

**Parent Student Handbook
2019-2020**





The
Cambridge
Learner
Attributes

LEARN, ACHIEVE, DISCOVER



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ACKNOWLEDGEMENT OF POLICIES AND EXPECTATIONS

2019-2020 School Year

The English Modern School staff and students will review selected sections of this handbook together throughout the year. In addition, it is important that parents are familiar with the entire handbook and review pertinent information with their child in order to understand the available school resources and to reinforce expectations as reflected in the school's rules, policies and programmes. We would like to emphasize that our rules and policies are based on the Cambridge Learner Attributes which assist our students in becoming:

- Confident in working with information and ideas – their own and those of others
- Responsible for themselves, responsive to and respectful of others
- Reflective as learners, developing their ability to learn
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference

PLEASE READ, SIGN AND RETURN THIS PAGE TO YOUR CHILD'S
CLASSROOM/FORM TEACHER

A partnership between home and school helps ensure a successful school year. We appreciate that you took the time to review the handbook and to become familiar with our expectations. If you have any questions, comments, suggestions or concerns, please do not hesitate to contact your child's teacher, appropriate Coordinator or School Principal.

Please return this signed page to your child's classroom/form teacher by October 25, 2019

Thank you.

I/we have read and discussed the English Modern School Handbook for Parents and Students and agree to support the rules, policies and procedures.

Student's Name:

Year Group:

Date:

Student's Signature:

Parent's Signature:

WELCOME TO THE ENGLISH MODERN SCHOOL

Since the school first opened in 1991, The English Modern School has flourished and developed to become a thriving and successful school. The Cambridge Programme (CIPP, IGCSE and AS Level) provides a high standard of co-educational education for boys and girls from Year 1 to Year 6.

The school bases its teaching on the Cambridge International Programme tailored to meet the requirements of the host country and the needs of the students. The programme encourages the development of personal freedom and inner discipline in a well-ordered and structured system.

General information as well as policies and procedures have been outlined in this handbook so that students and parents will understand the expectations for academic success as well as appropriate behaviour. We encourage you to review the information in this handbook with your child. We also encourage your comments and feedback and hope that you will join us for the many events and activities that showcase our students' efforts and celebrate their accomplishments.

On behalf of the Board of Directors, we welcome you to the 2016-2017 school year at The English Modern School. Thank you for partnering with us to provide an environment that encourages and nurtures a programme of academic and behavioural excellence.

LEGAL STATUS

The school is officially licensed by the Ministry of Private Education in Qatar. Qualified inspectors representing the Ministry of Education and Higher Education (MOEHE) visit and review the school service and offer welcome advice and support. The school appreciates this co-operation and the spirit of educational togetherness enjoyed with these colleagues, and strives to continuously ensure compliance with all MOEHE requirements.

SCHOOL LEADERSHIP

THE BOARD OF DIRECTORS

Mr. Abdulrahman Al Muftah

Chairman

Mr. Ibrahim Al Muftah

Managing Director

Mr. Khalid Al Muftah

Finance Director

Mr. JC Chalouhi

Superintendent

e-mail: superintendent@emsdoha.net

Mr. Alan Morley

Head of School – EMS Doha

e-mail: head@emsdoha.net

Ms Omolola Wright

Head of School – EMS Wakra

e-mail: head@emswakra.net

Ms Joan Marie Larter

Head of School – EMS Al Khor

e-mail: head@emskhor.net

The English Modern School is a very important division of the Al Muftah Group, a highly prestigious and forward-thinking Qatari company. The Board of Directors, in conjunction with the Head of School, sets and reviews school policies and assists in the decision-making process pertaining to the future direction of the school.

The Board of Directors appraises the Head of School, Deputy Head of School and Principals, and attends to School financial matters.

THE EXECUTIVE COUNCIL (EC)

The Head of School is in charge of all matters relating to the day-to-day and long-term development of the school. The Head of School, the Assistant Principal for Primary, the Principal for EMKG and Senior Management work closely together and support each other in all aspects of the school's operation and development.

EMS WAKRA SENIOR LEADERSHIP TEAM

Mr. Sean O'Rourke
Primary Assistant Principal

Mr. Azam Rihan
Arabic & Islamic Leader

Ms. Patti Tatum
KG Leader

Ms. Mildred Stevenson
School Counsellor

Ms. Marwah Elghobashy
Curriculum Coordinator

Ms. Sandra Hallows
EMKG Principal

ADMINISTRATION OFFICE

Ms. Hema Baby
Executive Secretary to the Head of School

Ms Fathima Rakeeb
School Secretary
e-mail:office@emswakra.net

Mr. Jenson Chacko
School Cashier

Mr. Jonathan Molmisa
Campus Operations officer

EMS PERSONEL

Ms Areej Al Sukhon
HR Coordinator

Mr. Cris Montealegre
Chief Accountant

Dr Jalal Adi
Head of Arabic Department

Mr. Salim Awad
IT Manager

Ms. Elizabeth Zeidan
Head of Teaching and Learning

MISSION & VISION STATEMENTS, PHILOSOPHY AND AIMS

SCHOOL VISION

Our vision is for all our students to reach their full potential and positively impact their world.

SCHOOL MISSION

Our mission is to provide a challenging, internationally based education that nurtures lifelong learners in a multicultural setting.

We believe that:

- education should inspire a love of learning and develop an inquiring mind;
- the education of our students should be broad, balanced and integrated, comprising academic, creative, physical, social and moral development;
- effective academic learning comes from the understanding of the concepts, content and practical skills in each area of study, then realizing how these relate to each other and how they apply to the outside world;
- balancing academic learning with creative, physical and social activities is fundamental to the further development of students' self-expression, self-discipline, independence, responsibility and self-confidence;
- the engagement of the whole school community in social and environmental projects both within and beyond the school contributes to the development of informed, responsible and active citizens prepared to make a positive contribution to the world;
- the full potential of each individual in our educational community is achieved through commitment, dedication and the search for excellence;
- an effective learning community stresses the highest moral standards and values. This requires mutual respect, honesty, fairness, tolerance, supportive relationships and teamwork of all students, teaching and administrative staff, parents and members of the Board.

THE ENGLISH MODERN SCHOOL AIMS / OBJECTS

In order to fulfil our mission we aim to:

- offer a broad, balanced, coherent and integrated curriculum that will prepare our students for each new stage of their education up to and including university entrance;
- offer a curriculum, which is appropriate and relevant, where students are actively engaged in the learning process;
- recognise and develop the potential in each individual;
- provide a safe, stimulating, and friendly learning environment;
- develop each student's oral and written fluency in English, the language of teaching and learning;
- provide opportunities for the further development of individual students' talents and interests;
- achieve excellent social behaviour and moral standards through self-discipline, supportive relationships and a sense of respect and responsibility;
- encourage student responsibility and leadership, and involve students in the decision making processes of the school;
- take full advantage of our multi-cultural and multi-lingual environment to enrich the educational experience;
- encourage a broad International perspective and a respect for other cultures and beliefs;
- involve the parents in the life and development of the school.

CAMBRIDGE LEARNER ATTRIBUTES

We design all our curriculum and assessments with the Cambridge learner attributes in mind. the five attributes are our way of recognising that students need to develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

through our programmes, we help schools to develop Cambridge students who are:

Confident in working with information and ideas – their own and those of others.

Cambridge students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. they are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. they are able to communicate and defend views and opinions as well as respect those of others.

Responsible for themselves, responsive to and respectful of others.

Cambridge students take ownership of their learning, set targets and insist on intellectual integrity. they are collaborative and supportive. they understand that their actions have impacts on others and on the environment. they appreciate the importance of culture, context and community.

Reflective as learners, developing their ability to learn.

Cambridge students understand themselves as learners. they are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

Innovative and equipped for new and future challenges

Cambridge students welcome new challenges and meet them resourcefully, creatively and imaginatively. they are capable of applying their knowledge and understanding to solve new and unfamiliar problems. they can adapt flexibly to new situations requiring new ways of thinking.

Engaged intellectually and socially, ready to make a difference

Cambridge students are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. they are keen to learn new skills and are receptive to new ideas. they work well independently but also with others. they are equipped to participate constructively in society and the economy – locally, nationally and globally.

ADMISSION POLICY AND PROCEDURES

Students are admitted to EMS regardless of race, gender, nationality or religion provided they meet all the admission requirements as outlined in this policy. Applications for admission are accepted throughout the year and EMS seeks to accept all qualified students who apply provided seats are available.

Note: The receipt and filling of the application form does not secure a student's acceptance into EMS - which is subject to seat availability **and** the candidate meeting the admission requirements.

SIBLING'S ADMISSION:

Our students' siblings have a priority for admission testing over other applicants, provided they meet all the admission requirements as outlined in this policy; therefore, an admission period only for EMS students' siblings is scheduled before admission is open to other students. However, once the initial sibling registration period is over, all students will be given equal chances to admission.

PLACEMENT CRITERIA

Placement in all classes will be made by the Admission Officer, in coordination with the school Head of School, on the basis of the student's age, his/her previous educational record, and his/her performance on the entrance assessment. The initial placement is tentative and the school may re-assess the student's placement should there be a need. In such an instance, the parents will be notified and a thorough class observation and additional testing will take place to determine the best course of action - one which will be best suited to the student's abilities and developmental, cognitive, academic and intellectual levels.

Accepted students will be placed in a year group according to their age, not younger than three years old for KG 1 and not older than eighteen for Year 12.

ADMISSION

The procedure for admission shall be as follows:

1. Application and admission assessments will take place at the school. The assessment will include

English Literacy components (vocabulary, reading comprehension, and writing) and Mathematics components (numeracy, operation, algebra and geometry).

2. An Admissions Committee will review and evaluate applications forwarded by the Principals.
3. When there is any concern about the suitability of an applicant, the potential of the applicant shall be determined by the Admissions Committee in light of the following:
 - a. academic and behavioural reports for the previous two years;
 - b. continuity of previous education;
 - c. scope of educational experience;
 - d. evidence of emotional stability or maturity;
 - e. results from previous tests or EMS placement assessments;
 - f. former teacher and/or administrator comments;
 - g. references.

All decisions made by the Admissions Committee are final.

FEES AND RELATED POLICIES

The fee structure for the academic year 2019-2020 is as follows:

Year Group	Fees per Term	Yearly Extra Fees *	Total Fees Per Year (QR)
KG1 to KG2	7,783	512	23,862
Year 1 to Year 3	7,783	1,137	24,487
Year 4 to Year 6	7,784	2,275	25,625

Registration Fee	QR 1,137 per child
Bus Fees	QR 2,275 per Term

* Extra Fees will cover the cost of:

1. Stationery
2. Books
3. Classroom Resources
4. Materials used throughout the year
5. Activities

6. Trips and outings
7. Extra resources needed

Extra Fees are payable by all students, regardless of whether the student needs the above items or not, as extra fees cover all academic and extracurricular resources.

Purchase of school uniform is billed separately and is not included in the extra fees.

NOTES

1. Registration fees are non-refundable and must be paid upon registration.
2. Fees must be paid in full at the beginning of each school term.
3. Students whose fees are not paid by the due date each term may be temporarily excluded from school and their report cards will be withheld until the outstanding fees are settled.
4. The school reserves the right to refuse personal cheques from parents.
5. The school requires one half term (six weeks) notice of parent's intention to remove a child.
6. All external exams fees are the responsibility of parents.

TUITION AND FEES PAYMENT POLICY

Policy

It is the expectation of the English Modern School that all fees, as published by the school, be paid in accordance with the corresponding yearly fee schedule and within the stated timelines.

Guidelines

Application Fees: Application fees are applicable to new students only; they are due at the time of application and are non-refundable.

Tuition Deposits: Deposits are due with enrolment or re-enrolment contracts to secure the student's seat. Deposits are deductible from Term I tuitions fees. Once paid, deposits are non-refundable.

Tuition fees: The enrolment of a student is an individual contract between the parent/guardian and the School. The enrolment or re-enrolment contract cannot be cancelled. The total tuition will be billed whether the student attends classes or not.

Extra fees: Extra fees as outlined by the tuition fees schedule are inseparable from the parents billable amounts; as such, extra fees are due at the first day of school; unpaid extra fees shall be dealt with in a manner similar to that outlined in the 'Tuition fees delinquent accounts' section.

Due Date: Tuition payment due dates are indicated on the Re-enrolment Contract and tuition is due as of the stated date. All term fees are due on the first day of the term and become delinquent as of the last day of the first month of the term.

Term 1 (due September 1, pay before the end of September)

Term 2 (due January 1, pay before the end of January)

Term 3 (due April 1, pay before the end of April)

Late Fee: Outstanding dues will be systematically reported to the MOE and may be liable for late fees. In addition, Report Cards will be withheld until all outstanding fees are settled.

Delinquent accounts: It is the parent's responsibility to contact the Business Office as soon as possible if a circumstance should arise which would cause a payment due date to be missed. EMS will make every effort to work out a mutually-agreeable resolution.

Past-Due Tuition and Fees: The English Modern School will withhold any records, report cards, transcripts or leaving certificate if tuition and fees are past due. Re-enrolment contracts will not be accepted for the next year until all outstanding amounts are cleared from the current year. If tuition becomes delinquent after re-enrolment, the student will be considered conditional until all debts are cleared from the previous year. The student's seat may be in jeopardy and filled by a student from the waiting list if the account remains delinquent after June 15.

If an account is past due 60 days or more, and a mutually agreeable resolution to the problem has not been found, EMS will notify the parent(s) that their child(ren) has (have) been removed from the school's roll and that the parent(s) withdraw their child(ren) from the School.

In individual cases, and without prejudice, this policy may be amended at the discretion of the Head of School.

Notice of pending action will always be communicated to responsible parties prior to any action by the School. The School will, in good faith, try to circumvent any action to prevent the disruption of a student's educational course of study.

Introduction

The English Modern School is committed to working closely with its parent partners in education. Given this close working relationship, we understand that sometimes unforeseen circumstances present themselves which may necessitate the rearranging of familial plans. Ultimately, such a realignment may result in the withdrawal of the child(ren) from the EMS official register before the end of the school year. EMS is willing to accommodate this eventuality by providing a potential for a partial tuition refund and a release from the enrolment contact. In some cases, a parent might be terminated from his/her employment before the start of the school year. In these cases, EMS is prepared to refund the Seat Reservation Fees paid.

Policy 330.3a

The English Modern School will refund a portion of paid tuition fees and release a family from the enrolment contract according to the guidelines provided in this policy.

Policy 330.3b

The English Modern School will refund any monies that have been paid to hold a student’s seat (Seat Reservation Fee) for an upcoming school year in the event of a sudden termination of a parent’s employment. No refunds will be given for application or testing fees.

Guidelines

1. Parents are to provide written notice of their intention to withdraw their child(ren) from EMS.
2. This notice must be received 6 weeks prior to the withdrawal date.
3. This notice must clearly show the date of the child(ren)’s last day of attendance at school.
4. This notice must include the reasons for the withdrawal. In the event of a sudden termination of a parent’s employment, EMS will waive the 6 week notice requirement.
5. Refund of paid tuition fees will be based on the following schedules:

Term 1 Deadlines		Term 2 Deadlines		Term 3
Withdrawal Date	Refund	Withdrawal Date	Refund	No refunds given for withdrawals after Feb. 1st
Before Oct. 1 st	30%	Before Feb. 1 st	30%	
After Oct. 1 st	None	After Feb. 1 st	None	

6. In the event of a sudden termination of a parent’s employment prior to the beginning of the school year, EMS will refund any monies paid to reserve a seat for the school year. These fees include Re-enrolment Fees (returning students) and Seat Reservation Fees (new students). In order to qualify to receive this refund, an original Termination Notice must be presented to the Head of School, or designate. Other fees, such as Application Fees and Testing Fees are non-refundable.

2019-2020 ACADEMIC CALENDAR

The school follows a yearly calendar that meets the requirements/deadlines of the examination timetable and recognizes the established holiday dates in Qatar.

English Modern School | 2019-2020 Calendar Total Teaching Days - 180

2019	August	5	February	15																																																																																				
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Term 1 Teaching Days	60	12 Weeks
Term 2 Teaching Days	58	12 Weeks
Term 3 Teaching Days	62	12 Weeks
Total Teaching Days	180	36 Weeks

SCHOOL HOURS - KG TO YEAR 6

	Start	Finish
	Sun-Thurs	Sun-Thurs
KG1 – Year 2	7:00 AM	1:00 PM
Year 3 to Year 6	7:00 AM	1:40 PM

DAILY TIMETABLE

Primary Timetable	Sunday to Thursday	
	Start	Finish
Registration 1	07:00	07:10
Lesson 1	07:10	07:50
Lesson 2	07:50	08:30
Lesson 3	08:30	09:10
Lesson 4	09:10	09:50
Break1	09:50	10:20
Lesson 5	10:20	11:00
Lesson 6	11:00	11:40
Break 2	11:40	12:10
Lesson 7	12:10	12:50
Lesson 8	12:50	13:30
Activities		

ECE Timetable	Sunday to Thursday	
	Start	Finish
Registration 1	07:00	07:10
Lesson 1	07:10	07:50
Lesson 2	07:50	08:30
Lesson 3	08:30	09:10
Lesson 4	09:10	09:50
Snack Break	09:30	09:50
Lesson 5	10:20	11:00
Lesson 6	11:00	11:20
Snack Break	11:20	11:40
Break Outdoors	11:40	11:55
Lesson 7	12:10	12:50
Circle Time	12:50	1:00

Students who arrive after the register has been taken (ECC: 07.20, Primary: 07.30,) will not be allowed into the classroom unless they have reported to the appropriate Division secretary. Here the name of the student will be recorded in the '*Late Book*' and a permission slip will be issued for the student to enter the class. Students arriving after 7:30 need to be accompanied by a parent.

Tardiness is a major cause of disruption to the teacher and the learning of other students . Parents are reminded that 5 “tardies” are counted as one absence; please see the attendance section for further details.

ATTENDANCE

Please avoid absences, tardiness and early leaves.

All students are expected to attend school regularly. If your child is ill, it is the **parent's responsibility** to call the school and report the absence. If parents are forced to take their holidays during school term time and require their children to be absent from school for this reason, they should inform the school well in advance. Parents are requested to complete the "Leave Request Application" and submit it for approval by their child's Division Principal at least 10 days before the date of the proposed holiday. Absences for family holidays will be counted in the total number of days absent as written on the reports. Students who are continually absent or late for school miss valuable lesson time. A student who is chronically absent might be asked to withdraw from the school.

If, due to illness or injury, your child is likely to be absent for more than 5 school days, we ask that you inform the school Main Office. We will arrange for work to be sent home at your request.

It is the student's responsibility to find out and 'make up' missed class work.

Tardiness:

Students who arrive after 7:00 will need to get a late slip from the division secretary before entering class.

Tardiness and early leaves are counted towards students' attendance as well; our policy stipulates the following:

1. Absences: 1 absence is counted as 1 day
2. Tardiness: 5 tardiness are counted as 1 day of absence

Please be aware that the Directive from the MOE for the State of Qatar, affirms that a student who does not attain an attendance level of 80% may not be permitted to move on to the next Year group.

EARLY LEAVE

The primary purpose of The EMS Learning Community is to provide a challenging and consistent curriculum. In order to insure that this occurs, minimum classroom disruption must be enforced. Therefore restrictions must be placed on when students can be released from class.

Students will not be released from class during the normal school day except for the following specific reasons:

1. There is a family emergency that is presented by the parent or authorized representative of the parent and approved by the administration.
2. Pre-arranged medical appointments that cannot be arranged during after school hours – proof of medical appointment required.
3. In case of illness of the student that is verified by the school health personnel.

Under no circumstances is a parent to go into the classroom buildings or to a specific classroom without an appointment or approval from the Main Office.. Parents wishing to meet with a teacher must arrange an appointment with that teacher either through the Main Office Secretary or the individual school/building secretary/receptionist.

Procedure:

In all cases where a child must be picked up from school prior to the normal dismissal time (13:00 for the ECE, Year 1 ,Year 2 and 13:30 for Year 3 to 6.The following procedures must be followed:

1. In the case of medical appointments the parent are asked to notify the school prior to 10:00 AM on the day of the absence that the child has an appointment.
2. Entrance to the school during normal operating hours is only through the Main Gate (Gate 1).
3. In all cases the parent or the authorized representative of the parent must come to the Main Administration Office to sign the child out for KG1 through Year 6.
4. Once the administration approves the child being released from class early, the appropriate building secretary/receptionist will be notified to send the student to the main office.
5. The parent is given an early release slip to turn in at the gate as they leave campus, these slips will be collected at the end of the day
6. All students who have been granted permission to leave the school premises will be required to sign out at reception. Upon return they are required to sign back into school.

STUDENT DROP-OFF AND PICK-UP

In an effort to maintain the safety of all our children, we ask for your support in ensuring that adults, who “drop-off” or “pick up” students at school, do not remain on the premises afterwards. Therefore, please ensure that arrival times are appropriate, and do not involve prolonged periods of waiting outside the school.

To ensure a safe and organized drop-off and pick-up areas for our students, we have designated gates as follows:

Drop off: Gates 3&4

Pick up: Gates 3&4.

Parents are kindly requested to follow the procedures above when appropriate.

Policy:

Rationale: Students' safety and well-being is of prime importance to the English Modern School, and all systems and measures are put in place to ensure a safe and secure learning environment. Accordingly, EMS parents are expected to prioritize their child's well-being and safety by committing to the school's drop-off and pick-up times, and make necessary arrangements to ensure their child is not dropped-off or pick-up outside the designated times. Children will not be supervised during these times. **Parental support and commitment to children's safety and well-being is imperative.**

Note: Some students are being dropped off and picked up at alarming times that significantly jeopardize the concerned child's wellbeing and safety; the school administration will closely monitor such cases, and except for emergency situations, will refuse such occurrences and an active follow-up with the parents will be undertaken. In such instances, parents will be requested to promptly make necessary arrangements.

Early Arrival: School gates do not open before 06:30. Students must remain in designated areas until 6:45 when teachers start their duties.

Late Pick-up: KG1 – Year 2 Students finish school at 13:00. At this time parents are expected to pick up their young children. There are no after school activities for ECE students.

Primary (3 - 6) finish at 13:30 after this time, teachers will be involved in meetings, activities or other professional on-campus engagements; for safety reasons, students who are not enrolled in an after-school activity must leave campus promptly and no later than 14:00.

Procedure:

In an ongoing effort to provide the safest possible environment for your wonderful children, please note the following important information regarding drop-off, pick-up, and accessing the campus. We take security very seriously and need your help to make sure our campus is the safest possible for our students.

We ask that you read this carefully and convey the information to drivers and/or nannies as well, if applicable, so that everyone respects and follows our procedures.

SCHOOL DAY GATE TIMES:

Gate	Sunday to Thursday
Gate 1	7:10 -12:45pm
Gate 3	6:30 -7:10am and f
Gate 4	6:30 -7:10am

Please note that during school hours the only gate that parents/visitors may use to enter EMS is Gate 1, where they will be asked to show ID and sign in.

Our guards are trained and are carrying out our expectations in order to keep our students safe. *The school expects everyone to respect them at all times.* If parents/drivers disagree with an expectation, they are kindly asked to speak with the administration and never to argue with the guards or disregard their requests.

DROP OFF

Students should not be dropped off before 6:30 AM.

Students will be expected to wait in designated supervised areas in the morning until 6:45 am, when teachers arrive and all gates are opened.

PICK UP

Parents/Drivers are asked to arrive on time to collect students at the end of the day.

Division	Sunday to Wednesday
KG1 –Year 2	1:00pm
Year 3-6	1:30pm

Drivers should not arrive more than 10 minutes before the dismissal of the student they are collecting in order not to take up parking spaces for parents.

At pick-up time, parents and drivers should *never* ask younger students to cross the road. If a car is parked across the street, parents/drivers need to collect the students on foot and walk them back to the car.

In order to respect the learning environment, parents and nannies should not enter the buildings until dismissal time.

Nannies who are waiting for an older sibling, must remain in the waiting/play area behind Block D and must actively supervise the children in their care.

TEXTBOOKS, STATIONERY & ACADEMIC RESOURCES

It is vitally important that every student not only arrive to class ready to work, but that he/she also be properly equipped so as to reap the greatest benefit from the lesson(s) being taught. Without the appropriate educational ‘tools’, the student ends up being unfocused and off-task thereby wasting valuable class time.

At the start of the academic year, extra fees are charged for textbooks, stationery, field trips and academic resources. If a student loses a textbook it is their responsibility to replace it. Students are encouraged to take good care of their textbooks.

Note: Levelled Readers, individual classroom resource books, and other specifically identified books are to be retained at the school.

UNIFORM

All students are required to wear the school uniform. Approved uniform items can be purchased from School on Tuesdays, Saturdays and Sundays from 1 pm to 3 pm.

Ensuring that students are wearing the proper uniform in each class is the parents’ responsibility. Students who arrive at school incorrectly dressed may be asked to make arrangements to get the proper attire. Persistent disregard of the EMS Dress Code will result in disciplinary action.

BOYS	GIRLS
Blue polo shirt with embroidered logo on pocket	Pink Polo shirt with embroidered logo on pocket
Blue long trousers	Blue long trousers, or skirt

Completely black shoes	Completely black shoes
Blue pullover with embroidered logo	Blue pullover with embroidered logo
Blue baseball cap with embroidered logo	Blue baseball cap with embroidered logo

The Year 12 Student uniform is white dress shirt / blouse and black dress trousers / slacks / skirts.

Physical Education is compulsory for all students unless there is a longstanding medical problem verified by appropriate doctor's documentation. Students are also expected to be in possession of sportswear for Physical Education lessons. This must include the following.

BOYS	GIRLS
School grey t-shirt with school logo	School grey t-shirt with school logo
School black shorts or tracksuit bottoms	School black tracksuit bottoms
Sports socks	Sports socks
Training shoes	Training shoes

House colours: Primary students are encouraged to wear their House Colours on Wednesdays and at House related activities.

Parents are strongly encouraged to mark their child's clothing with his/her name or initial so that "lost" items can be more easily identified and returned.

DRESS CODE

The English Modern School places much value in the good appearance of its students and the professional image of its staff. Coming to school in clean and tidy fashion gives all concerned a sense of pride and shows mutual respect. It also lays a sound foundation for the work of the day. Dress standards in Qatar are very high and the school must maintain similar high levels.

Students are required to wear the approved school uniform; substitute items purchased from any other sources, are not permissible.

In addition to the properly wearing the school uniform, we ask that:

- girls and boys hair be neat and kept off the face and eyes;
- longer hair be clipped away from the face and held in place with small hair clips (in the school colours);
- altering EMS uniform or wearing tight clothes is not permitted on campus;
- long hair should be tied up in a ponytail at the back of the head (no loose flowing hair will be permitted);
- girls' scarves should only be pink, white or black;
- jewellery, with the exception of watches and small earrings, is not permitted for either boys or girls;
- small earrings or small studs are allowed for girls - no dangling earrings;
- make-up, dyed hair and nail polish are not allowed;
- black shoes;
- athletic shoes are only allowed on PE days;
- no clothing with commercial logos will be permitted in school;
- high heels are not allowed.

Note: The following items of clothing are considered inappropriate and unacceptable. They will be immediately confiscated and returned by the end of the term or school year.

- items of clothing bearing political/religious logos;
- items of clothing bearing language or a design which is considered offensive or in 'bad taste';
- excessive jewellery;
- baseball hats without EMS emblem (worn in class or in the school building);
- pocket/utility knives or potentially dangerous objects.

CURRICULUM

THE CURRICULUM – ECC

The KG1 and KG2 ECE Early Years foundation stage which prepares students for the Cambridge International Primary Program, which starts in Year 1 and continues to Year 6.

The activities that will engage our young students will provide the skills they need, to achieve their early learning goals in the following areas:

- Communication, language
- Literacy
- Personal, social and emotional development
- Problem solving and reasoning

- Creative development
- Physical development
- Understanding the world

The English Modern School strengthens the curriculum with research-based best practice using instructional and assessment methodologies.

ACADEMIC SUBJECTS OFFERED TO ECC STUDENTS:

ECC - KG1 and KG2
<ul style="list-style-type: none"> - Communication, language - Literacy - Personal, social and emotional development - Problem solving and reasoning - Creative development - Physical development - Understanding the world

THE CURRICULUM – PRIMARY

The Cambridge International Primary Programme develops English, Mathematics and Science skills. In addition to these core subjects, the school provides a curriculum in Social Studies, PE, Art and Character Education). These subjects are taught in English.

CIPP secures for all students the skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

We also offer Arabic Language, Qatar History and Islamic Studies classes, which are sanctioned and approved by The Supreme Education Council. (Note: The Supreme Education Council requires that all Qatari nationals study the Arabic Language, Qatar History in Arabic, and Islamic Studies.)

ACADEMIC SUBJECTS OFFERED TO PRIMARY STUDENTS:

Primary Programme - Year 1 - 6
Mathematics
English Language
Arabic Language (Speakers of Arabic and Non speakers of Arabic)
Islamic Studies (Muslim students only)
Global Studies (Non-Muslim students only)
Qatar History (Speakers of Arabic and Non speakers of Arabic)
Science
Social Studies
Art
Physical Education
Character Education

THE CAMBRIDGE INTERNATIONAL PRIMARY PROGRAMME (CIPP) OVERVIEW

(The following information was excerpted from the University of Cambridge International Examinations CIPP “Information for Parents” section available online at: www.cie.org.uk)

The Cambridge International Primary Programme from the University of Cambridge International Examinations (CIE) develops English, Mathematics and Science skills in young children across the world. It gives your child excellent preparation for secondary education. Designed for children aged 5 - 11, the Primary Programme provides learning objectives for each year of your child’s primary education. Its step-by-step programme of learning takes children from the start of primary education to completion, before they move on to secondary education.

The Cambridge International Primary Programme helps schools, teachers and parents gain a greater understanding of their children’s abilities. Schools that use the Primary Programme Progression Tests

can assess students at the end of each year. These tests provide information to analyse students' achievements, strengths and weaknesses, and give teachers invaluable information to help guide your child in the following year.

The Primary Programme is flexible. It can be taken alongside a national curriculum or on its own. It offers schools expert guidance on how to develop their curriculum and how best to prepare their teaching and students' learning. The Cambridge International Primary Programme comes from one of the world's leading assessment organizations. The Primary Program is an excellent framework for learning in the primary years and provides a solid foundation for your child's future.

The English Modern School strengthens the curriculum with research-based best practice using instructional and assessment methodologies. In Primary, we are implementing the Balanced Literacy Approach (Word Study, Readers' and Writers' Workshop, Eight traits of Conversation, Six Traits of Writing and Four Traits of Presentation). This approach and learning methodologies provide students with the pillars of literacy for lifelong learning. The Balanced Literacy Approach is especially effective for our student population of second language learners.

PRIMARY PROGRAMME

Stage	YEAR
Key Stage 1	1
	2
	3
Key Stage 2	4
	5
	6

THE CURRICULUM - SECONDARY

The school secondary curriculum at EMS is based on the Cambridge Curriculum. Islamic Studies,

Qatar History and Arabic Language adhere to the standards as outlined by the Supreme Education Council of Qatar.

EMS curriculum is designed to meet the unique needs and abilities of the individual child to prepare him/her for IGCSE and AS Level Examinations administered by the University of Cambridge. The school relates much of its course content to the local environment and the rich cultural, political, historical and religious heritage enjoyed in Qatar. Instruction and communication is in English with the exception of Arabic, Qatar History and Islamic Studies where Arabic is the language of instruction for Arabic first language speakers.

As with the primary years level, the English Modern School is working to strengthen its secondary curriculum with research-evidence best practice instructional and assessment methodology. The balanced literacy instructional approach will enhance the Cambridge curriculum by placing an emphasis on developing our students' abilities as readers, writers, conversationalists, and presenters – the pillars of literacy for lifelong learning. In addition, we use the Understanding By Design Approach, which engages students in inquiry – based learning. Students grow their critical thinking skills through the Understand by Design approach.

ACADEMIC SUBJECTS OFFERED AT EACH KEY STAGE:

Doha	KEY STAGE 3
Al Khor	Year 7-9
English Language	Social Studies
Mathematics	Qatar History
Combined Sciences	Art (Year 7 & 8 only)
ICT	Drama (Year 7 & 8 only)
Physical Education	
Islamic Studies or Global Studies	} (as per the SEC guidelines)
Arabic or French	

Doha	KEY STAGE 4
Al Khor	IGCSE (10-11)

English Language (as 1 st language or 2 nd language)		
Mathematics		
Physical Education		
Islamic Studies		
Electives *		
English Literature	Information Technology	History
Arabic	Economics	Accounting
French	Biology	Business Studies
Physics	Chemistry	
Geography		

* Elective classes are subject to enrolment; a minimum and a maximum number of enrolments are specified for each class to optimize learning. Students will be informed of their chosen subjects' availability upon course selections.

Doha	KEY STAGE 5
Al Khor	AS Level (Year 12) (4 of the following)
Islamic Studies	
Electives *	
English Language	Mathematics with Mechanics
Arabic	Mathematics with Statistics
Biology	General Paper
Physics	Economics
Chemistry	Business Studies
Applied ICT	

* Elective classes are subject to enrolment; a minimum and a maximum number of enrolments are specified for each class to optimize learning. Students will be informed of their chosen subjects' availability upon course selections.

availability upon course selections.

IGCSE (INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION)

The International General Certificate of Secondary Education (IGCSE) is a balanced international curriculum that is designed to encourage high academic standards through a practical approach to teaching and learning. Examined for the first time in 1988 it leads to an internationally recognized certificate of achievement.

The aims of IGCSE are:

- to support modern curriculum development;
- to promote international understanding;
- to encourage good teaching practice;
- to set widely recognized standards.

The IGCSE provides a foundation for higher-level courses such as the North American Advanced Placement Test (APT), the International Baccalaureate (IB), the GCE AS/A Level and the Advanced International Certificate of Education (AICE). It is used by schools in over 100 countries and is recognized around the world for university entrance purposes.

IGCE-AS (INTERNATIONAL GENERAL CERTIFICATE OF EDUCATION-ADVANCED SUBSIDIARY)

Advanced level education has formed part of the University of Cambridge Local Examination Syndicate (UCLES) for over 50 years and is recognized worldwide as a leading requirement for entry into higher education. Designed to provide a greater flexibility, an optional staged Advanced Subsidiary level (AS level) assessment has been introduced by Cambridge to be taken at approximately the mid-point of a two-year AS level programme.

Parents and prospective AS Level students should query subject choices at this level when applying to enter EMS.

It is important to note that the school selects students for AS level examinations based on recognized

IGCSE exam results of 5 “C” grades and above, including the 4 courses selected for AS level.

An entrance fee per subject is required to register with the Cambridge Examination Board or Edexcel Examination Board. At the end of year 11, students undertake externally set examinations in each subject. These examinations, plus any course work, are used to determine the final award of a grade. It is important to note that students requiring university entrance are expected to attain grades of A* - C (the number of subjects required varies from university to university). Exam results are sent to the school from the UK. Students are asked to collect these results from the Administration during the first week of September. Students will be offered advice on the next steps to take given their results.

At all levels, the English Modern School enhances the curriculum with the Balanced Literacy Approach, the Understanding by Design Approach, and a variety of assessment tools to inform and individualize instruction. The Balanced Literacy Approach is research-evidence best practice, which improves students’ academic achievement by engaging them in learning through the pillars of literacy (reading, writing, conversation, and presentation) for lifelong self-directed learning. The Understanding by Design Approach guides students to learn to exercise higher level critical reasoning skills and innovative problem solving. And the assessments are used by our teachers to differentiate instruction to provide each and every student an opportunity for success.

HOMEWORK

The aim of homework is to promote learning at home as an essential part of good education. Homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of inquiry and investigation.

The school recognises that there are several purposes served by homework. Among these are:

- allowing the practice and reinforcement of class work;
- allowing students the opportunity to participate in activities, which stimulate further research, including community orientated projects;
- promoting the media facilities and ICT as sources of information for homework;
- providing opportunities for independent learning capitalising on the natural curiosity of students;
- allowing students the opportunity to learn within a group setting;
- developing self-discipline and responsibility;
- training students to plan and organise their time;
- promoting parental support and encouragement for learning at home.

Homework is assigned to reinforce and practice understandings and skills students have already learned. Homework is not assessed for a grade, but is checked for effort and responsibility.

Current research tells us that homework is effective when provided at a level the students can do independently; and that realistic expectations regarding “how much” are maintained. In other words, “too much of a good thing” is not a good thing.

THE ROLE OF THE PARENTS

The role of the parent is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

- Providing a table, chair and a quiet place to work
- Negotiating with the student when homework is to be done as a student's free play is important too
- Checking the time spent on individual tasks
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure
- Checking presentation and content of all homework being returned to school
- Signing the homework diary every school day
- Providing the school with information about any problems through the homework diary or by contacting the school directly
- Ensuring that the student does his or her own work

Tips for Parents and Caretakers:

- Provide encouragement and appropriate support, without doing the homework for the student.
- Balance the time spent between homework and recreational activities.
- Discuss your child's response to texts and ask to see their completed work.
- Discuss homework with your child in your mother tongue if English is not spoken at home.
- Make connections with previous experiences and prior knowledge.

ASSESSMENT AND PROMOTION - OVERVIEW

ASSESSMENT

One of the aims at EMS is to offer a broad, balanced, coherent and integrated curriculum that will prepare our students for each new stage of their education up to and including university entrance. In order to ensure our students achieve good results in these external, high-stakes examinations, it is essential that students be provided with ample opportunities, which will allow them to develop, improve and refine their examination preparation and writing strategies.

Continuous, on-going assessments **of** and **for** learning will be conducted throughout the year with formal reports being sent home to parents at the end of each term. These data will provide the cumulative information which will be used by the teacher as evidence of the student's ability to meet/supersede the current year's curricular expectations. This information will also provide the teacher with the 'hard data' needed to assess the student's readiness to be promoted to the next academic year. For Year 12, the results will be used to determine the content of the '**Leaving Certificate**'.

EMS teachers will use assessment and evaluation practices and procedures that:

- are fair, transparent and equitable
- support all students
- are carefully planned
- are clearly explained to students and parents at the beginning of the school year
- are ongoing and varied, and provide multiple opportunities for students to demonstrate their learning
- include feedback that is clear, meaningful and timely
- help students to become independent learners.

For the 2016-2017 school year, all students in Year 1 through Year 6 will be assessed for their academic level in all core subjects (English, Math, Science and Arabic, Islamic studies and Qatar History) at the beginning and end of the year.

TEACHERS' DETERMINATION OF YOUR CHILD'S GRADE

Teachers will not simply calculate averages based on a limited number of formal assessments. Teachers are expected to use different methods of assessment which include standardized measurements, assignments, tests, exams, demonstrations, case studies, portfolios, rubrics, simulations, self-assessment, oral questioning, presentations, performance based tasks and projects for evidence that your child is learning the curriculum.

ABSENCES AND GRADING POLICY

Students are required to be present for any assessment.

In the absence of a legitimate reason, validated by the School Principal, the student's mark will be recorded as "zero (0)" for any missed assessment. Absences need to be supported by appropriate documentation and will be treated on a case-by-case basis. Alternative assessments will be set by the teacher and approved by the School Principal.

ASSESSMENT TERMINOLOGY

Quiz

A brief, informal assessment of student learning - diagnostic, formative, and/or summative – given with or without prior notification and lasting a short period of time.

Test

Formative and/or summative assessment vehicle used for finding out how much student learning has been achieved about a specific subject/topic. A test is less formal than an exam, and more formal than a quiz, usually completed during regular scheduled class lesson.

ECE SCHOOL PROGRESSION POLICY

In accordance with the Ministry of Education regulations, the English Modern School does not retain ECC students, except for exceptional situations which will require the SEC approval.

On the other hand, the school has clear, set expectations for every year level in the ECC; these expectations are used as guidelines to monitor the child's progress, and regular communication with parents takes place to keep them informed about their child's performance against set standards. Where the child does not meet the progression requirements, parents are formally informed (in writing) about the school's concerns, and appropriate documentation is kept to allow proper follow-up in the coming academic year(s).

PROGRESSION FROM KG2 TO YEAR 1:

In order to progress to Year 1 the student should score OGL (On Grade Level) or AGL (Above Grade Level) on essential standards; s/he should:

1. display social and emotional maturity;
2. write their name;
3. have good spoken language;
4. know letter name and sound;
5. identify, count and read numbers from 0-20;
6. do basic addition 1-10;
7. express needs and feelings in appropriate ways;
8. be confident, motivated and excited to learn and try new experiences and activities;
9. work cooperatively, taking turns and sharing fairly;
10. emulate the ESLRs

ASSESSMENT SCALE KG1 AND KG2

GRADE	DEFINITION
5	Excellent
4	Good
3	Average
2	Still needs help
1	Required standards not met

PRIMARY SCHOOL PROGRESSION POLICY**PROGRESSION FROM YEAR 1 TO YEAR 6:**

In order to progress to the next year level the student must attain a minimum average of level 3 and a DRA (Developmental Reading Assessment) at grade level; s/he should:

1. read with a good degree of fluency and understanding of the reading scheme;

2. have a good understanding of all the basic Math, Social Studies and Science concepts introduced ;
3. have been in attendance a minimum of 80% of the student contact days during the academic year;
4. emulate the ESLRs.

GENERAL PROVISIONS FOR STUDENTS NOT MEETING EMS' PROGRESSION CRITERIA

Students who do not meet the progression criteria for the year level as stated above and have received letters of concerns may be put on academic probation or retained. Students may be considered for the next year level if they attend an academic enrichment programme during the summer that has been approved by the administration and make satisfactory progress during Term I. Students who attain an average of 2 or less and a DRA far below grade standards will be retained.

Students who are placed on probation will be required to attend academic After School Activities.

Notes:

- Extensive research indicates that neither holding students back a grade nor promoting them unprepared fosters achievement and success. Studies indicate that retention can negatively impact students' behaviour, attitude, and attendance. On the other hand, social promotion can be more detrimental, undermining students' futures when they fail to develop the necessary critical skills.
- Students who are not passing two or more of their four core subjects (English, math, science, & social studies) at the end of Term I in years 2-6 will be placed on probation and parents will be notified. Teachers will identify what students need to accomplish and will make every effort to support the students in order for them to be successful. Parent involvement is critical in making sure students are studying, doing their own work, and being serious about their studies. Student commitment, attendance and punctuality are also very important in order to ensure that a student is successful.
- If, despite intervention, students in years 2-6 are failing two or more core subjects at the end of the year, they may be retained, promoted on probation, or advised to find another school where they can have the opportunity to be more successful.
- Students in Years 2-6 who began the year on a probationary will be expected to complete the year successfully.

REPORTS TO PARENTS – PRIMARY (STANDARD BASED REPORT)

During the course of the academic year parents will be given three reports. The reports will be issued at the end of each term. The levels issued are based on the following standardised criteria:

ASSESSMENT SCALE YEAR 1 TO YEAR 6

Levels of Achievement:

4. Exceeds Standards: The student consistently demonstrates a thorough understanding of the key concepts, processes and cognitive skills. The student applies this knowledge effectively in a wide variety of situations and produces work illustrating higher levels of independent thinking.

3. Meets Standards: The student consistently demonstrates a good understanding of the key concepts, processes and cognitive skills. The student applies this knowledge effectively and produces high quality work without assistance.

2. Does not Meet Standards – Needs Improvement: The student generally demonstrates a basic understanding of the key concepts, processes and cognitive skills. The student undertakes tasks with some assistance.

1. Does not Meet Standards – Needs Significant Improvement: The student has made limited progress with their understanding of the key concepts, processes and cognitive skills. The student undertakes tasks with a great deal of assistance.

SECONDARY SCHOOL PROGRESSION POLICY

PROGRESSION WITHIN THE MIDDLE SCHOOL (YEAR 7 TO 9)

In order to progress to the next year level the student must attain a minimum average of level 3 at grade level standards; s/he should:

1. have been in attendance a minimum of 80% of the student contact days during the academic year;
2. demonstrated mastery of 50% (level 3) or more of the appropriate grade level curriculum standards in the 4 core subjects: English Language Arts, Math, Science and Humanities ;
3. read, write and speak English with a good degree of fluency and understanding;
4. emulate the ESLRs.

Note for year 9 students going into the IGCSE two year academic programme (year 10/11):

1. In order to ensure our students are successful in the IGCSE program, student grade average over the first two terms will be used to determine if they are eligible to take the courses of their choice.
2. An average of 60% or better is mandatory for subjects they wish to choose as an extended course of study in Year 10.

3. Students who do not meet the above criteria will need to follow the options determined by the school.
4. Due to limitations in staffing and facilities, students are not guaranteed their first choice of studies. In the case of oversubscribed courses, the school will review students' end of year results when making placement decisions.

GENERAL PROVISIONS FOR STUDENTS NOT MEETING EMS' PROGRESSION CRITERIA

Extensive research indicates that neither holding students back a grade nor promoting them unprepared fosters achievement and success. Studies indicate that retention can negatively impact students' behaviour, attitude, and attendance. On the other hand, social promotion can be more detrimental, undermining students' futures when they fail to develop the necessary critical skills.

Parents of students who are not passing their four core subjects (English, math, science, & social studies) at the end of Term I will be notified.

Students in Years 7-9 who began the year on a probationary contract will be expected to complete the year successfully.

Students who do not meet the EMS progression criteria for Year 7-10 will be notified by the school and a meeting will be set to discuss the various options available.

Struggling students and students who are placed on academic contracts will be required to attend academic After School Activities.

REPORTS TO PARENTS – MIDDLE SCHOOL

During the course of the academic year parents will be given three reports. The reports will be issued at the end of each term. The levels issued are based on the following standardised criteria:

ASSESSMENT SCALE YEAR 7 TO 9:

Levels of Achievement:

4. Exceeds Standards: The student consistently demonstrates a thorough understanding of the key concepts, processes and cognitive skills. The student applies this knowledge effectively in a wide variety of situations and produces work illustrating higher levels of independent thinking.

3. Meets Standards: The student consistently demonstrates a good understanding of the key concepts, processes and cognitive skills. The student applies this knowledge effectively and produces

high quality work without assistance.

2. Does not Meet Standards – Needs Improvement: The student generally demonstrates a basic understanding of the key concepts, processes and cognitive skills. The student undertakes tasks with some assistance.

1. Does not Meet Standards – Needs Significant Improvement: The student has made limited progress with their understanding of the key concepts, processes and cognitive skills. The student undertakes tasks with a great deal of assistance.

PROGRESSION WITHIN THE IGCSE TWO YEAR PROGRAMME (YEAR 10 TO YEAR 11)

The IGCSE programme is a two year course of study. In order to ensure our students are successful in Year 11 external IGCSE exams, we expect them to achieve a minimum performance as follows in order to be promoted to Year 11:

1. have passing grades of 50% or better in both English and Mathematics;
2. have no more than 2 subjects below 50% on their final year report;
3. must have been in attendance a minimum of 80% of the student contact days during the academic year. This includes our school's policy of 5 tardies equalling 1 absence;
4. have appropriate behavioural and performance levels in accordance with the EMS Expected School Wide Learning Results.

GENERAL PROVISIONS FOR STUDENTS NOT MEETING EMS' PROGRESSION CRITERIA

Extensive research indicates that neither holding students back a grade nor promoting them unprepared fosters achievement and success. Studies indicate that retention can negatively impact students' behaviour, attitude, and attendance. On the other hand, social promotion can be more detrimental, undermining students' futures when they fail to develop the necessary critical skills.

Parents of students who are not passing 2 or more subjects at the end of Term I in year 10 will be notified.

Students in Years 10 who began the year on a probationary contract will be expected to complete the year successfully.

Students who do not meet the EMS progression criteria for Year 11 will be notified by the school and a meeting will be set to discuss the various options available.

Struggling students and students who are placed on academic contracts will be required to attend academic After School Activities.

PROGRESSION FROM THE IGCSE PROGRAMME INTO THE AS LEVEL (ONE YEAR) PROGRAMME (FROM YEAR 11 TO YEAR 12):

The AS Level programme is an advanced course of study. In order to ensure our students are successful in Year 12 external AS exams, we expect them to achieve a minimum performance as follows in order to be promoted to Year 12:

1. attain a minimum of a “C” grade or higher in 5 subjects taken at IGCSE level from an external accredited examination board(s);
2. have attendance of 85% or better in school and punctuality of 90% or better for classes during the IGCSE academic years 10 and 11;
3. have behavioural levels that are in accordance with the EMS Expected School Wide Learning Results.

Notes:

1. to be eligible to take Mathematics in the AS Level programme the student must have a B grade or higher in their IGCSE Mathematics result;
2. to be eligible to take English in the AS Level programme the student must have a B grade or higher in IGCSE English 2nd Language and/or a C grade or higher in IGCSE English 1st Language.;
3. to be eligible to take a Science subject in the AS Level programme the student must have a C grade or higher in the corresponding subject in IGCSE extended level;

RETENTION--LIMITATIONS

Students who do not meet the EMS AS Level criteria will be notified by the school, and a meeting will be set to discuss the various options available.

Due to limitations in staffing and facilities, repeating students are not guaranteed their original course of studies. In the case of oversubscribed courses, the school will review students’ end of year results when making placement decisions.

Notes:

In order to be considered for acceptance at most accredited international universities, students must meet the following minimum requirements:

1. Achieve a minimum of “C” in 5 IGCSE course – please see IGCSE grade indicators
2. Achieve a minimum of “E” in 2 AS Level course

IGCSE grade Indicators:

Level 1: IGCSE grades from G-D	→ Repeat Year 11
Level 2: IGCSE grades from C-A* in 5 subjects or more	→ Proceed to Year 12
Level 3: AS Level grades from G-A or above in 2 subject or more	→ High School SEC equivalency → Apply to Universities

In some situations, school management will look into cases where a student has not achieved a “C” or above in 5 subjects, provided he/she has achieved a “C” or above in at least 2 subjects, and no lower than E in 3 additional subjects, in addition to fulfilling all other requirements as stated above in points 2 to 6.

LEAVING CEREMONY POLICY

The following requirements are prerequisites for participating in the Leaving Ceremony:

- Students will attend and meet the standards of all AS Level subjects taken (minimum of four)
- Students will maintain all subjects taken - no dropping of subjects allowed
- Students will maintain an attendance of 85% or above throughout the academic year
- Students will emulate the ESLRs
- Students’ records will show no outstanding fees

Failure to meet these requirements may prevent the student from graduating or participating in the Leaving Ceremony of the English Modern School at the end of the academic year.

REPORTS TO PARENTS – HIGH SCHOOL

During the course of the academic year parents will receive three Formal Reports, one at the end of each school Term. There will also be a Mock Exam Report for Year 11 and Year 12 students.

The Report transcript will show the cumulative grade attained in each subject area. The grades issued are based on the following standardized criteria.

GRADE	DEFINITION	PERCENTAGE
A*	Outstanding Performance	90-100%
A	Well Above Standard	80-89%
B	Above Standard	70-79%
C	Meeting Standard	60-69%
D	Approaching Standard	50-59%
E	Below Standard	<50%

EXAMINATION PROCEDURES AND REGULATIONS

- Students must sit in their designated places and must remain seated until the examination material has been collected and permission is given to leave the examination room.
- Students have to leave everything not required for the exam outside the examination room. They may bring to their table the required stationary only such as pens, pencils, eraser, etc. and a calculator if required for a particular examination.
- If unauthorized material is found in a student's possession, he/she will receive a "Fail" on that exam regardless of whether he/she intended to use the material during the examination.
- If a student is found beyond reasonable doubt to have cheated during the exam, he/she will receive a "Fail" on the exam.
- Drinking water is permitted. Food and drinks other than water are not allowed into the examination room.
- Students must be in their school uniform.

- Students who arrive late cannot be allowed any extra time to finish the exam.
- If a student leaves the examination room before the scheduled finishing time for any reason, he/she must not be allowed to return. Exceptions will be made only for pre-existing medical conditions.
- In cases of emergency students may be allowed to leave the examination room and return. In cases of illness only the student may be allowed the full time for the examination. Students must not take any material out of the room, have access to material during the absence, or return with any material.
- Students are not permitted to hand in their exam papers until one hour of the exam time has passed.
- If a student needs to use the bathroom, it is at the discretion of the Head Invigilator; in the instance the request is accepted, the student will be accompanied.
- Students must leave the exam venue in a quiet and orderly manner, taking only their personal belongings. Students must not take any examination papers, rough notes, answer sheets or graph papers out of the exam venue.
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CODE OF BEHAVIOUR

The EMS Code of Conduct is based on the principle that all members of our school community are valued, worthy of respect and treated with dignity. As a result we insist on a constructive partnership between staff, students and parents; a strong partnership in which all can expect these considerations.

Our fundamental aim is to secure the safety and future welfare of all our students.

STUDENT'S RIGHTS AND RESPONSIBILITIES

At the English Modern School, students will learn in a respectful and caring environment that will optimize their learning outcomes and performance. To this end, each student's rights will be prioritized by all other students, teaching staff and the administrative body. In return, they will be expected to honour their responsibilities.

An EMS student has the right to:

- be taught in the best way that he/she can learn;
- make mistakes, experience frustrations and have the time and encouragement to push through these to success;

- have fun as an essential part of class life;
- be applauded for strengths and supported in weaknesses;
- be engaged in his/her own learning, to follow personal passions, to be exposed to passionate life-long learners;
- have caring teachers and mentors to guide his/her learning.

As a student at EMS, I have a right to:

- be treated with respect and dignity;
- be accepted for who I am - free from prejudice and discrimination;
- be listened to when I am speaking;
- have a safe, healthy and aesthetically pleasing school environment;
- express my ideas when appropriate and be part of the development process of the school;
- express my feelings appropriately and to have my feelings respected;
- tell my side of the story at the appropriate time;
- have my opinions, work and property respected;
- get help when it is my turn;

As a student at EMS, I have the responsibility to:

- know and comply with the EMS school rules and its code of conduct;
- ask for and seek help when I need it;
- be thoughtful, respectful and courteous to others;
- take care of my property, respect other students' property and the school's property;
- practice good personal hygiene;
- come to school daily and on time, wearing the correct school uniform, including PE kit;
- line-up and enter classrooms in an orderly way and to settle down to work promptly;
- bring all necessary books, materials and equipment to class;
- complete and hand in work by the due time;
- listen with courtesy to the views of others and respect their opinions;
- allow others to work without being disturbed;
- know and follow the school rules;
- be honest in my approach to learning;
- accept just and appropriate consequences if I do not fulfil my responsibilities.

Please remind your child to:

- come to school regularly and on time;

- speak only English at school (except in Arabic, Qatar History and Islamic Studies classes);
- pay attention in class;
- leave electronic devices at home;
- use the computer only for educational purposes;
- complete and submit homework on time;
- not plagiarize or copy others' work;
- keep his/her hands, feet and objects to him/herself;
- eat in the cafeteria or outside in designated areas. No eating or drinking in the classrooms, hallways or other areas inside the buildings (unless the teacher has given permission or arranged for a class event);
- use only positive and acceptable language;
- walk inside the buildings and use quiet voices when passing other classes;
- treat property with respect (personal and school);
- play safely (no tackling, wrestling, fighting, piggy-back riding, play-fighting, throwing objects that are not approved, etc.);
- treat people with respect (use good manners, say "please" and "thank you");
- always be a good English Modern School citizen;
- not chew gum at school.

Whilst dressed in school uniform the above rules apply to all students. This applies to students who are **outside** school as well as on the school premises.

DISCIPLINE STRUCTURE:

The Positive Discipline System: We believe that people can achieve better in an environment which focuses on praise rather than punishment. This is the foundation on which our positive discipline system operates.

The system has four underlying principles:

- ✓ The student has a right to learn
- ✓ The teacher has a right to teach
- ✓ Everybody has a right to safety
- ✓ Everybody has a right to dignity and respect

At EMS we firmly believe that for effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We seek to create a dynamic and secure learning environment in

school by:

- promoting good behaviour and self-discipline;
- promoting self-esteem, proper regard for authority and positive relationships based on mutual respect;
- ensuring fair treatment for all students;
- encouraging a consistent response to both positive and negative behaviour;
- promoting early intervention;
- providing a learning environment free from disruption, violence, bullying and harassment;
- encouraging a positive relationship with parents and involving them in the implementation of the school behaviour management policy.

ACKNOWLEDGEMENTS FOR POSITIVE BEHAVIOUR

At EMS we acknowledge and reward positive aspects of individual student performance and encourage each individual to adopt acceptable high standards of behaviour.

These rewards may include:

- individual praise;
- praise in front of peers;
- recognition for maintaining 100% attendance;
- recognition for academic and sporting achievements;
- letters of commendation sent to parents;
- ESLR rewards/certificates
- end of year awards.

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

In any school, incidents will occur from time to time which may mean that teachers and administrators need to have access to a range of consequences for students displaying unacceptable behaviour. These can range from a verbal warning, for lesser infractions, to being permanently removed (expelled) from school, for more serious breaches of school behavioural expectations. We strongly encourage parents to share with the school their concerns and anxieties about their child. When parents and school work together, the high standards of discipline are more likely to be maintained.

EMS consequences of behavioural infractions chart - ECE

	Infraction	Consequence
L e v e l 1 1	<ul style="list-style-type: none"> ▪ Not finishing work ▪ Incomplete homework ▪ Unsupervised without permission ▪ Chewing gum ▪ Littering, Spitting ▪ Unsafe play ▪ Dress code violation 	<p>Response by teacher</p> <ul style="list-style-type: none"> ▪ Rule reminder ▪ Time away/ Time out ▪ Behaviour reflection
L e v e l 1 2	<ul style="list-style-type: none"> ▪ Defiance ▪ Disrespect ▪ Verbal Abuse (students/staff) ▪ Inappropriate language ▪ Bullying ▪ Temper Tantrums ▪ Other 	<p>Response by teacher with Administration assistance</p> <ul style="list-style-type: none"> ▪ Loss of privileges ▪ Behaviour reflection ▪ Student referral form filed ▪ Counselor support ▪ Parent Notification
L e v e l 1 3	<ul style="list-style-type: none"> ▪ Racism ▪ Theft ▪ Vandalism ▪ Graffiti ▪ Threatening ▪ Repetitive Bullying ▪ Other 	<p>Administrative action, including teacher and parents</p> <ul style="list-style-type: none"> ▪ Loss of privileges ▪ Behaviour reflection ▪ In-class contract ▪ Student referral form filed to counselor ▪ Individual Behaviour Plan
L e v e l 1 4	<ul style="list-style-type: none"> ▪ Fighting ▪ Computer hacking or invasion of privacy ▪ Other ▪ Fire alarm tempering 	<p>Administrative action to include teacher, parents and authorities</p> <ul style="list-style-type: none"> ▪ Parent meeting with administration ▪ External Suspension (1 day) ▪ Counselling/professional recommendations ▪ Probation Contract ▪ Inform the SEC for further action

EMS consequences of behavioural infractions chart - Primary

	Infraction	Consequence
Level 11	<ul style="list-style-type: none"> ▪ Late /Absent attendance ▪ Disruptive Behaviour ▪ Chewing gum ▪ Mobile phone use ▪ Unsafe play ▪ Littering ▪ Dress code non-compliance 	<ul style="list-style-type: none"> ▪ Private conversation with student ▪ Teacher detention ▪ Year level leader notification ▪ Parent notification if needed
Level 12	<ul style="list-style-type: none"> ▪ Repetition of Category One Offences ▪ Persistent lateness to class attendance ▪ Rude/inappropriate behaviour ▪ Disruption of learning environment ▪ Profanity directed at a peer (to include hand motions) ▪ Intimidation ▪ Pushing/shoving ▪ In an unauthorized place without permission ▪ Non-compliance with adult directives 	<ul style="list-style-type: none"> ▪ Private conversation with student ▪ Assistant Principal detention ▪ Meeting with Assistant Principal, parents and student three concern letters) ▪ Counsellor support ▪ Year level leader notification ▪ Parent notification ▪ SEC notified if suspended and/or placed on contract
Level 13	<ul style="list-style-type: none"> ▪ Repetition of Category Two Offences ▪ Fighting ▪ Incitement to fight ▪ Any form of harassment (written, verbal or cyber) ▪ Theft ▪ Vandalism ▪ Profanity directed at a staff member ▪ Fire alarm tampering 	<ul style="list-style-type: none"> ▪ Private conversation with student ▪ Assistant Principal attention ▪ External suspension (1-3 days) ▪ Probation contract (meeting with Assistant Principal, Principal, parents and student) ▪ Counsellor support ▪ Year level leader notification ▪ Parent notification ▪ Exclusion from student activities to include trips and sports ▪ SEC notified if suspended and/or placed on contract
Level 14	<ul style="list-style-type: none"> ▪ Repetition of Category Three Offences ▪ Possession, use or sale of alcohol or illegal drugs ▪ Bomb threat ▪ Possession of a weapon ▪ Starting a fire ▪ Assault on staff member 	<ul style="list-style-type: none"> ▪ The Principal and Director notified immediately for managing the situation as well as maintaining documentation. ▪ External suspension ▪ Assistant Principal/Year level leader notification ▪ Possible expulsion ▪ SEC notified

CLARIFICATION OF TERMS:

In-School Suspension:

This consequence is arranged in order to have minimum impact upon a student's education. Although the student is not permitted to attend classes or breaks with his/her classmates or friends, he/she will be allowed to continue with any assigned class work and assessments.

Out-of-School Suspension:

This sanction is for more serious or repeated infractions. During the specified duration of the out-of-school suspension, the student is not permitted to come onto the school premises. Parents will be informed in writing of the reason for the suspension and its duration.

Expulsion:

In certain circumstances the school may be forced to permanently exclude (expel) a student from school, for a serious breach of school behavioural expectations. This very serious consequence is administered to protect the rights of other students to a safe and trouble free learning environment. Ideally, such a measure will never be required, but parents must be aware of the school's right and responsibility to impose this sanction.

ELECTRONICS, JEWELLERY, AND UNACCEPTABLE ITEMS *

Anything of value should not be brought to school. Objects such as mobile phones, pagers, beepers, iPods, CD players, video games, cameras are not needed at school and should be left at home.

If this request goes unheeded, it is strongly recommended that these valuable items be clearly marked with the name of the student concerned and kept locked away.

It should be noted that if these items are brought to school and are deemed by any staff member to be disruptive they will be confiscated, stored away and returned to the student at an appropriate time which could range from the end of the day to the end of the term.

* While every effort will be made to monitor student activity, The English Modern School does not accept any liability for the loss, or damage to, student property brought into school.

STUDENT MOBILE PHONES

Technology can be a great enhancement to learning and to modern life. It must be treated with respect and not misused. Students are expected to be responsible users of all forms of technology, including mobile phones and their accessories. While we acknowledge that mobile phones are a part of contemporary society and there are times when it is useful for students to have the means to contact parents before and after school arrangements, it is imperative that mobile phones are not used in a manner which disrupts learning, invades people's privacy or as a tool for harassment.

The following rules apply to the use of mobile phones by students:

- They are not to be used during the school day and, if brought to school, must be switched off.
- A student will be allowed to use the school telephone only in an emergency. The school secretaries have been charged with accepting urgent messages for students so that our phone lines remain open and regular school/work routines continue without disruption.
- Students who are feeling unwell must report to the school clinic and the administration staff will contact parents if necessary. Students must not contact parents directly and make arrangements to leave the school without the direct knowledge of the administration.
- In tests and examinations, we follow Cambridge guidelines; students must ensure that mobile phones are turned off and secured in their bags.
- Students who bring mobile phones to school do so at their own risk. The school takes no responsibility for the security of mobile phones or other valuable items brought to school.
- Students must not take photos or videos or recordings of other students or staff. They must not contact staff by phone unless given specific permission to do so on a particular occasion, e.g. on an overnight field trip where phone contact is required. Breaches of these rules are not only a serious matter under the school's discipline code, but could also breach legislation such as the Qatar Cybercrime Law which defines illegal activities amongst which the following:
 - **To violate any social values or principles, or publish news, pictures, audio or video recordings related to the personal or family life of individuals – even if it is true (penalty: up to a year in prison and/or a maximum fine of QR100,000);**
 - **To libel or slander another person online or by using IT equipment (penalty: up to a year in prison and/or a maximum fine of QR100,000).**

If a mobile phone is being used during the school day, it will be immediately confiscated:

- 1st time: Phone taken away and handed back at the end of the day
- 2nd time: Phone taken away and hand back at the end of the week

- 3rd time: Phone taken away and parents must collect it from the school appropriate Principal

INTERNET ACCESS: ACCEPTABLE USE POLICY

Learning is enhanced through technology's remarkable possibilities. Students and teachers have opportunities to gather information, communicate with people all over the world and create their own products. The school provides students with the use of computers, servers, other technology equipment and access to the Internet.

Some sites on the internet may contain offensive materials. Although it is impossible to have control over all of the information on the Internet, the School has in place several security layers to prevent access to inappropriate materials and thereby providing a positive, productive educational experience. Communications on the internet are public in nature and files stored on the Internet should not be assumed to be private.

The EMS staff members are vigilant in their efforts to filter out inappropriate material, supervise and monitor student usage, and provide students with the understanding and skills needed to use technology in an acceptable, responsible manner.

SCHOOL RIGHTS AND RESPONSIBILITIES

- The EMS administration reserves the right to monitor all activity on the internet.
- The EMS administration reserves the right to block any material on the internet.
- The EMS administration reserves the right to deny access technology to any individual who fails to respect the acceptable use of technology.
- The EMS staff is responsible for supervising student use of technology.

ACCEPTABLE USE OF TECHNOLOGY

The use of the school's technology is a privilege and not a right. Technology is designed to be used as a tool to assist with instruction and learning

PROHIBITED USES OF TECHNOLOGY INCLUDE:

- sending, receiving displaying or accessing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal materials;
- encouraging the use of or promoting the sale of prohibited items;
- any attempt to harm or destroy data of another user, the network, any technology equipment,

or any of the agencies or other computer network services that are connected to the internet. This includes, but is not limited to, the uploading or creation of computer viruses;

- any attempt to sell or offer for sale any goods or services that could be construed as a commercial business unless approved;
- redistributing a copyrighted programme or material without the written permission of an authorized person. This includes uploading and downloading of copyrighted materials;
- invading the privacy of individuals;
- logging in to the system using another user's account or password;
- violating any Qatari regulation or statute;
- altering computer equipment as set up by the system administrator;
- playing games that are not approved by teachers.

Consequences:

Consequences for violation of any part of these rules and procedures shall be based upon the student's age and severity of the infraction. Consequences may involve actions up to and including suspension and/or expulsion. Parents may be billed for damages of equipment. Illegal activities will be referred to the appropriate Qatari agency.

PARENT SUPPORT & AGREEMENTS

Research clearly shows that students are much more successful when their parents are involved with their learning. In the interests of developing a close team that works together to provide a safe, respectful, and supportive learning environment for all of the students at EMS, parents are asked to please note the following expectations/suggestions on how you can help your children at home.

As a member of the EMS community, I will:

- Read and support all of the procedures and expectations in this handbook, making sure everyone in the family understands.
- Honour my financial commitment to my child's education in a timely manner.
- Remain informed by going directly to the teacher with questions. If I am not satisfied with the meeting, I will respect the process of communication within the school community:
 1. Teacher
 2. Year level Leader
 3. Assistant Principal
 4. Principal
 5. Deputy Head of School and/or Head of School
- Speak with all members of the EMS community in a calm, respectful manner.

- Never strike a child on the school campus
- Never address or discipline another child on the school campus

In order to support my children's learning, I will:

- Ensure my children arrive and are collected on time
- Regulate how time is spent after school
- Monitor leisure time and TV/internet use
- Provide my children with a study area
- Expect my children, with assistance, to do their own work. I understand that if someone else does their work, they will not master the concepts and will not be confident students
- Not ask my children's teachers to tutor after school for money. This is against Qatari law and is grounds for dismissal of the teacher
- Check and sign homework diaries daily
- Ensure that homework is done
- Read all communications and newsletters
- Attend parent conferences
- Support the teachers and respect their privacy
- Help my children learn to be accountable instead of allowing them make excuses or blame others
- Always sign students out at the office for medical appointments
- Follow all traffic and campus security instructions given by the guards
- Encourage my children to maintain a healthy lifestyle (diet, hygiene, sleep, exercise)
- Ensure that my children bring healthy snacks and never bring sweets, fizzy drinks, etc. to school

COMMUNICATION WITH PARENTS

The English Modern School values its partnership with parents and as such, a rich variety of communication means are regularly used to foster constructive dialogue between school and home. Communication means include: homework diaries, letters, newsletters, SMS, phone calls, emails, parent evenings, Parent Portal, EMS website and Weebly. Hence, parents are regularly informed about educational and social activities of their children, and they are encouraged to provide the school with their feedback, opinions and suggestions anytime the need arises.

CHAIN OF COMMUNICATION

We believe that open, consistent and on-going communication is essential for a healthy partnership between parents and the school; for this purpose, we recommend that parents regularly go through all EMS publications, letters, etc., as well as promptly contact the school as soon as a concern arises;

in most cases, early communication and intervention ensure solutions are efficiently found and implemented in the best interest of the students.

Parents and students are kindly asked to respect the following chain of communication when following-up on a classroom question or concern.

Teacher Year Level Leader/Assistant Principal Principal Head of School

APPOINTMENTS

At EMS, we pride ourselves on the level of service offered to parents. We realise that, as a parent, you are often very busy with only limited periods of time available. To assist you in this matter, we recommend that you first call the secretary of the administrator you wish to meet with (divisions' Assistant Principals/Coordinators, divisions' Principals, the Deputy Head of School or the Head of School) and make an appointment to ensure that the person with whom you wish to speak is available.

Should you wish to meet with a teacher, a senior member of staff will be present at the meeting to ensure that the meeting outcomes are fully understood and any action decided upon is put into place as soon as possible. Please do not engage teaching staff casually or telephone staff directly. Minutes will be taken at all meetings. A translator is available on request. Each teacher has a school email address for easy communication with parents; please contact appropriate division secretary for obtaining the required email address.

PARENTS' EVENINGS:

Parents' Evenings are held throughout the year, and at these times the school invites parents to review the educational performance of their children with their respective teachers.

An initial introductory parents' evening, will be held in the first 2 weeks of the academic year. At this time, parents are invited to EMS to meet with staff teachers to discuss the curriculum, routines and expectations. Subsequent parents' evenings are scheduled during the year to discuss the student's academic progress and performance - details as follows:

Term	ECC	Primary	Secondary
Term I	Back-to School Evening Term Reports	Back-to School Evening Term Reports	Curriculum Evening Term Reports
Term II	Term Reports	Term Reports	Term Reports Year 11-12 Mock Exams Results
Term III		Year 6 parent information	Year 9 IGCSE orientation

		evening	
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Through the course of the school year, parents may be contacted and asked to attend an additional meeting to discuss their child’s progress, academic gaps and/or behavioural concerns.

Reciprocally, parents need to contact the school and inform us of any circumstances that might potentially affect their child’s behaviour or performance. Parents are also encouraged to call the office and book an appointment with their child’s Principal to further discuss their concerns should the need arise.

STRUGGLING STUDENTS - PARENTAL RESPONSIBILITY

At EMS we are committed to supporting all of our students. We strongly believe that home and school working together can make a difference in a child’s academic success. EMS cannot do this alone; students also need the engagement of their parents in their academic lives. Below you will find your responsibilities as an EMS parent of a struggling student; these have been developed to ensure that by working together your child has every chance at success. Parents of struggling students are responsible as follows:

- To attend all meetings called by the school
- To read all communication sent by the school
- To seek clarification when they do not understand (Arabic translation can be provided)
- To support school decisions and plans
- Seek a summer remedial programme
- Meet regularly with the homeroom teacher to discuss your child’s academic difficulties
- Maintain a consistent study plan which should include extra tuition
- Take an active role in supporting your child in the next academic year

COUNSELING DEPARTMENT - POLICIES AND PROCEDURES

VISION

The Counselling Department at EMS provides solution-focused counselling services that will facilitate student’s academic, social, and emotional growth. Through leadership and collaboration, professional school counsellors promote student success by supporting a safe learning environment and advocating for all members of the school community.

ROLES AND RESPONSIBILITIES

Provide individual and group counselling, large-group guidance, consultation, and coordination. As leaders in the school, they may advocate for students, promote systemic change, and be involved in developing and evaluating prevention programs in the school setting. Counsellors will also consult with teachers, administrators, and parents, provide direct and indirect interventions that may include counselling and classroom-based approaches, and refer to outside specialists for psycho-educational evaluations and extra support. The Secondary Counsellor will also be in charge of providing information and resources to students, as well as helping them make informed decisions regarding career paths and University application process.

EMS COUNSELLORS:

- Are student focused
- Work as a professional learning community
- Are available to collaborate with students, parents, teachers, and administrators
- Should have access to current resources and Professional Development
- Participate in planning, designing, implementing, and evaluating the comprehensive school counselling program
- Provide informed guidance to students through academic and career counselling
- Support students in developing skills for social and academic success by delivering research-based social-emotional guidance lessons through a new Character Education Program called Second Step.
- Collaborate with outside specialists in order to refer the students when more individualized support is needed.

INFORMATION FOR PARENTS

- In delivering a comprehensive school counselling program, school counsellors perform different roles including participating in professional learning community meetings, administration meetings, and classroom presentations which require the counsellors to be out of the office. To better serve our families, parent appointment times are required and can be scheduled through the building's secretary. In case of emergencies or crisis, counsellors will meet as necessary.
- When scheduling an appointment, please fill out the *Parent Counselling Referral Form*, and hand it in to the secretary. If you feel the information is confidential, please tell the secretary and she will seal it in an envelope.
- You may also contact the division counsellor directly through their email:




ECC School- ecc.counselor@emsdoha.net

Primary School- pri.counselor@emsdoha.net

Middle School- ms.counselor@emsdoha.net

High School- hs.counselor@emsdoha.net

FOR YOUR INFORMATION, PLEASE SEE REFERRAL FORM BELOW:

 <p>THE ENGLISH MODERN SCHOOL A Place Where We Belong</p>	<p>المدرسة الإنجليزية الحديثة THE ENGLISH MODERN SCHOOL CAMBRIDGE CURRICULUM</p> <p>P.O. Box: 375, Doha - Qatar. Tel: 44833306 / 44833307. Fax: 44833319 Email: qf@emsdoha.net, Website: www.emsdoha.net مس. ب. 375 - لدرجة قطر، تليفون: 44833306 / 44833307 - فاكس: 44833319</p>	 <p>COUNCIL OF INTERNATIONAL SCHOOLS COUNCIL MEMBER</p>  <p>UNIVERSITY of CAMBRIDGE International Examinations CAMBRIDGE INTERNATIONAL CENTRE</p>
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**Parent Counselling Referral Form
(Confidential)**

Name of Student: _____ Year: _____ Date: _____

Parent's Names: _____

As a parent you may provide as much or as little information as you feel comfortable providing. This information is voluntary and will not have any bearing on the determination to provide services. Please, check the items below to indicate your area of concern.

- You have concerns with your child's attitude toward school.
- You have concerns with your child's academic growth.
- You have concerns with your child's relationships with peers at school.
- You have concerns with your child's personal development
- You have concerns with your child's reactions to changes within the family that may be affecting his/her learning at school.

PLEASE GIVE BRIEF DETAILS ABOUT THE SITUATION FOR WHICH COUNSELLING IS BEING REQUESTED (INCLUDING ANY MEDICAL / FAMILY HISTORY):

TUTORING AND PRIVATE TUITION

The Ministry of Education (May 2001) adopted a policy which dictates that private tuition undertaken by a private individual is illegal. Any additional tutoring a student requires will be provided by the school.

For a variety of reasons, some students need additional help with their studies, over and above the teaching they are receiving in normal scheduled lesson times. **They may have special educational needs, or simply further educational aspirations, which require them to secure a particularly high grade in one or more subjects. In either case, families living here have traditionally seen private tuition as the way to maximize students' performance. Until recently, tutoring in Qatar was a field without any controls or regulations. New laws are to impose a blanket ban on private tutors working for themselves. Only registered tutorial institutions will be permitted to offer coaching and all schools will have to have any plans for out of hours tutoring, even on their own premises, cleared by the Ministry. Payment for lessons will have to be paid directly to the institution and not the teacher. No one will be permitted to offer private lessons in their own home, regardless of their qualifications and regardless of the subject being taught. Excuses that the lessons are informal or rewarded by a gift rather than payments will not be accepted and the Ministry encourages the general public to report anyone contravening the law.**

Parents and students are requested not to approach teachers directly, nor to accept direct approaches made to them by the teacher. Please contact the school management for assistance or clarification of this matter.

AFTERNOON ACTIVITIES

Our after-school-activities programme forms an essential part of the holistic education of students and, although optional, all students are encouraged to participate. There is no extra charge for this opportunity. Once enrolled, students are expected to attend regularly and to be punctual.

AFTER SCHOOL ACTIVITY TIMES

PRIMARY (YEAR 3 TO 6)	13:45hrs to 14.45hrs
SECONDARY (YEAR 7 TO 12)	13:45hrs to 14.45hrs

In addition, there will be a number of interscholastic athletic fixtures with other schools in Qatar. Sports teams will have training sessions one to two days per week. Students who wish to be considered for selection must attend these training sessions. You will be informed of the times as these may differ considerably from the above. All students wishing to participate in a school-related sporting activity must have an Indemnity Form signed by their parent(s) prior to being able to take part in the activity.

FIELD TRIPS

Off-site activities and visits arranged by the school are encouraged - particularly if curriculum-related. Parents are encouraged to support these activities since these excursions greatly enhance the learning experiences of the students.

The parents of children taking part in an off-site activity will be provided with appropriate information about the activity before the excursion takes place.

INDEMNITY FORMS

Parents will be required to give permission for their child to go to the venue of the activity and to take part in the activities listed in the letter giving information about the visit. Furthermore, in order for your child to be considered for a place on any trip, a parent must sign the Indemnity Form which legally binds the parent to:

- allowing your child to receive emergency medical treatment, as considered necessary by a medical professional in the event of accident or injury;
- absolving the school and all its staff of responsibility for accidents that may occur while on school trips.

The school reserves the right to prevent certain children, with a history of poor attendance or inappropriate behaviour, from taking part in these trips.

HEALTH AND SAFETY

Good health will help your child's ability to learn and to achieve to his/her full potential not only at school but throughout his/her life. It is this fact that drives us to stress the importance of good nutrition, adequate sleep, good hygiene, and regular exercise. We encourage you to ensure that your child gets 7-8 hours of sleep each night and that he/she starts the day with a healthy breakfast.

The school maintains health records on each child so that the best care and treatment can be given. Injured and ill children are assessed and treated accordingly.

You, as parents, greatly assist us in our efforts to provide the best care for your child by ensuring that the administration has the following information on file and that it is maintained current and accurate:

- a health history (attached to the registration form) - please make sure to note any allergy;
- a photocopy of the current immunization record;
- home telephone number or mobile number (confirmed each year); parents are urged to communicate any change of address/contact numbers, etc., as soon as possible;
- emergency telephone number of a friend/relative in the event that we cannot reach you (confirmed each year). Please indicate the relationship this individual has with your child - e.g. uncle, aunt, older sibling, close friend.

Please notify the school immediately if your child has:

- a change in medication;
- has a contagious illness such as chickenpox, measles, etc.;
- an active case of pediculosis (head lice).

Note: Please do not send your child to school if he/she has an elevated temperature (above 37.6 degrees).

If you have any questions or concerns about your child's health or well-being, please contact the school administration or health care staff member.

MEDICATIONS

If your child takes a medication (prescription or over-the-counter) that needs to be given during the school day, please contact the school nurse. Medications can only be given if they come to school in a correctly labelled original bottle. They will not be accepted in baggies, envelopes, etc. Please have an adult deliver the medication to school - not the child and sign in the Medication log book when handling in & receiving the medicine. All changes in prescription dosage must be accompanied by a newly labelled bottle or letter from the doctor indicating the changes. Non-prescription medications may be given only if the medications are in the original bottle with clear instructions from the parent/guardian as to how they are to be administered (dosage, time, etc.). All medications, including cough drops, are stored in the nurse's office.

SCHOOL PARKING

All parents should exercise great caution when driving. This is even more important when entering a school zone. Drivers are requested to proceed with extra care as they enter the EMS school zone and to park only in the designated areas when dropping-off or picking-up students.

STUDENTS DRIVING CARS TO AND FROM SCHOOL

Parents are to ensure that student drivers are licensed.

The school takes no responsibility for vehicles driven by students to and from school.

FIRE DRILLS

Fire drills are held at school throughout the year. Drills may occur at any time of the day. Students are requested to move quickly, as directed by the teacher, to the designated assembly point. Upon completion of the drill, an all-clear signal will be sounded, at which time students and staff will return to their classroom.

BUS SAFETY

Some of our students ride buses to and from school. In addition, our students will have the opportunity to ride a bus when they participate in a field trip or activity that is off-campus. The safety of all the students on the bus depends upon the ability of the driver to focus on driving and not have to attend to student misbehaviour. Please review these rules with your children and reinforce the importance of following them. We want our buses to be safe for our students - and others on the roads - and we appreciate your assistance.

Bus Behaviour Expectations

- Follow the driver's directions
- Stay seated, facing forward, and keep seatbelt on
- Keep hands and feet to oneself
- Keep noise level low
- No eating or drinking

CAFETERIA/SNACKS

During students' break times, the Cafeteria provides a selection of warm and cold foods and drinks for the students from KG1 to Year 12.

Parents may wish to supplement this by arranging for their child to bring a packed lunch to school. If this is the case, please ensure that your child has a lunch box for his/her lunch items.

As part of our emphasis on healthy food choices, we recommend the following:

- a sandwich containing fresh natural ingredients, such as salad, cooked meats, jam or cheese. Please do not send chocolate spread or peanut butter;
- fresh fruits or vegetables (cucumber, carrot, celery...);
- biscuits (without chocolate);
- water and/or Fresh juice (not nectar or juice drink). During hot weather it is essential that your child has sufficient water or juice. Please, use non-breakable containers; no glass bottles as these can shatter and possibly result in injury;
- sweets, carbonated and/or "high energy" drinks are strictly forbidden in school.

CELEBRATIONS:

Please note the following for any non-school sponsored activity:

ECC and Primary: Class parties are not encouraged. After notifying the teacher, parents may only bring cakes that are pre-cut or cupcakes to celebrate their child's birthday for the last 15 minutes of the day. **No gifts or special treats allowed.**

Secondary: students must have written approval from the Principal.

No invitations to be given out in class.

PLEASE DO NOT ARRANGE FOR 'FAST FOODS' to be delivered to school. Failure to make advanced arrangements will result in the celebration not happening. Thank you for your cooperation.

GIFTS TO TEACHERS AND STAFF:

We understand that parents want to thank teachers or staff, and recognize the difference they make in their children's lives. This is especially so during the holiday season or at graduation. There are many appropriate ways to express appreciation, however, the school requests parents not give teachers or staff expensive gifts.

VISITING CAMPUS - WELCOME!

The school requires all visitors, including parents, to report to the security guard station, submit their ID and obtain a visitor's badge which they are kindly requested to keep on throughout their visit to the school. Please call ahead to make an appointment should you wish to meet with a member of the management or a teacher. Administrative personnel will notify various staff that you have arrived.