and responsible global citizens and effective participants in national and global development.

Visiting the School

In order to ensure the safety of the students and the smooth functioning of the school, and in compliance with the directives of the Ministry of Education, Private Education Department, visitors/parents are welcomed in the reception and administration areas and in the designated dismissal areas for student pick up at the end of the day. They are not allowed in other areas of the building without permission from the administration and a proper escort.

Parent-Teacher Communication

Parents have important perspectives on their child's interests, experiences outside of school, and relationships that may affect growth and development. A definite key to the success of students at GBS is the consistent policy of open communication between the home and school. The KG Division uses Google Classroom and Skoolee as two-way communication between the teacher and parents. Parents are required to access their child's Google Classroom account each day to check for messages from teachers, assignments, or any notices from the KG Division and Administration. They should also download Skoolee APP and log in to their Skoolee account regularly. You can also reach your child's teacher by leaving a private message on Google Classroom and/or sending emails through Skoolee. If you have a concern that requires face-to-face communication, your first step is to talk to the teacher by calling the receptionist to schedule an appointment for a parent-teacher conference. If a parent is not satisfied after the conference, the next step is to talk to the Supervisor and/or the Principal for Kindergarten. All appointments may be scheduled through the receptionist. Please remember that instructional time is valuable and teachers are not interrupted during class time to answer parent phone calls or concerns.

Curriculum Information

KG Division parents receive curriculum updates, in our monthly parent newsletter, of learning outcomes describing their child's academic program and activities. Monthly learning outcomes for KG1 also include songs and nursery rhymes to support the theme and topics of learning.

Morning Routine

Adjustment in the first few weeks of your child's kindergarten experience varies from family to family. Staff members are sensitive to these differences and respond to the individual needs of students accordingly. Difficulty with separation is not unusual for children, especially during their first weeks of attendance. Separation anxiety can be difficult; however, it is our experience that children usually settle very quickly once parents have left. So as not to prolong the process, we encourage parents and caregivers to give a hug, reassure and leave their child as quickly as possible. You are welcome to phone the receptionist later to check that your child has settled and to put your mind at rest.

Attendance

Student attendance is very important to us. Establishing a daily routine helps your child to be comfortable and secure and assists in the learning process. It is critical for students in the KG Division to arrive at school on time every day. Children who are often tardy miss daily phonics instruction and the instructional focus of the day. This affects the development and fluency of their English language skills. Please remember, it is the parents' responsibility to report the absence of a student the same day to the office, stating the reason. After an absence of three days or more, due to illness, the student must submit a report from a medical doctor (for medical leave and prolonged absences).

GBS Nurse and Health Clinic

A child who is unwell (has a high temperature, suspicious spots/rash on the body, diarrhea, suspected pink eye, head lice, or symptoms of a possible communicable disease) should be kept at home not only to reduce the spread of infection but also to give the child appropriate care and medication. If the child begins to display

the above symptoms while at school, a staff member or school nurse will inform the parent. Please notify the school immediately if the child has a contagious disease, a special medical or psychological condition, or is on any kind of medication. The nurse does not administer any medication unless a proper doctor's prescription is provided by the parents. Students are not allowed to carry medication to school.

School Uniform

All Kindergarten students are required to wear the official uniform on normal days and wear the PE uniform on PE days. Parents will be informed in advance, via Google Classroom and Instagram, of the days when special activities are organized, including the required arrangements and the specific dress code. All students must come to school wearing the official school uniform with the school logo.

The uniform shop is open from 8.00 a.m. to 1.00 p.m. at the end and beginning of the school year. School uniforms can be purchased during the year by appointment only.

- Students should wear light athletic shoes, preferably without laces, and black in color.
- It is prohibited to wear open-toed sandals or Crocs to ensure the child's safety.
- It is prohibited to wear jewelry to school due to the risk of losing it, and the school is not responsible.
- When there are national occasions or co-curricular activities, specific days are set for that activity and a message will be sent on Google Classroom, informing you of the specific clothes to be worn that match the nature of the activity e.g. National Day, Girgian, Community Helpers Day, International Day, favorite book characters, etc..
- Each child should bring an extra bag of clothes (underwear and outer clothes) at the beginning of the school year and again at the beginning of winter. These will remain in the classroom until such time they may be needed. Each item of clothing should be clearly labeled and placed in a bag with the child's name clearly displayed.
- Please clearly write the child's name and class in both Arabic and English on everything that your child may bring to school. In particular, during the

winter season, please ensure your child's name and class is written on jackets and coats.

Birthdays

The KG Division has a dedicated room for the celebration of birthdays. If parents wish to celebrate their child's birthday in the Kindergarten Division, they should contact KG Administration and/or the KG Secretary, at least one week in advance, to make an appointment to be given instructions about the birthday.

The following arrangements will be made available to you for a nominal fee:

- A fully decorated room set specially for this purpose with tables, chairs, and dinnerware.
- A birthday sign with your child's name and picture.
- A birthday certificate.
- A gift for the birthday child.
- Music and entertainment.

The parents will be responsible for providing:

- Birthday cupcakes – Kindly note that one large cake is not permitted, but you are welcome to bring cupcakes that are easily distributed.
- A candle
- Small drinks
- Giveaways should be safe for children and free of chocolate, nuts, or small game pieces.

The set time for the birthday celebration is 11.15 a.m.. For parents who wish to join their child at the party, please be present 10 minutes before the set time.

Sending invitations to a school-held party is not permitted. However, if the birthday party is to be held outside the school, the class teacher will gladly distribute the invitations.

No birthday will be permitted without advance communication and coordination with the Kindergarten Secretary.

Please do not hesitate to contact the Kindergarten Administration if you have any questions regarding this matter.

Bus Service

This service is available to parents who are unable to bring or collect their children to and from school. A one-way option is available if required. Parents can also choose the destination (morning or afternoon) according to their needs.

Pre-coordination is made between the bus supervisor and parents to arrange the specific time for pick up and drop off of the child, to ensure the presence of someone who will deliver/receive the child to/from the bus.

Children should obey the bus rules and follow the instructions of the Supervisor who accompanies the bus.

Parents should encourage their children to behave appropriately and quietly on the bus and wear seat belts to ensure their safety and the safety of others.

If the child is annoying and causes harm to others inside the bus, we will notify the parents and stop the child from continuing to use the bus.

If the parent wishes to take his/her child home in person, the parent must contact the KG Administration in plenty of time so the teacher does not send the child to the bus.

To ensure the safety and security of all bus passengers, students registered on the bus must comply fully with the security and safety rules set forth below:

1. Students are prohibited from getting on or off the bus without prior permission from the driver.
2. Students must remain seated at all times.
3. Students must remain calm and refrain from raising their voice, having verbal arguments, or uttering obscene phrases.
4. Fighting or hitting is strictly prohibited.
5. It is forbidden to throw trash or anything inside the bus or from the windows.
6. Students should be ready and not delay the bus in the morning.
7. Students must obey the instructions of the driver and escort inside the bus.

Parents will be asked to sign the relevant form detailing the rules relating to the school buses which is available at the Student Registration Office.

Lost and Found

The school is not responsible for the loss of any valuables brought to school by the student. Valuables must be kept at home. All lost and found items will be stored in a designated area in the canteen. **All of your child's clothes and belongings must be clearly marked with the full name and grade level of the student before they are brought to school.** If unmarked with the name of the student and unclaimed, items will be given to charity.

Food

A healthy breakfast and good nutrition throughout the day are important to a child's physical and intellectual growth. Please ensure that your child has an adequate breakfast before coming to school. Also, kindly provide your child with a healthy snack such as a sandwich, fruit, and a drink (plain milk or pure natural juice). When packing your child's lunch box, please do **not** include these items: bottle or glass containers, soft drinks, sweetened nectars, or any other type of canned drinks. Please send only *carton-packed* milk and natural juices. We also encourage parents to send a container of water as each child is welcome to drink water throughout the day. Please note that metal water bottles are not permitted. GBS is a *nut-free* campus. Parents must ensure that they **DO NOT** send any nut products or products that may contain nuts, to school with their child. Kindly note that grapes should be cut in half as they are a choking hazard.

The Kindergarten pupils will have their snacks in class under a teacher's supervision. To support your efforts at home and to encourage your child to eat healthy foods, teachers will be emphasizing healthy eating habits during snack time and throughout the year as part of the academic curriculum.

Educational Field Trips

Educational field trips offer the opportunity to extend teaching beyond the walls of the classroom, to explore real-life situations, and reinforce student learning. Field trip forms are issued to students prior to the field trip event. Parents are requested to sign and return the slip to the teacher indicating whether or not permission is granted to participate.

Photographs

A professional photographer takes portraits of the children individually and in a small group during the first semester each year. The photographs are made available for purchase.

Academic Reports

The academic year is divided into two semesters, with the first semester ending at the start of winter break. GBS provides regular information on student achievement to keep parents updated on their child's educational performance. In the Kindergarten Division, evaluation is based on daily observed performance and ongoing performance assessments. Parent conferences are conducted throughout the year, as indicated on the GBS calendar. The first parent conference of the year is in October, following the teachers' formal assessment of students' readiness, academically, socially and emotionally, for their current grade level. In addition, a student's portfolio of work, to date, will be shared with the parents. Written reports are distributed for each marking period after that for students in KG1 and KG2 (December, March, and June).

Learning through Play

Children learn through play. Children build on their natural curiosity and delight in experimenting with the environment around them. Play takes many forms and has many different stages. It is purposeful, linked to learning objectives, and is a major strategy for teaching and learning. It allows students to develop independence, responsibility, ownership of their learning, and self-confidence. Exploration through play allows students opportunities to develop self-initiated inquiry and offers choices in learning. Creativity and individuality are highly valued and all students are encouraged to express themselves in a variety of ways. Play contributes to advances in spoken communication, vocabulary development, language comprehension, problem-solving strategies, cooperation skills, empathy, and group participation. These experiences help prepare students for more traditional instructional settings found in literacy and numeracy environments.

English Instruction

GBS English Language Arts curriculum is aligned with the American Common Core State Standards. The KG Division English curriculum includes the areas of reading, writing, speaking, and listening. Students are exposed to a wide variety of literary forms (storybooks, poems, rhymes, etc.) and informational text. Such varied reading material provides students with a greater understanding of the world around them.

The English curriculum is carefully designed to provide engaging, developmentally appropriate activities. We aim to create learning activities to match our students' abilities and interests, and to support their growth as emergent readers. The curriculum includes the study of print concepts, phonological awareness, phonics, word recognition, fluency, vocabulary, and writing. Beginning reading concepts are enhanced by attention to skills in listening, speaking, viewing and representing.

In KG1, students explore and develop their pre-writing skills through engaging literacy activities. In the KG2 program, students begin to grow as writers. They begin to write words (often using their own creative or invented spellings) and create their own sentences about their lives or what they have learned. Creative or invented spelling is a crucial part of developing writing skills. Using this method, children spell words using the letters and sounds they hear. This is an important part of your child's writing development as your child gains a deeper understanding of letters, words, and their sounds. Most of their words at this stage are one syllable words that often follow the pattern of CVC (consonant, vowel, consonant e.g. cat, big, rug). Furthermore, KG2 students begin to build on their emergent reading skills to strengthen fluency in preparation for Grade One.

English Language Arts Curriculum Standards

Here is a sample of some of the literacy goals for reading, writing, speaking, and listening that are incorporated into our language arts program.

- Ask and answer questions about details, characters and events in texts
- Retell familiar stories
- Actively engage in pre-reading and formative reading activities

- Make connections to own life while enjoying stories
- Recognize that spoken words can be represented in print
- Name upper and lower-case letters
- Associate letters with sounds
- Follow words from left to right, top to bottom, and page by page
- Attempt to spell simple words using invented or creative spellings during writing activities
- Using conventional spellings in KG2 to write some words (CVC and basic sight words)
- State an opinion or preference about a topic or book (e.g., My favorite book is . . .)
- Begin to express thoughts, feelings, and ideas in English and strengthen language development
- Take part in extended conversations, following agreed upon rules for discussion such as listening to others and taking turns when speaking
- Ask and answer questions about key details in stories or other information read aloud
- Understand and use question words such as who, what, when, where and why.

Mathematics Instruction

GBS Mathematics curriculum is aligned with the American Common Core State Standards. Mathematics learning activities for kindergarten are often integrated into the child’s daily routine (e.g., calendar, circle time skills, tally marks, etc.). The mathematics program is age appropriate and adaptable to the many different paces of development as an early childhood learner. Specific content objectives are taught using a variety of manipulatives through whole-class and small group instruction and learner centered activities. In addition, students explore and play with puzzles, building blocks, assorted manipulatives and shapes, as well as instructional games to practice and build math skills in an enjoyable and engaging way, establishing a more meaningful and effective learning experience.

Mathematics Curriculum Standards

KG Division students acquire math skills and concepts at a concrete level. These include one to one counting; measuring, estimating and comparing sizes and numbers; classifying, sorting and graphing using a variety of characteristics (size, shape, color, etc.); building or completing patterns; developing number sense; practicing with shapes, symbols, time, and calendar; and exploring problem solving strategies. Here is a sample of some of the math goals of the Kindergarten Division:

- Recognize and investigate numbers
- Count objects to tell how many there are
- Use objects or pictures to display information (e.g., favorite snacks, favorite colors)
- Compare two groups of objects (such as taller, shorter, greater, less, bigger, smaller, etc.)
- Act, draw a picture, or use objects to represent adding to or taking away from a group
- Investigate and name shapes
- Participate in math activities designed to make real life connections.

Science Instruction

The GBS Kindergarten Science curriculum includes standards that allow students to investigate properties of the world around them through exploration. Students learn about key scientific core ideas designed around student interests for high levels of engagement.

During science time students explore topics such as water (oceans), weather, plants, animals, nature, and energy. Teachers facilitate this learning process through the use of stories, classroom demonstrations, sensory bins, learner-centered investigations, or interactive activities. Very often, science lessons are integrated with math and literacy concepts for a better understanding of the core idea.

Students may investigate answers to questions such as: *Where do animals live, and why do they live there? What is the weather like today, and how is it different from yesterday? What do plants and animals need to survive? What happens if you push or pull an object harder?* Specific performance expectations include

developing and using a model, planning and carrying out an investigation, analyzing and interpreting data.

Nutrition/Health

The students in the Kindergarten Division are offered nutritional cooking activities and health/hygiene classes once a week. The nutrition and cooking activity is very popular among the students. It is taught in English and Arabic and aims at promoting healthy eating as well as familiarizing the students with everyday English vocabulary in a real life setting. Pupils will prepare simple foods and eat them with their classmates. The health and hygiene class teaches children how to keep themselves clean and well groomed. Students are taught skills of washing face and hands, brushing teeth, combing hair, fastening buttons and closing zippers, folding clothes, and other everyday skills.

ProtectED

At GBS we take the safety and protection of our students seriously. In this regard, we are proud to be the first school in Kuwait to introduce this international health and wellness program which is designed to provide effective, preventative, and innovative safety education. The aim is to give our students the critical thinking skills and knowledge to recognize danger, the strength and self-esteem necessary to protect their personal and emotional safety, and the confidence and compassion to be better citizens of the future. The program encompasses six major areas including Personal Safety, Physical Safety, Internet Safety, Anti-Bullying, Emotional Safety, and Healthy Living. The lessons are taught in a child-friendly manner through role-play, games, group work, and discussions in order to ensure the students learn and retain vital information that will help them understand how to react if faced with real danger.

Social Studies

The Social Studies curriculum begins with the focus on a young child's emerging self-identity at home and school. The program includes central themes such as All About Me; The Best I Can Be; Living and Working Together; Where I Am, and Kindness. The above themes stress interpersonal relationships and the importance of cooperation at home, school, and in the community. Social Studies

instruction takes place throughout the day, beginning with a class meeting, often called ‘circle time’. During this time, classes review qualities of a good student, classroom rules, calendar skills, along with any other ‘class news’ for the day. Students may also share their own news during this time. Further instruction occurs at other times in the day as students work on building their social skills interactions, sharing, and cooperating with others. Teachers use a wide range of resources, as social studies themes are best taught through a multidisciplinary approach. We believe that students learn best through real-world examples and therefore, when studying about a topic of community workers or occupations, they may visit the fire department or have a classroom visit from a dentist, doctor, or police officer.

Handwriting

Young learners are introduced to the letter sounds (phonemic awareness) in the Kindergarten Division and will begin to practice writing the letters. Early phonemic awareness is taught in a structured manner with lots of time for practice. Learning to print the letters is approached in a similar manner, beginning with basic letter strokes and moving on to combining the letter strokes to form letters.

In KG1 and KG2 students continue to participate in activities that promote the development of small motor skills to strengthen handwriting abilities.

Interactive writing opportunities are also built into the language arts program and activities.

Art Activity

Children in the Kindergarten Division enjoy the opportunity for hands-on learning experiences and instruction. Students make discoveries and work on a variety of skills and concepts during this time (e.g. drawing lines and objects, using color names, painting, and exploring art through other craft projects). During this activity, students also improve their fine motor coordination and their ability to express ideas visually. The art experience also fosters self-esteem and allows for growth through the manipulation of materials and exposure to art created by others.

Music

The music activity is designed to provide students with an opportunity to develop an appreciation and enjoyment of musical arts. Lessons are integrated with seasonal or topic themes to support the core curricular areas. Near the end of the school year, students enjoy participating in a concert designed to showcase what they have learned.

Physical Education (P.E.)

Students begin to learn the proper techniques for locomotor and non-locomotor movements and how to manipulate (e.g. strike, toss, kick, and bounce) objects such as lightweight balls and beanbags. They also begin to learn the proper form for jumping, galloping, sliding, leaping, and skipping. Additionally, students practice non-locomotor movements such as bending, stretching, swaying and twisting. The goal of GBS's physical education program is to foster a lifetime commitment to physical activity as part of a healthy lifestyle. During P.E., students are also introduced to a variety of activities including movement concepts (space awareness, effort, force, and relationships), skill themes (locomotor and manipulative), sports, cooperative games, creative movement, and fitness. An environment is created so that children feel comfortable participating and exploring. A high value is placed on respect, honesty, and fair play.

Library Classroom

Students in the Kindergarten Division visit the library classroom for story-time and formal instruction. Students participate in storytelling, discussion sessions, and peer-sharing opportunities. They are also introduced to proper book-handling techniques.

Supporting Your Child's Learning at Home

Parents play a crucial role in helping their children achieve school success. Research shows that the following steps help children to avoid school anxiety and become more successful:

- Make sure children attend school regularly and always arrive on time to school.
- Create and maintain a home environment that will help children be well rested during school days.
- Talk with your children every day about their school day, and share your thoughts and ideas with each other.
- Speak positively about their school and teachers.

Parents can also support what their children learn in the classroom by including any of the following activities into their daily home routines.

Literacy Activities

Alphabet Books: Use drawings or pictures from magazines to create an alphabet book which has a letter and an object that begins with that letter on each page.

Fill in the Blank: When you read a favorite picture book to your child and you come across a short word that rhymes or is familiar to your child because he or she knows the book very well, stop and let your child say the word. Point to the word as your child says it, and spell it out.

Label Things: Create labels with your child for different objects in your house. For example, different books, places for toys, foods or objects in the kitchen, or clothes. You or your child can write the names of the objects, and your child can draw a picture to go along with it.

Guessing Games: Give your child a few letters in a word. For example show your child “-at,” then ask your child to make as many words as possible by adding a different beginning sound.

Have a Letter Treasure Hunt: When you are in the car, at home, or in the store, ask your child to find certain upper or lower-case letters. Your child can write down a list of the letters located.

Math Activities

Tell Math Stories: Use objects or toys at home to practice adding to or taking away from a group. If you have a box of 5 toy cars, ask your child to help count how many you will have left when you take away 3 cars from the box.

Build Things: Use blocks, LEGO, or other building toys to construct houses, towers, vehicles, etc.. As your child builds, ask him or her to count pieces, create patterns, or talk about the shapes.

Find Different Sizes in Nature: Go outside and observe things in nature such as leaves, stones, or shells. Count how many things you locate and talk about their sizes, which are larger or smaller.

Discover Patterns: Patterns can be found in everyday items. For example, when in the kitchen look for patterns in snack items; a sandwich could have a pattern of cheese and cucumber layers. Talk about what would come next in the pattern as you enjoy a snack together.

Science Activities

Food Discoveries: When enjoying different fruits or vegetables, talk about what you find inside. Talk about the seeds, the difference between fruits and vegetables, and other things you notice. Try planting some of the seeds.

Sort Toys: Use various toys at home to classify and organize, such as creating separate toy groups of animals, birds, and fish. Another idea is to classify and sort *ocean animal* toys separately from *land animal* toys.

Learn About a Favorite Animal: Pick an animal your child loves and learn about it. Read about it together and talk about how it moves, what it eats, and where it lives. Then draw a picture of what was discovered, and add labels to the picture.

Conclusion

We hope this introductory guide has provided you with everything you need to know about the Kindergarten Division at Al Ghanim Bilingual School. If there are any questions or concerns that are not addressed in this guide, please do not hesitate to contact us.

Addendum to the KG Program Guide

KG Division Virtual Learning

In the event of extraordinary circumstances, and when the Ministries of Education and/or Health do not permit physical attendance at school, the KG Division will continue to provide students access to high-quality curriculum and assignments. Teachers will deliver instruction through a virtual learning environment. Please take a moment to review our plan below and talk with your child about the importance of school during this time. Your support is important to ensure the success of both our efforts and your child's achievement.

Educational Platforms:

The KG Division will use Google Classroom and Skoolee as the main platforms for communication and instruction with the students. Please keep your child's sign-in details in a safe place as they will be needed throughout the year and not just during school closure. Teachers will provide videos outlining key skills being taught, assignments, worksheets, interactive activities, story-telling, and much more through these platforms. Parents/students must log in every day to check for assignments and instructions. In addition, students will enjoy synchronous sessions with their teachers through an interactive platform such as Zoom or Google Meet.

The school's IT Department will be happy to provide assistance when implementing new platforms. Kindly note that both Google Classroom, Skoolee, Google Meet and/or Zoom are accessible on both android and iOS devices.

Length and Number of Synchronous Sessions:

In order to limit excessive screen time for our young students, each synchronous session will be a maximum of 40 minutes in length, followed by a short break, before continuing with the next live session. The timetable for lessons will be posted on Google Classroom.

Curriculum:

The KG Division will provide parents with monthly newsletters that outline the key skills and learning outcomes being taught. We will continue to provide the same high quality curriculum throughout the Division and learning expectations will remain the same. KG2 students will be provided with the necessary workbooks; HMH Journeys for English and Go Math! for Math. In addition to the workbooks, teachers will continue to use online versions of the existing textbooks as well as other online educational resources.

Attendance:

In the event of continuing online, attendance is mandatory in all lessons and students should arrive at the session on time. The camera should be activated throughout the synchronous sessions in order for the teacher to confirm attendance.

Dress Code:

It is extremely important that students understand that, despite being in their own surroundings, they are attending formal lessons. In this regard, it is required that students, as in a regular school day, must wash their face, brush their teeth, comb their hair and dress appropriately before attending the synchronous session. This will instill both a sense of pride in their appearance and provide them with the

correct mindset for learning. In addition, this will prepare them for the transition to regular school in the future.

Expected Online Behavior:

As mentioned above, students must activate their camera at all times during the synchronous sessions. Students should be sat upright on a chair, in a quiet area, with no distractions or noise. In accordance with the GBS Technology Code of Ethics students are expected to model formal and appropriate behavior during all live sessions. As in a normal classroom setting, students are not permitted to eat and drink during the session. A break is provided between sessions for students to visit the bathroom and have a drink.

Students are expected to watch all instructional videos posted on Google Classroom in their entirety. Parents are requested to email teachers with any questions they may have regarding instruction or assignments.