



Global English School
المدرسة الإنجليزية العالمية

GLOBAL ENGLISH SCHOOL
FAMILY HAND-BOOK
ACADEMIC YEAR
2018-2019



Administration letter

On behalf of the Global English School Staff, we would like to extend our warm greetings to all new students. We are looking forward to working with you as partners in education . Here, at the Global English School, we are committed to provide a supportive and positive learning environment where the curriculum is chosen to help develop your children's skills .

First years at school are essential in establishing well-built foundations for learning. Together we will work to achieve the highest possible outcome for each child's learning experience. We aim to reach major development in your children's reading, counting and writing skills throughout the year .

We also have a strong commitment to the health and safety of your children. It is a priority for us to provide our children with a healthy surrounding and build up positive thinking abilities that reflect the school's values .

Constant communication between parents and school is the key to a successful partnership to support your children's continued development and learning. The following letter serves as a manual guide to help you with all the details that you might need during the academic year .

GES is looking forward to have a very engaging year full of fun and learning plans for all of us !

Please accept my best wishes, for an effective working relationship between us.

Yours sincerely ,

Maha Abdullah Aldughaishem

GES Principle

Useful information

School Day Routine for elementary:

MORNING / ARRIVAL

- 7:00 am: Arrival Time for students.
- 7:30 am: The morning assembly begins
- 7:45 am: Breakfast in classes
- 8:00 am: First class start



AFTERNOON (End of school day)

KG / 12:30 pm.

Elementary / 1:55 pm.



Breaks time & policy:

please note that school canteen provides a variety of choices. You can simply subscribe through administration office.

Break times

Break time for kindergarten:

1st break: 7:45am – 8:00am

2nd break: 10:20am – 10:45am

Break time for Elementary

1st break: 7:45am – 7:59am

2nd break: 10:00am – 10:30am

School Cafeteria and External Food: Both the school and parents can improve nutrition and encourage smart eating habits. The school provides healthy snacks during recess. The following are the healthy snacks allowed in school: Fresh fruits juice Canned fruit juice or milk Cereals Small amounts of dried fruits such as raisins Dates Vegetables Pizza Vegetables Pasta yogurt fresh fruit Healthy sandwiches (Fresh made eggs, Labneh, Cheese, or Zaatar). Those students who choose not to buy the snacks may bring their own.

Please note: Outside food **must not include Tuna, Eggs, Fried Chicken, Candy, and Soda are not allowed at school.**

Students are NOT allowed to have lunch delivered to school from outside sources.

Arrival Procedure:

- The School gate opens at 7:00a.m. Staff supervision will be available from 6:50 a.m.
- Kindly note that the school will not be responsible for any student who arrives before 7:00a.m.
- Parents (males or females) should drop their kids at the building gate as parents are **not allowed** inside the building.
- Teachers will receive students directly to their classrooms.
- The bell rings at 7:30a.m. for the morning assembly followed by the breakfast time at 7:45a.m then the first period at 8:00a.m.
- Gate closes at 8:30a.m.
- All children must come to school wearing their name tags to avoid any inconvenience: Please note that the tag helps the school staff successfully guide your children to their classrooms.

Dismissal Procedure:

- The school gate opens at 12:30pm for KG section, 1:55pm for elementary section.
- The dismissal card that will be given to you by administration should be shown at the gate so that the staff of the school will be able to bring your child from his/her class (**kindly note that this process takes between 5 to 15 minutes; we highly appreciate your patience.**)
- No student will be dismissed without showing the dismissal card for the sake of the children's safety and protection.
- It is important to pick up your child on time taking into consideration that it is hard for children to wait after their peers have left .

For early dismissal Please Note:

- Parents who need to collect their children before 1:30pm. are required to inform the School Administration in the morning.
- The administration should be informed of the ID of the one who will pick up the child.
- All students will be handed over to parent or adult who produces the parental consent form.
- Please note that no child will be able to change their afternoon pick up arrangements without the written notification and consent by that child's parent to both the class teacher and the Principal. This especially applies to children who use the school bus.
- **In the event of an emergency dismissal** of students due to predicted adverse weather conditions or as required by the Ministry of Education, an SMS will be sent to all parents from the central administration.

Office Passes: Children arriving after 8:30am, will not be permitted to enter their classes without a “Lateness Slip Pass” from the School’s Head Office.



Absence Policy: Attendance in school is very important for your child’s future academic performance. If you choose to enroll your child, your decision comes with some important responsibilities to support his/her journey of learning experience. The International Standards are focused on the daily development of many important skills that will help your child being successful in school. Your child’s success in school is dependent on: Being in school daily so they do not fall behind. When absences are excessive, your child’s readiness for the next grade level will be at risk. Students who arrive late miss the important beginning of their school day. Good attendance and punctuality are skills for success in life; that is why we emphasize both.

Therefore, we have a very strict policy at School that we need to bring to your attention:



- 1- All absences should be for valid reasons.
- 2- If your child’s absences exceed 25 days during the academic year, and his/her academic performance has been affected by these absences, the school has the right to ask the parents to prepare their child for an evaluation exam, in order to either promote him/her to the next grade level or to be kindly advised to repeat the same grade level.

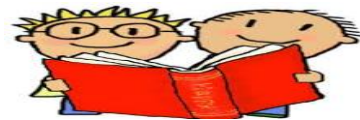
ILLNESS:



If your child becomes ill in school, you will be notified and it may be advisable to take him/her home. Parents are requested to keep sick children home. If they have a fever, or have obvious symptoms of severe cough, headache, congestion, pain, nausea, vomiting, or diarrhea, please keep your child home until they are well. If a child has been given a medical order to stay home and rest because of infectious disease or injury, they must not attend school until they bring a physician's statement indicating they are able to return without risk to their own or others health.

Head Lice policy: Head lice are most commonly spread by direct head-to-head contact with hair or other people who have head lice. Children often spread head lice during close contact while playing or working together. Head lice can crawl from an infested person or object to a non-infested person. People with head lice can continue to spread head lice to other people until they complete a course of treatment that kills all of the head lice and their eggs (nits). When head lice are found in a child's hair, parents will be called and asked to escort their child back home and keep him/her home till the child is absolutely devoid of lice.

Lost and Found: Students must make sure that all belongings are marked and kept in a safe place. Lost articles should be taken to the school office. It is recommended that all clothing, books and PE uniforms have labels to identify ownership. Students are to bring money and other items necessary to meet daily needs. They must never leave money or valuables unattended at any time. Lost items should be reported to the reception office.

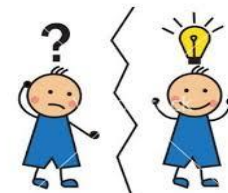


Weekly Agenda:

- 1- Daily Plan will be sent home every Sunday in the child's file. The file will also include a Home-School Communication Book.
- 2- The Daily Plan informs you about all week Class Work and Homework required for each day.
- 3- To read the Homework agenda you simply need to read the column under each date to know what is required from your child to prepare for that specific day.
- 4- It will help you communicate with your child's teacher. Kindly make sure that it is sent back to school every single day.
- 5- To contact your child's teachers, the administration is always available to schedule a time for you to meet or talk to them upon request through the following school number: 012- 5276574

The aims of homework are:

- To consolidate knowledge and understanding of a subject.
- To reinforce and apply skills and concepts learned in the classroom
- To aid the development of good study habits
- To stimulate creative activity and imagination
- To encourage independent thinking
- To develop a spirit of inquiry and research



Role of the home:

- To provide encouragement and support.



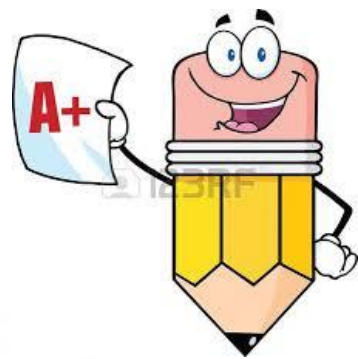
- To provide assistance, as suggested by the teachers; when necessary.
- To ensure independent habits by refraining from "over-correction" or too much assistance
- To provide a quiet place for study
- To limit distractions and commitments during study time (e.g. Extra classes, television, social engagements)
- To provide a dictionary and encourage the use of other resources as opposed to "giving answers"
- To contact teachers about problems or concerns with homework.

Report Cards

Teachers, in assessing the student's individual achievement consider daily attendance homework assignments, classroom participation and effort, together with quizzes, tests, outside projects and exams.

Ongoing assessment

Marks distribution						
Total	Final exam	Activities Homework	participation	Tests		Attendance
				Quarters	Quizzes	
100	40	10	10	20	10	10



Age requirements:

The basic criteria for placement are the age of the child by September 2nd 2018, as decreed by the Ministry of Education and the school's assessment of the child during the admissions process. However, other factors will also be considered, including maturity, previous education experience, and level of achievement, and level of English.

Grade	Age by Sep. 18th
KG1	3 years
KG2	4 years
KG3	5 years
Grade 1	6 years
Grade 2	Finish grade 1
Grade 3	Finish grade 2
Grade 4	Finish grade 3

Our goals in each stage:

KG1 (AGE/3 years)

This is a thematically organized structured play program with the opportunity for daily activities to socialize, play and grow with other children. Daily activities are planned in a safe environment rich in language, constructive play, active exploration and social interaction. One of our overall goals in KG1 is the development of language skills in English. Students, through the use of themes and learning corners, learn about their environment. Students listen to and discuss story books. Our other goals also include socialization. We continue to develop fine motor skills through art, craft and crayons and pencil activities whilst gross motor skills are further developed through P.E. and movement. Teachers will guide and facilitate the children's learning. Children are encouraged to work in large and small groups, as well as independently.

KG2 (AGE/4years):

This class is effectively the beginning of our full academic program. The children are taught using an integrated day approach. The main goal of the Early Childhood GES program is to give the children a better command of the oral language as the basis for thinking, pre-writing, and pre-reading. It builds on, improves, and increases the knowledge skills that children bring to school. It promotes an appreciation of the similarities and differences among people. It incorporates active learning through body movement activities, manipulation of learning materials, and interaction with others. Our other goal also includes socialization. Learning will be done in an entertaining way in active learning situations so that the children develop fine motor control, comprehension, vocabulary, knowledge of English language and culture through stories, physical exercise, songs and traditional games.

Children are encouraged to work in large and small groups, as well as independently. They are introduced to and involved with pre-reading and pre-writing activities which will lead them into becoming readers and writers. As well some pre-number activities with sorting, counting and matching activities form the foundation for future mathematical work. A Daily activities incorporate P.E., art, and structured learning activities. Teachers will guide and facilitate the children's learning.

KG3 (AGE/5years):

This class continues on from what was started in KG2.

In KG3, students extend their oral language skills through stories, songs, rhymes, plays and dialogue. During the year, they are also gradually introduced to written language. At the same time, they are encouraged to begin writing. The children are taught using an integrated day approach. They are involved with activities and the skills of reading and writing which will lead them into becoming readers and writers. Beginning reading and writing skills are developed through whole group, small group, and individual instruction. As well number activities with sorting, counting and matching activities form the foundation for future mathematical work.

Grade 1:

Grade one is a year full of firsts. For some children, it's their first experience with a long school day. It's the year kids start writing stories, adding and subtracting, and even conducting small science experiments.

Most important, it's the year they learn to read. Some children take to reading at a younger age and can read independently by the time they finish kindergarten. For others, it can be a struggle to learn to read by the time 1st grade ends. First-grade teachers work with students who have a range of reading skills, with a goal of getting everyone reading with confidence in time for 2nd grade.

“Reading comes almost naturally to kids if they get read to every day.”

What expect:

- Orally read with reasonable fluency.
- Use letter-sound associations, word parts, and context to identify new words.
- Identify an increasing number of words by sight.
- Sound out and represent all substantial sounds in spelling a word.
- Write about topics that are personally meaningful.
- Attempt to use some punctuation and capitalization.

Grade 2:

Second grade is a year of transitions and curriculum milestones. Kids spend less time learning to read and more time reading to learn. It's a year in which learning becomes more nuanced and students are expected to be more independent. In 2nd grade, not all kids are fluent in reading, but they are learning from what they are reading.

Students will be expected not just to read a short story but also to answer questions about events that may not be explicitly revealed in the text. As the year goes on, kids will learn to discern whether the story is fiction or nonfiction. Actually such shifts are gradual therefore most students won't notice how different 2nd grade is from 1st grade.

What expect:

- Read with greater fluency.
- Use word identification strategies with greater facility to unlock unknown words.
- Identify an increasing number of words by sight.
- Write about a range of topics.
- Use common letter patterns and critical features to spell words.
- Punctuate simple sentences correctly and proofread their own work.
- Spend time reading daily and use reading to research topics.

Grade 3:

Third grade marks an important time in children's education as they transition from what is often known as the "lower grades" to the "upper grades." It is a crucial period in students' learning as they become more independent and mature learners. In 3rd grade, students' progress from practicing basic skills to mastering them and moving on to further developing more complex skills. Third graders become more advanced readers, writers, mathematicians, and thinkers, digging deeper into topics and beginning to analyze what they learn.

What expect:

- Read with greater fluency.
- Use word identification strategies with greater facility to unlock unknown words.
- Identify an increasing number of words by sight.
- Write about a range of topics.
- Use common letter patterns and critical features to spell words.
- Punctuate simple sentences correctly and proofread their own work.
- Spend time reading daily and use reading to research topics.

Grade 4: Fourth grade is the approximate year in which teachers say children experience a shift from "learning to read" to "reading to learn." Fourth graders will use reference books and the Internet to find the information they need for schoolwork. Fourth grade math, reading and other subjects will be more challenging, as will homework, which may take as much as an hour or more to do each night. By now your fourth grader has become a skilled reader and writer. Now they are able to apply those skills to class projects and homework assignments.

What expect: Your fourth grader will:

- Demonstrate understanding of the themes of a book by writing a book report.
- Become familiar with a wide variety of stories such as fiction, non-fiction, myths, fables, poems, biographies and more.
- Increasingly use research materials to tackle a variety of subjects including fourth grade science and history.
- Continue to build vocabulary.
- Learn synonyms, antonyms and homonyms.

Facilities

GES provides good quality of facilities, and services. It considers the safety and security of them. In order to sustain functionality, the school has a proper maintenance regime and rehabilitation schedule; hosts frequent visits from the Ministry of Civil Defense, and has instituted proper evacuation plans and scheduled drills for emergencies.

The following facilities, among others, exist in the school.

Playgrounds, Science Lab, Computer Lab, Classrooms, School Clinic, Cafeteria, Offices, Library, Buses, Staff Rooms, Supplies Store.

Curriculums: GES uses the **Mc Graw Hill** curriculums which achieve its stated Mission, Philosophy, aims, and standards of **AdvancED** accreditation association.



Suggestion form

Date:

Name:

Kid Name :

Class.....

Subject/case:

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Area of concern:

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Solution(s)/Suggestion to help improve this concern

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Opinion of the GES school

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I confirm that the above written subject is for the benefit of the school and its education system and I am willing to discuss it as a member of GES school.

Thank You