

2019 / 2020

Student - Parent Handbook



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Since the school first opened in 1991, The English Modern School has flourished and developed to become a thriving and successful school. 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 ask that you to review the information in this handbook with your child and return the signed page at the end of the booklet to the school before the first day of school. 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 2019-2020 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.

We would like to emphasize that our rules and policies are based on the Cambridge Learner Attributes, which assist our students in becoming the following types of learners:

- Confident
- Responsible
- Reflective
- Innovative
- Engaged

LEGAL STATUS

The school is officially licensed by the Ministry of Private Education in Qatar. Qualified inspectors representing the Ministry of Education 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 national requirements.

THE BOARD OF DIRECTORS

Executive Board Members

Mr. Abdulrahman Al Muftah
Chairman

Mr. Khalid Al Muftah
Finance Director

Mr. Ibrahim Al Muftah
Managing Director

Mr. JC Chalouhi
Superintendent

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

SCHOOL ADMINISTRATION TEAM

The Superintendent is responsible to oversee the overall functioning of the school and long-term development of the school. The Head of School is responsible to implement the procedures for day-to-day operations of the school. The Superintendent works closely with the administrative team to ensure that the school is providing the best possible education for its students.

The Administration Team

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Head of School
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Ms. Jennie Major
Principal of Secondary/Upper Primary
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Ms. Hala Al Jarar
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Ms. Edwina Leonard
School Counselor
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SCHOOL DIVISIONS

The school is divided into the following divisions:

- Early Childhood Education (ECE) – KG1& KG2
- Primary School (Key Stage 1: Years 1 & 2, Key Stage 2: Years 3-6).
- Middle School (Key Stage 3: Years 7 – 9).
- High School (Key Stage 4: Years 10 - 12).

MISSION, VISION, PHILOSOPHY AND AIMS

*Our **mission** is to provide a challenging, internationally based education that nurtures lifelong learners in a multi-cultural setting.*

*Our **vision** is that all our students will reach their full potential to make a positive impact on their world.*

We believe that:

- education should inspire a love of learning and develop an inquiring mind;
- education should be broad, balanced and integrated, comprising academic, creative, physical, social and moral development;
- effective learning comes from the understanding of the concepts, content and practical skills in each area of study, then relating them to each other and applying them to the outside world;
- balancing academic learning with creative, physical and social activities is fundamental to the development of 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 pursuit of 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, staff, parents and members of the Board.

In order to fulfil its mission, the English Modern School aims to:

- Offer a broad, balanced, coherent and integrated curriculum that will prepare students for each stage of their education
- Offer a relevant curriculum where students are actively engaged in the learning process
- Recognize and develop the potential of each individual
- Provide a safe, stimulating, and friendly learning environment

- Develop each student’s oral and written fluency in English
- Provide opportunities for the development of individual student’s talents and interests
- Achieve appropriate and acceptable behaviour and moral standards through self-discipline, supportive relationships and the sense of mutual respect and responsibility
- Encourage student responsibility and leadership, and involve students in the decision-making processes of the school where possible
- Take full advantage of our multi-cultural environment to enrich the learning experience
- Encourage a broad international perspective and a respect for other cultures and beliefs
- Involve parents in the life and development of the school

Cambridge Learner Attributes

We would like to emphasize that our rules and policies are based on the Cambridge Learner Attribute values, which assist our students in becoming better citizens. It is the consensus of the EMS community that the following are the Cambridge Learner Attributes (CLAs) for every EMS graduate:

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.



The
Cambridge
Learner
Attributes

LEARN, ACHIEVE, DISCOVER



ADMISSION

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 students who apply and meet the requirements, provided seats are available.

All students applying to The English Modern School are selected according to the screening process which includes English and Mathematics assessments corresponding to their year level. There is a 288 QR non-refundable fee for sitting these entrance tests.

Note: Submitting a completed application form does NOT guarantee acceptance into EMS. Acceptance is subject to seat availability and candidates meeting the admissions requirements.

SIBLINGS ADMISSION

Siblings of EMS students have priority over other applicants. A special admission period for EMS students' siblings is scheduled before admission is open to other students. Once the sibling registration period is over, all potential students who meet the registration requirements will be eligible to fill any available seats.

SPECIAL CONSIDERATIONS

Students will be considered eligible for admission if it is believed that the school can meet their physical, emotional, social and academic needs.

Suspected Learning Difficulties/Disabilities: While some students might not show evidence of learning difficulties/disabilities during the initial admission process, the school reserves the right to review the initial placement should there be new evidence of suspected learning difficulties/disabilities. In such instances, parents might be required to consult with a specialist for a formal assessment of the child. If the school feels it is in the child's best interest to be moved to a specialized establishment, parents will be asked to make necessary arrangements which will avail their child to such services.

CANCELLATION OF ENROLMENT

The School reserves the right to verify any information supplied and to require further evidence as necessary. Where fraudulent, deliberately misleading, incorrect or incomplete information has been supplied and that information has led to a seat being offered which would not otherwise have been offered, the School reserves the right to immediately withdraw/cancel the enrolment.

PLACEMENT CRITERIA

Placement in all classes will be made by an Admission Committee, on the basis of the student's age, his/her academic and behavioural reports from previous schools attended; and his/her performance on the entrance assessment. The initial placement is tentative and the school may re-assess the student's placement, if necessary. In such an instance, the parents will be notified and 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 from KG1 to Year 2 will be placed in a year group according to their age. Applications of students whose date of birth falls before 30th December will be closely reviewed by the Admission Committee to reach the most appropriate student-centred decision, taking into consideration the child's abilities, developmental, cognitive, academic and intellectual levels, performance during entrance assessment, interview, previous academic records and overall readiness.

ADMISSION PROCEDURES

1. The application form and all required documents are submitted to the Admissions Office.
2. An assessment date will be set for the applicant.
3. The admission assessments and interview will take place at the school. The assessment for Year 2 to Year 10 will include English Literacy components (vocabulary, reading comprehension, spelling and writing) and Mathematics components (numeracy, operation, algebra and geometry).
4. Results will be communicated to parents by phone and by email one week after the assessment. Parents will then have 48 hours to pay the school's cashier to secure their child's seat. If payment is not made, the seat will be forfeited.

Suitability of an applicant will be determined in light of the following:

- a. academic and behavioural reports from previous schools attended;
- b. continuity of previous education;
- c. scope of educational experience;
- d. evidence of emotional stability and maturity;
- e. results from previous tests or EMS placement assessments;
- f. former teacher and/or administrator comments;
- g. references.

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 – KG2	8633	1,153	27,303
Year 1	8,800	1,153	27,553
Year 2 to Year 6	8,800	2,305	28,705
Years 7 to Year 9	13,183	2,305	41,855
Year 10 – 12	13,783	2,305	43,655

Registration Fee	QR 1,153 per child
Bus Fees	QR 2,305 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 books or not, as extra fees cover all academic and extracurricular resources.

Purchase of school uniform is the responsibility of the parent and is not included in the extra fees.

NOTES (summary)

1. Registration fees are not 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 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.

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 25th August, pay before the end of September)

Term 2 (due 24th November, pay before the end of December)

Term 3 (due 8th March, pay before the end of March)

Late Fee: A late fee per day may apply on overdue accounts.

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 18th June.

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.

If a student's account is delinquent, that child will not be allowed to write his or her end of year exams.

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

Notice of pending action will always be communicated to the 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.

TUITION AND FEES REFUND POLICY

Background

The English Modern School (EMS) 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 re-alignment may result in the withdrawal of the child(ren) from the EMS official register before the end of the school year. To accommodate this eventuality, EMS has developed the following policy.

Policy

The English Modern School will refund a portion of the paid tuition fees as per the appended schedule when a parent notifies the school of their intention to withdraw their child(ren) from the EMS official roll.

Procedure

The parent will be required to state in writing his/her intention to withdraw his/her child(ren) from EMS citing the reasons for the request and the last day of the child(ren)’s attendance at school.

Refund of fees will be based on the following schedules:

Guidelines

Refund of Paid Fees Schedule A: Per Term Payment for the academic year 2019-2020

Term 1 Deadlines		Term 2 Deadlines		Term 3 Deadlines	
Date	Refund	Date	Refund	Date	Refund
Before 25th Sept.	30%	Before 24th Nov.	30%	Before 8th March	30%
After 25th Sept.	None	After 24th Nov.	None	After 8th March	None

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.

The following chart identifies our three terms.

	Begins	Ends
Term 1	25th August, 2019	21st November, 2019
Term 2	24th November, 2019	5th March, 2020
Term 3	8th March, 2020	18th June, 2020

SCHOOL HOURS - KG1 / KG2

Start	Finish
07:25	12:30

DAILY TIMETABLE FOR YEAR 1-12

	Start	Finish
Registration/ Homeroom	7:25	7:45
Lesson 1	7:45	8:28
Lesson 2	8:32	9:15
Break	9:15	9:30
Lesson 3	9:30	10:13
Lesson 4	10:17	11:00
**Lesson 5a / Lunch	11:04/11:00	11:47/11:30

**Lunch / Lesson 5b	11:47/11:30	12:17/12:17
Lesson 6	12:17	1:00
Lesson 7	1:04	1:47
After School Activities (Sun, Mon, Wed only)	2:00	2:45

** Please note that there will be 2 different lunch periods. Half the school will have lunch while the other half has Lesson 5. This will allow us to stagger the lunch break for better use of the cafeteria and school playground.

It is the responsibility of the parents to ensure that students are in school at the correct times. The gates will open at 7:00. Students / parents will not be permitted on campus until after that time. All students should be in their classroom by 7:20 so that teachers can start promptly at 7:25.

****Early Release on Thursdays** – Every Thursday, teachers will be involved in professional development activities at the school. As a result, the Thursday schedule will be modified and classes will be finished at 12:39. Parents need to make arrangements to pick up their children no later than 1:00 pm every Thursday.

ATTENDANCE

Please avoid absences, lateness and early leaves. All students are expected to attend school regularly. If your child is ill, it is the parent's responsibility to telephone the school and report the absence. Students who arrive after the register has been taken (7:45) will not be allowed into the classroom unless they have reported to the school office. Here, the student's official attendance will be changed from "absent" to "late" and a permission slip will be issued to the student for entrance to class. Students arriving after 8:30 will require a parental note or medical excuse in order to enter campus.

If family holidays occur during a school term, a letter should be sent to the school at least 10 days in advance. Absences for family holidays will be counted in the total number of days absent.

Teachers will not be required to prepare work packets for students that have been absent. It is the responsibility of the student (or parents) to speak with teachers to see if there is some work that can be done to keep the student up to date with what has been going on in class.

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's Main Office.

Lateness:

It is very important for children to be at school on time. Arriving late disturbs the learning of others. Lateness and early leaves are counted towards students' attendance. Our policy stipulates the following:

1. Absences: 1 absence counted as 1 day
2. Lateness: 5 lates counted as 1 day of absence
3. Early Leaves: 5 early leaves counted as 1 day of absence

Please be aware that the Directive from the Ministry of Education 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

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 can only be arranged during school hours.
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 or ECE Administration. Parents wishing to meet with a teacher must arrange an appointment with that teacher through the Main Office Secretary.

Procedure:

In all cases where a child must be picked up from school prior to the normal dismissal time, the following procedures must be followed:

1. In the case of medical appointments the parent must notify the school prior to 10:00 AM on the day of the absence that the child has an appointment.
2. In all cases, the parent or the authorized representative of the parent must come to the Main Office to sign out the student.
3. Once the administration approves the child being released early from class, the receptionist will be notified to allow release of the student.
4. 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
5. 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

Morning Drop Off: School gates open at 07:00. KG1 & KG2 students can be taken directly in the ECE building. Year 1-12 students may enter the school property, but must remain in the central courtyard until 07:25. There is supervision from 06:30 for those who arrive early.

Afternoon Pick up: School finishes at 1:47. Please do not enter the school grounds before 1:47. Primary students are to be collected from the courtyard. Secondary students may be collected from the main gate.

Late Pick up: School finishes at 1:47. 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 2:00.

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. The school closes at 2:45. After this time, there will be no supervision.

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

KG1 & KG2:	ECE Gate
Year 1 – Year 12 students:	Main Gate
Students living in the compound:	Gate 2

*Note: For parents with KG students and older students, the KG students can be dropped off at the ECE gate and the older students can walk over to Gate 2.

Procedures During the School Day:

Please note that during school hours, parents/visitors should use the main gate to enter EMS, where they will be asked to show ID and receive a visitor’s pass. The security 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.

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. When dropping off students at the ECE Gate, vehicles must enter the main residential compound. Parents must register with the school to receive a Gate Pass for the compound. Please take note that the speed limit inside the compound is 15 km/h.

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 lessons being taught. Without the appropriate educational ‘tools’, the student ends up being unfocused and off-task thereby wasting valuable class time.

Textbooks, stationery, field trips and school activities are provided by the school to all students for a set fee paid at the start of the academic year. If a student loses a textbook it is their responsibility to replace it. Students are encouraged to take good care of their textbooks. The library is stacked with interesting and educational books for students to sign out and return on a regular basis throughout the school year. All books must be returned to the library by the end of each term. If there are any outstanding books, the school will retain students’ reports until the book is returned or the lost book fee paid.

Note: Levelled Readers, individual classroom resource books, and other specifically identified books are to be retained at the school. Students will be required to pay for the repair/replacement of these books if they are damaged or lost.

UNIFORM

All students are required to wear the school uniform every day. Approved uniform items can be purchased. At the beginning of the school year, items will be available at the school. In the event that parents wish to purchase school clothing that is not from the official supplier, they reserve the right to purchase “similar” garments as per the following descriptions and then arrange for the school’s embroidered emblem on the shirts and pullovers. Last year we introduced a new uniform. Parents are encouraged to purchase the new uniform as it is compulsory to wear it this year.

BOYS	GIRLS
Light grey or dark Navy blue polo shirt with embroidered logo	Light grey or dark Navy blue polo shirt with embroidered logo
Navy blue long trousers	Navy blue long trousers, or skirt
Completely black shoes	Completely black shoes
Navy blue pullover with embroidered badge	Navy blue pullover with embroidered badge
The EMS blue baseball cap	The EMS blue baseball cap

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.

No clothing with commercial logos will be permitted in school.

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
New Navy blue T-shirt with school logo	New Navy blue T-shirt with school logo
School blue shorts or tracksuit bottoms	School blue tracksuit bottoms
Sports socks	Sports socks
Training shoes	Training shoes

Parents are kindly requested 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, shows mutual respect and caring. 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 only.

In addition, we ask that:

- girls and boys hair be neat and kept off the face and eyes;
- girls' scarves should only be pink, white or black;
- school uniform cannot be altered; stained, torn or discoloured uniforms are not permitted.
- 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;
- hats (worn in class or in the school building);
- potentially dangerous objects

CURRICULUM

THE CURRICULUM – ECE AND PRIMARY

The ECE Department follows the Early Years Foundation Stage in KG1 and KG2, and the The Cambridge Primary Programme starts in Year 1 and continues to Year 6.

The Foundation Stage is part of the National Curriculum of England and Wales; it is a single quality framework to support children's learning and development from birth to 5 years (end of KG2). The framework is based on 4 Themes and Principles and supported by 16 commitments. It recognises children as individuals and competent learners. The EYFS is delivered through a well-planned play based approach to learning and development. This curriculum is delivered through the Montessori method of instruction.

The activities that are provided for young children will underpin the skills they need to work towards the Early Learning Goals in the following areas at the end of their reception year at school.

- Communication, language and literacy
- Personal, social and emotional development
- Problem solving and reasoning
- Creative development
- Physical development
- Knowledge and understanding of the world

The Cambridge Primary programme develops English, Mathematics and Science skills. In addition to these core subjects, the school provides a curriculum in Social Studies, PE, Spanish, Drama and Music (Years 2-9). These subjects are taught in English.

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

ACADEMIC SUBJECTS OFFERED TO OUR ECE AND PRIMARY STUDENTS:

ECE - KG1 & KG2	
Mathematics	English Language
Arabic Language	Islamic Studies
Art	Physical Education
Theme Work: Science and Social Studies	
Primary Programme - Year 1 - 6	
Mathematics	Science
English Language	Social Studies
Arabic Language	Islamic Studies
Qatar History	Music
Art	Drama
Physical Education	Spanish

The Cambridge Assessment International Education (CIE) Overview

(The following information was excerpted from the University of Cambridge Assessment International Education (CIE) "Information for Parents" section - available online at: www.cie.org.uk)

The CIE programme 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 CIE 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. In the final year of primary education, students can take the Cambridge International Primary Achievement Test. All students completing the tests will be issued with a Primary Certificate of Achievement by University of Cambridge International Examinations.

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 CIE Programme comes from one of the world's leading assessment organizations. It is an excellent framework for learning in the primary years and provides a solid foundation for your child's future.

The English Modern School has launched an initiative to strengthen the curriculum with research-based best practice using instructional and assessment methodologies.

At the ECE and Primary School levels, we implement the balanced literacy approach which includes reading, writing, and word study. A balanced literacy framework provides students the support for effective communication.

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.

ECE AND PRIMARY PROGRAMME

PHASE	YEAR	KEY STAGE	AGE OF CHILD (by August 31)
ECE	KG1	N/A	3
	KG2		4
PRIMARY	1	ONE	5
	2		6
	3		7
	4	TWO	8
	5		9
	6		10

THE CURRICULUM - SECONDARY

The Secondary School curriculum at EMS is based on the Cambridge Curriculum. Islamic Studies and Arabic Language adhere to the standards as outlined by the MOEHE 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.

Our 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

employ the Understanding By Design approach, which establishes a standards based framework, from which the curriculum and assessments are built.

ACADEMIC SUBJECTS OFFERED IN KEY STAGE 3:

KEY STAGE 3 Year 7-9	
English Language	Social Studies
Mathematics	Science
Physical Education	Music
Arabic or Spanish	Islamic Studies
Qatar History	Drama

HOMEWORK

English Modern School is a place where cultures collide and parental expectations vary widely. One of the most commonly discussed issues between parents and teachers is homework. Because of the educational experience of many parents, there seems to be a significant expectation for large amounts of homework. Researchers have shown that there is no overall positive correlations between homework and achievement for students before middle school.

As a school, we do not believe in the process of preparing and distributing large amounts of homework. The research is clear. The interaction with the teacher in the classroom is the most important place for learning to happen. When students are absent, they cannot replace the classroom experience with a few worksheets. Attendance is critical. The bottom line is that students need to be in class and engage in the educational process with their teacher. The more this happens and the less we leave it to work done at home, the better our students will achieve.

For our students, the biggest benefit from work done at home is for our students to read. In order to be able to handle an education delivered in English, students need to read in English every day.

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.

When homework is assigned, the goals should be:

- To complete work assigned in class;
- To consolidate and extend work covered in class or prepare for new learning activities;
- To access resources not available in the classroom;
- To develop research skills;
- To practice independent work;
- To enhance students' study skills e.g. planning, time management and self-discipline;

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, ongoing 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.

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

- are fair, transparent and equitable
- support all students
- are carefully planned in conjunction with the standards based curriculum
- are clearly explained to students and parents throughout 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.

All students in Year 2 through Year 9 will be assessed for their level of English Language Arts academic achievement at the start of the year and at the end of the year. Year 1 students will be assessed in May of each year.

- **Reading**

The Developmental Reading Assessments (DRA2) measure each student's fluency level and comprehension abilities. Individualized instruction are then be provided accordingly.

- **English as a Second Language**

Baseline and endline tests are administered to measure students progress throughout the academic year.

- **Mathematics**

Baseline and endline tests are administered to measure students progress throughout the academic year.

- **Science**

Students in Years 7-9 will also be administered baseline and endline tests for Science to measure students progress throughout the academic year.

Standardised Assessments

The standardised assessments given at EMS Al Khor are:

- CEM (Center for Evaluation and Monitoring) - an aptitude test designed to measure developed abilities that predict subsequent learning. The test scores measure ability rather than achievement, fluency rather than knowledge. The primary CEM assessment tool is titled InCAS and is administered to Years 3 & 4 in September. The secondary CEM assessment tool is titled MidYIS and is administered to Years 9 and 10 in September.
- PIRLS (Progress in International Reading Literacy Study) - an assessment that measures the students according to the international standard for reading comprehension. The PIRLS is administered every five years to Year 5 students.
- TIMSS (Trends in International Mathematics and Science Study) - an assessment that is internationally recognized as a valid and reliable measure of student achievement in mathematics and science which reports on international achievement trends. The TIMSS is administered every four years to Year 5 and 9 students.
- PISA (Program for International Student Assessment) - an assessment used by the government to measure how well students apply their knowledge and skills in science, reading, and mathematics to solve problems in real life contexts. The PISA is administered every three years to students who are 15 years old.

REPORTS TO PARENTS

During the course of the academic year parents will be given three reports. The reports will be issued at the end of each term. In order to maintain parent communication about student progress, we adhere to the following reporting process and timeline.

Term 1

- Back-to-school evening to share curriculum, policies and procedures in each class on 8th & 9th September.
- MTI (Mid-term indicator) letters, sharing student progress sent to parents on 7th & 8th October.
- Meetings held with parents of any students of concern.
- Parent-Teacher conferences on 6th & 7th November.
- Reports sent home on the 21st November.

Term 2

- Continual open communication.
- MTI (Mid-term indicator) letters sent to parents on 20th & 21st January.
- Meetings held with parents of any students of concern.

- Reports sent home on 5th March
- 3-way conferences on 18th & 19th March.

Term 3

- Continual open communication.
- MTI (Mid-term indicator) letters sent to parents on 20th & 21st April
- Meetings held with parents of any students of concern.
- Reports sent home on 16th June.

TEACHERS' DETERMINATION OF YOUR CHILD'S GRADE

Teachers do 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, and projects for evidence that your child is learning the curriculum. The cumulative effect of all the assessments will lead teachers to make a determination of progress based on the following Achievement Levels.

ASSESSMENT SCALE KG1 - YEAR 9

Levels of Achievement:

- 4 - The student consistently demonstrates a thorough understanding of the key concepts, processes and skills; applies and extends this knowledge effectively; works beyond stated goals.
- 3 - The student consistently demonstrates a good understanding of the key concepts, processes and skills; applies this knowledge effectively; reaches stated goals.
- 2 - The student demonstrates a basic understanding of the key concepts, processes and skills; undertakes tasks with some assistance; beginning to reach stated goals.
- 1 - The student has limited success understanding the key concepts, processes and skills; undertakes tasks with a great deal of assistance; not reaching stated goals.

ABSENCES AND GRADING POLICY

Students are required to be present for any assessment.

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

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 period.

Exam

A comprehensive summative assessment of a student learning, lasting more than an hour, given at the end of a term and formally scheduled to be written/completed in a highly supervised venue.

PROMOTION

The English Modern School believes that academic success depends on a strong and consistent partnership between teachers, parents, and students. The teachers will do everything possible to support student academic success, however, a big part of the learning process depends on parent follow-up at home and on student commitment to learning.

At EMS, we do not believe that retention is always in the student's best interest and rarely support the policy of retaining students. Instead, our policy is to provide:

- Differentiation in the classroom
- Consistent teacher support
- Timely communication with administration and parents if a student is in academic jeopardy
- Establishing a student support plan, if necessary

Teachers will be available when a student needs extra support. If students have additional academic support outside of school, it is important that students' work is not done for them.

While EMS does not support retention, there may be times, particularly in the early years, when a student might need more time to master the skills necessary to be successful in the next year level. In this case, the school will notify parents by the end of the second term if there are concerns that the student is not ready to be promoted.

Any exceptions to the above policy must be approved by the Head of School. In that event, a student may be advanced to the next year on an academic support contract. At the end of the first term, the student's performance will be reviewed. If sufficient progress is not being made, the parents will be encouraged to take their child to another school that better fits the student's needs.

EMS PROMOTION POLICY***PROGRESSION FROM KG2 TO YEAR 1***

These are guidelines of the skills we would like our students to have as they move into Year 1. We are aware that each child progresses differently and for some children these skills may take longer to develop depending on their age.

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:

Academic

1. can write name with correct spelling, directionality left to right;
2. know letter sound and name;
3. form letters of regular size and shape;
4. write and draw about ideas generated through class discussion and additional details with prompting;
5. identify, count and read numbers to 10 (with correct formation);
6. locate numbers up to 20 on a number line at random;
7. use ordinal numbers 1st - 5th;
8. know basic 2D shapes.

Motor Skills

1. have the correct pencil grip;
2. use scissors correctly.

Emotional and Social

1. emulate the CLA age as appropriate;
2. express needs and feelings appropriately;
3. care for and share with others. Have empathy;
4. be curious, explore and problem solve;
5. be and know their best self.

In Years 1-8, to be promoted, a student must have:

1. Attained a minimum overall Achievement Level of 2 in the core subjects of English, Mathematics Science, and Social Studies;
2. Not more than 2 courses with an overall Achievement Level of less than 2;
3. Attained a DRA (Developmental Reading Assessment) at expected year level
4. Been in attendance a minimum of 80% of the student contact days during the academic year. This percentage will be prorated for students who join the school after the first day of classes.
5. Demonstrated appropriate behavioural and performance levels in accordance with the EMS Expected Schoolwide Learning Results.

Year 9-12

1. To move into the IGCSE program in Year 10, students must satisfy the general conditions above and possess a DRA reading level of 60 or higher.
2. At the end of Year 10, students receiving grades less than 50% in any particular course will be required to repeat that course in the next academic year.
3. Students must receive 5 IGCSE scores of a C or higher to move onto Year 12
4. For students wishing to take AS Level courses in Year 12, the prerequisite IGCSE course must have been successfully completed in Year 11.

General provisions for progression at The English Modern School

Students who do not meet the promotion criteria as stated above, may be considered for the next academic level by:

- Attending an academic programme in the summer that is approved by the administration at the English Modern School and presenting evidence of satisfactory performance in the deficient area(s) before the next academic year begins;

Notes:

- Year's 3-9 students who receive Achievement Levels of 1-2 for two or more of their subjects at the end of a term may be placed on academic support. 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 3-9 are still receiving Achievement Levels of 1-2 for two or more subjects at the end of the year, the school may require them to repeat the year. In some cases where extenuating circumstances exist, a student might be assigned to the next Year group on probation.
- Students in Years 3-9 who begin the year on probation will be expected to complete the year successfully. Probation will not be offered in 2 consecutive years.

CODE OF CONDUCT

STUDENTS' RIGHTS AND RESPONSIBILITIES

At the English Modern School, students will learn in a respectful and caring environment. All staff support a safe and inclusive environment that fosters the intellectual, personal, social and ethical development of all students. 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.

DISCIPLINE STRUCTURE

The Positive Discipline System:

We believe that students will perform 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:

1. The student has a right to learn
2. The teacher has a right to teach
3. Everybody has a right to safety
4. Everybody has a right to dignity and respect

Acknowledging positive behaviour

At EMS we acknowledge and reward positive aspects of individual student performance and encourage each individual to adopt high standards of behaviour. We follow the Second Step

Step programme which teaches our students strategies to promote and support good behaviour.

REWARD SYSTEM

Each classroom teacher is expected to have a reward system in place for their classes. The reward system ought to be displayed and active throughout the course of the academic year. Teachers are encouraged to integrate their reward system with recognition of CLA. Recognition is given at assemblies to those students who demonstrate outstanding achievement in one of the CLA categories.

These rewards may include:

- Individual praise
- Praise in front of peers
- Recognition for maintaining 100% attendance
- Recognition for academic and sporting achievements
- Recognition for significant effort or work ethic
- Letters of commendation sent to parents
- End of term or end of year awards

BEHAVIOURAL EXPECTATIONS

All students should:

- Come to school regularly and on time
- Wear the proper school uniform
- Speak as much English as possible at school (except in Arabic and Islamic Studies classes)
- Pay attention in class
- Complete and submit homework on time
- Follow directions from EMS staff members
- Treat people with respect
- Treat personal and school property with respect
- Not plagiarize or copy others' work
- Eat in the cafeteria or outside. Please, 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)
- Not chew gum at school
- Use only positive and acceptable language
- Walk inside the buildings and use quiet voices when passing other classes
- Keep hands, feet and objects to themselves
- Play safely (no tackling, wrestling, fighting, etc.)
- Use the computer only for educational purposes
- Leave electronic devices at home
- Understand that cyberbullying has serious consequences.

BEHAVIOUR MANAGEMENT PROCEDURES

Purpose

To establish high expectations for respect, appropriate behaviour in the classroom, for engaged, self-directed learning and giving the teacher the opportunity to teach without disruption, disobedience or disrespect.

Rapport and Discipline with Dignity

When we deliver engaging lessons and establish good rapport with students that shows we care for their well-being, behavioural issues tend to decrease. When discipline is administered, we do so in a calm, yet firm, consistent and confident manner. We do not demean the student. We do not lecture, but precisely state the problem and deliver the consequence. Cambridge learning attributes

Method

Discuss, explain and model with the students the “*EMS Cambridge Learning Attributes CLA,*” which are expected of everyone. Encourage students to emulate these in their daily lives

Create class rules and positive incentive charts and have them displayed in your classroom

Explain to the students what happens if they are not adhering to the class rules per The English Modern School Discipline Process

DISCIPLINE MANAGEMENT STRATEGY IN PRIMARY AND SECONDARY

Name on Whiteboard	-	Warning One
Tick next to Name	-	Warning Two
Two Ticks	-	Warning Three
Three Ticks	-	iSAMS Report and behaviour referral form completed
Three iSAMS Reports	-	Parents Notified/Detention/Discipline as appropriate

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

In any school, incidents will occur from time to time which may mean that teachers, Principals, Heads of School and/or the Superintendent must have access to a range of sanctions for students displaying unacceptable behaviour. These sanctions 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 about their child. When parents and school work together, the high standards of discipline are more likely to be maintained.

A progressive range of sanctions may include:

1. Warnings
2. Time out
3. Parent communication
 - a. Phone calls
 - b. Parent meetings
 - c. Letters of concern
 - d. Final warning letters
4. Break-time detention
5. After-school detention
6. Suspension
 - a. Internal
 - b. External
7. Academic and Behaviour Contract
8. Probation Contract
9. Expulsion

** Students who engage in any form of vandalism will be charged all costs and expenses pertaining to the damage, in addition to the consequence deemed appropriate by the Head of School.*

Members of staff record incidents of poor behaviour. Teachers are expected to take responsibility for discipline in their classrooms as well as other areas on campus. The success of a school depends upon a “safe and predictable” environment where students know and follow expected behaviours.

MAJOR BEHAVIOURAL INCIDENTS

As might be expected, the more serious infraction(s) will result in more severe consequence(s). Such severe breaches of the EMS Code of Conduct - those incurring suspension and/or expulsion - include, but are not limited to:

- fighting
- multiple violation of general expectations and classroom rules;
- use of bullying in any of its forms, (cyber, physical, verbal or emotional) to intimidate, coerce or demean another person(s)
- physical assault on a staff member
- defiance
- truancy
- conduct injurious to the moral tone of the school
- uttering a threat to inflict serious bodily harm on another person;
- possession or use of tobacco or other contraband items;
- being under the influence of alcohol, drugs and/or an illegal substance;

- using offensive language or swearing at a teacher, administrator or any person in a position of authority;
- committing an act of vandalism * causing damage to school property or to the property of another student, a school employee, a school guest or a school visitor.

Behaviours which could result in a student expulsion include, but are not limited to:

- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or in illegal drugs;
- committing robbery, extortion.

CLARIFICATION OF TERMS:

In-School Suspension:

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

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. Any expulsion will require approval from the MOEHE.

ELECTRONICS AND UNACCEPTABLE ITEMS

Objects such as mobile phones, pagers, beepers, iPods, CD players, video games, cameras are not needed at school and should be left at home. In some cases, teachers may grant permission to use electronic devices for educational purposes.

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 belongings, including money, brought into school.*

STUDENT MOBILE PHONES

Students are not to use mobile phones, or any other communicating device, during the school day. If a student has a problem, he or she should contact a teacher, or other school staff member for assistance.

Use of Mobile Phones Consequences:

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 appropriate Principal

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.

INTERNET ACCESS: ACCEPTABLE USE POLICY

Learning is enhanced through the remarkable possibilities of technology. 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 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 to technology for 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.

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.

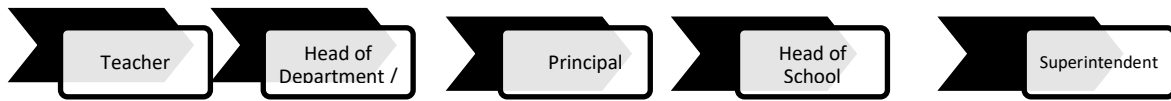
COMMUNICATION WITH PARENTS

The English Modern School values its partnership with parents and uses a variety of communication means to foster constructive dialogue between school and home. The school's primary means of communication with parents is via the email system built into our school's Data Management System (iSAMS) as well as Google Classroom. This system allows us to keep track of every communication we send home. It is expected that parents will access Google Classroom and their email account to keep up to date and informed about individual and schoolwide information. Other means of communication for specific purposes could include: homework diaries, letters, newsletters, SMS, phone calls, parent evenings and the EMS website and FaceBook page. 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.

CHAIN OF COMMUNICATION

We believe that open, consistent and ongoing communication is essential for a healthy partnership between parents and the school. 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.



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 request that you first call the secretary to make an appointment.

Should you wish to meet with a teacher, a senior member of staff may 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 should 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 the school secretary for obtaining the required email address.

PARENTS' EVENINGS:

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

An initial parents' evening will be held near the beginning of the school year. At this time, parents are invited to EMS to meet with staff and discuss the start of the new school year. Subsequent parents' evenings are scheduled during the year to discuss the student's academic progress and performance.

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.

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.

The Ministry of Education and Higher Education (May 2001, November 2016) adopted a

Law which clarifies that private tutoring undertaken by a private individual is illegal in the State of Qatar. For a variety of reasons, some students need additional help with their studies, over and above the teaching they are receiving in scheduled lesson times. They may have special educational needs, or further educational aspirations which require them to secure a particularly high grade in one or more subjects. Whatever the 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. The new law for practicing of educational services in Qatar issued in September 2016 stipulates penalties for offenders could be imprisonment up to six months and fines reaching QR100,000 or both. Only licensed tutoring institutions are allowed to offer coaching, and schools will have to have any plan for paid tutoring, even on their own premises, cleared by the Ministry. 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 further clarification of this matter.

AFTER SCHOOL ACTIVITIES

Our after-school 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. Parent permission forms will need to be completed and returned before a student is allowed to participate.

After School Activities occur on Mondays and Wednesdays from 2:00-2:45 pm.

In addition, there will be a number of interscholastic athletic fixtures with other schools in Qatar. If we have enough interest, we will organize appropriate teams and participate. Sports teams will have training sessions one day 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 and are 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 be transported by the school to the venue of the activity and to take part in the activities listed. 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 an accident or injury;
- absolving the school and all its staff of any responsibility for any accident or injury caused while on the school visit.

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 School 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 a parent (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. 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.

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

Many of our students ride buses to and from school. Seats on the bus are available on a first-come, first-served basis. 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 son or daughter 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
- Keep hands and feet to oneself
- Keep noise low
- No eating or drinking.
- Littering in or outside the bus is prohibited.

CAFETERIA/SNACKS

During the 1st & 2nd break times, the cafeteria is open to students. It is available for all students in Year 1-12.

When parents arrange for their child to bring a packed lunch to school, 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;
- 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;
- **carbonated and/or “high energy” drinks are strictly forbidden in school.**

Celebrations:

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

ECE and Primary: after notifying the teacher, parents may only bring cakes 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.

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

VISITING CAMPUS - WELCOME!

Between 7:25 – 2:47, 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 administrative staff or a teacher. Administrative personnel will notify the appropriate staff member that you have arrived. Under no circumstances are parents permitted to walk into the school property without permission.

PARENT SUPPORT & AGREEMENTS

Students are much more successful when their parents are involved with their learning. You may be asked to contribute to your children’s learning through sharing your expertise with students, participating in learning celebrations and attending special occasions.

Room Parents

Every homeroom class has a room parent. A room parent supports the teacher in needs that may arise. This facilitation can take many different forms and can require anything from a minor volunteer commitment shared with other parents to a large responsibility.

Some examples may include the following:

- Chaperone field trips
- Reading to students
- Being a guest speaker
- Participate in Learning Celebrations
- Helping with special school events ie. National Day, Sports Day, etc.
- Organize class events and enrichment opportunities.
- Set up volunteer schedules per teacher requests and include parents who want to participate.

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 on how you can help your children at home.

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

- Ensure my children arrive and are collected on time.
- Monitor leisure time and TV/Internet use
- Provide my children with a study area.
- Expect my children, with help, 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.
- Check and sign homework diaries.
- Ensure that homework is done.
- Read all communications and newsletters.
- Attend parent conferences.
- Support the teachers and respect their privacy.
- Help my children learn accountability and responsibility.
- 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) and will make sure that my children bring healthy snacks and never bring sweets, fizzy drinks, etc. to school.

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.
- Speak with all members of the EMS community in a calm, respectful manner.
- Never strike a child on the school campus.
- 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:
 - Teacher
 - Principal
 - Head of School
 - Superintendent

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 Assistant Principal.

Please return this signed page to your child's Homeroom teacher by 30th September, 2019

Thank you.

I/we have read the Parent Support page and discussed the English Modern School Handbook for Parents and Students. I/we agree to uphold the Parent Agreements and abide by the rules, policies and procedures in the Handbook.

Student's Name:

Year Group:

Date:

Student's Signature:

Parent's Signature:



المدرسة الإنجليزية الحديثة
THE ENGLISH MODERN SCHOOL
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