

Qatar Academy Doha MYP School, Grades 6-10

Student & Parent Handbook

2023-2024

SAFE RESPECTFUL RESPONSIBLE LEARNERS

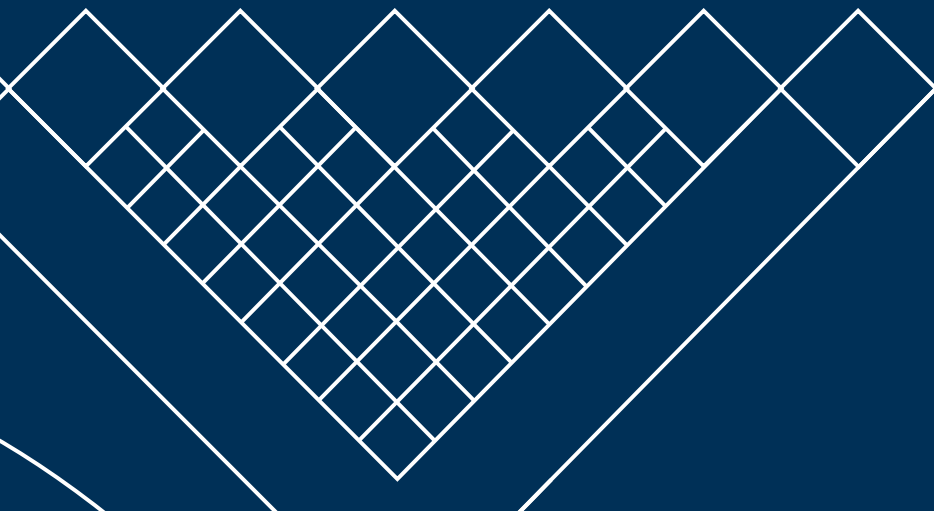




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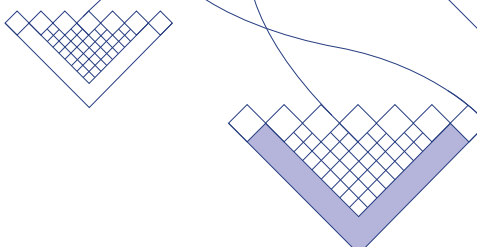
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Welcome

Welcome to Qatar Academy Doha (QAD). This Student-Parent Handbook will help Students and Parents learn more about our school and its operations. It outlines important information about who we are and what we strive to achieve as a community. The information herein is intended to help create a school environment that is respectful of all its members and conducive to friendly, supportive living and learning. Our fundamental belief is to be Safe, Respectful and Responsible Learners. We believe that the attributes of the IB Learner Profile and the application of the IB Approaches to Learning (ATLs) can support our learning community in its mission towards achieving our school mission and vision.



Vision Statement

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

Mission Statement

At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our School community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

QAD Values

At Qatar Academy Doha we are SAFE, RESPECTFUL and RESPONSIBLE learners.

QAD Definition of High Quality Learning and Teaching

High quality learning begins with building healthy relationships and cultural identities within the school community through meaningful collaboration. It is a process which includes using a range of strategies to engage and empower students to have agency over their learning. Our focus is on creating a positive environment which encourages academic success, personal growth, risk-taking and resilience.

The learning process incorporates:

- Making connections to prior knowledge, within and between disciplines.
- Developing conceptual understandings, knowledge, skills and attributes.
- Reflecting on new understandings, acting on new knowledge and applying new skills and attributes.

The teaching process incorporates:

- Using evidence based practices
- Using effective differentiation
- Providing opportunities to self assess
- Using authentic and rigorous data that is qualitative and quantitative.



General Information

School Information:

Qatar Academy Doha Senior School
PO Box 1129
Al Luqta Street, Education City, Doha, Qatar

Telephone: +974 4454 2000

School Website: <http://www.qataracademy.edu.qa/>

Email: qataracademy@qf.org.qa

Student-Parent Website: <https://sites.google.com/qad.qfschools.qa/qad-student-parent-website>

Leadership Team:

Mr. Mehdi Benchaabane	Qatar Academy Doha Director	mbenchaabane@qf.org.qa
Mrs. Mirna Raslan	MYP School Principal	mraslan@qf.org.qa
Mrs. Nicole Anderson	Head of Girls	nanderson@qf.org.qa
Mr. Mazen Jarrar	Head of Boys	mnjarrar@qf.org.qa

Administrative Support Team:

Gaia Tiosayco	Administrative Assistant	Gtiosayco@qf.org.qa
Rihan Ali	Administrative Assistant	riali2@qf.org.qa

Program Coordinators:

Mr. Adam Rooney	Academic Coordinator	arooney@qf.org.qa
Mrs. Roma Bhargava	MYP Coordinator	rbhargava@qf.org.qa
Mr. Richard Boustead	Athletics and Activities Coordinator	rboustead@qf.org.qa

Lead Teachers (Academic):

Mr. Mujahed Manasreh	Arabic	
Mr. Wayne Hampton	Arts and Design	whampton@qf.org.qa
Ms. Ruba Atallah	English	
Mr. Ridwan Ramzan	Humanities	
Mr. Yasser Ibrahim	Islamic Studies	yibrahim@qf.org.qa
Mrs. Louma Halawi	Mathematics	lhalawi@qf.org.qa
Ms. Jane Warutere	PHE	jwarutere@qf.org.qa
Mrs. Lisa Kelly	Science	likane@qf.org.qa



Grade Level Leaders (Pastoral):

Mrs. Trudi Christie	Grade 6	nchristie@qf.org.qa
Mr. Mizan Ruwaid	Grade 7 & 8	mruwaid@qf.org.qa
Mrs. Cristina Caluian	Grade 9 & 10	ccaluian@qf.org.qa

Student Support Team:

Mr. Bill Brooks	Learning Coordinator	
Anjela Holiday	School Psychologist	
Mr. Majdey Ababneh	SEL and Guidance Counselor	
Ms. Florence Hughes	SEL Counselor (G6-10)	fhughes@qf.org.qa
Ms. Afia Al Yafei	Social Worker (G6-10)	
Mrs. Cristina Caluian	Learning Support Teacher	ccaluian@qf.org.qa
Mrs. Shannon Doel	Learning Support Teacher	sdoel@qf.org.qa
Mrs. Corine Samura	Learning Support Teacher	csamura@qf.org.qa
Mrs. Mary Jane Casipong	School Nurse	mcasipong@qf.org.qa
Mrs. Farra Ann Melendres Herrera	School Nurse	



SCHOOL DAY, WEEK & YEAR CALENDAR

2023-24 School Calendar - see [QF calendar on school website](#)

SCHOOL WEEK

Schedule-School Day

Sun, Mon, Wed, Thu		Tuesday	
7:00-7:15	Homeroom	7:00-7:15	Homeroom
7:20-8:15	P1	7:20-8:15	P1
8:20-9:15	P2	8:20-9:15	P2
9:15-9:30	Break	9:15-9:30	Break
9:35-10:30	P3	9:35-10:30	P3
10:35-11:30	P4 (Advisory - Sunday only)	10:35-11:30	P4
11:30-12:00	Lunch & Prayer Break	11:30-12:00	Lunch & Prayer Break
12:05-13:00	P5	12:05-12:45	SLA
13:05-14:00	P6		
14:00-15:15	ASA/PLD	13:00-14:30	OC workshops/Staff PLD

SLA: Student-Led Activities (eg. Creativity/Action/Service)

ASA: After School Activities (eg. Sports)

PLD: Professional Learning & Development for staff

The School Day:

The school day starts at 7:00 AM and finishes at 2:00 PM. (After-school activities 2:00-3:15 PM)

*** **Tuesdays** include an early finish for our students at 12:45pm. The early finish supports faculty professional development and opportunities for essential collaboration as well as Student Lead activities (SLAs). Those activities will fall under one of those themes: Sports, Service and creativity, Environment, Stem exploration and Entrepreneurship.

On days other than Tuesday, students are encouraged to participate in the wide range of co-curricular activities that are offered after school. Please see our Athletics and Activities pages for more information.



Teacher Advisor:

All Senior School students are assigned an Advisory Teacher. Advisors act as an important link between home and school and are often the point of first contact when questions or concerns arise. Advisors, students and parents should take the initiative to build a positive working relationship. The advisor-student relationship is fostered through activities that are delivered during advisory time. To help build trust and mutual understanding, students are encouraged to engage in advisory activities. Advisors monitor and support student involvement in school and provide guidance with goal setting. Parents who have questions or concerns about their child's overall engagement and success at QAD can contact the advisor. The advisor may refer, suggest or consult with others at the school depending on the situation. Parents with specific subject concerns should contact the classroom teacher directly. The most important aspect of the teacher advisory is the individual relationship between the advisor and student. This works best when there is a positive working relationship between the student, parent and advisor.

Uniform

(Student Dress):

Please read the uniform policy carefully as it is expected that all students will abide by it.

New Uniform guidelines:

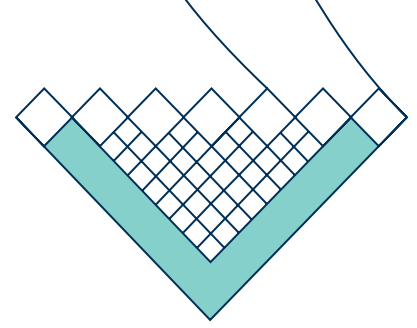
For Male Students Grade 6 to 10:

All Qatari males and Non-Qataris who choose to:

- Traditional dress (thobe, ghutra, and igal) is compulsory for all Qatari male students and optional for all non-Qatari male students. No head covering other than the ghutra and igal is permitted with traditional dress.
- Non-Qatari male students who choose not to wear the national dress must adhere to the academy's official [uniform standards](#). Please refer to guidelines in the uniform catalogue.
- Only closed, fully black shoes are permitted; no other footwear is allowed (e.g., traditional sandals not permitted).

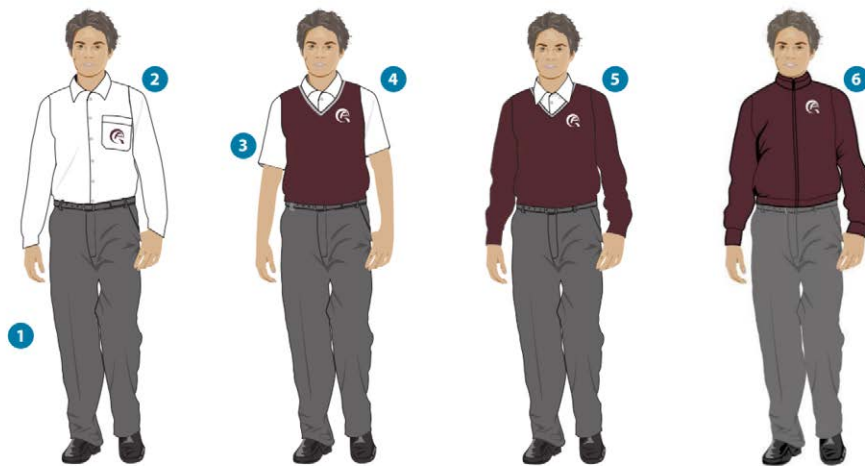
Males Grades Six to Ten: (other than the national dress for Qatari boys and Non-Qataris who choose to)

- Recognised QAD school shirts must be worn with all shirt buttons fastened except the top button



- Undershirts may be worn beneath the shirt, but these must be white with no decoration visible.
- QAD Trousers: Grades 6 - 10 charcoal gray.
- Plain black shoes will be worn with closed toes and ankles (no sandals).
- Students in grades 6 -10 can only wear QAD sweaters and jackets.
- Pierced jewelry is permitted only on earlobes.

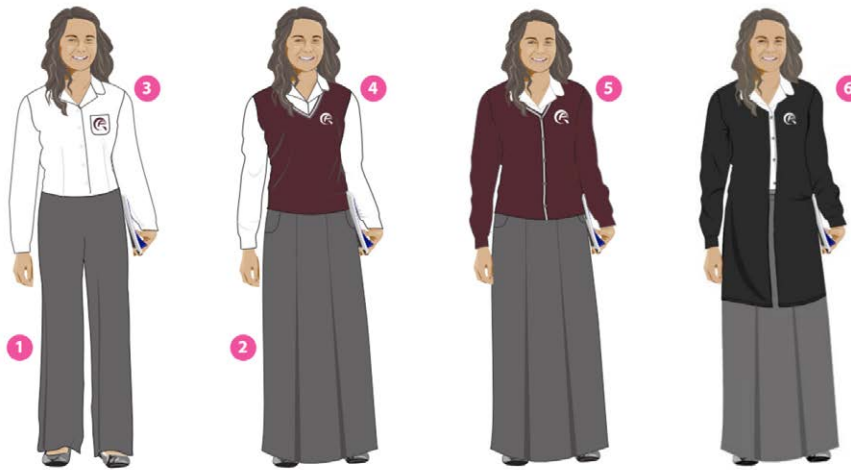
Middle School Boys



For Female Students from Grade 6 to 12:

- Recognised QAD school shirts must be worn.
- All shirt buttons must be fastened except the top button.
- Undershirts must be worn beneath the shirt; these must be white, with no decoration visible.
- QAD Trousers or Skirts: Grades 6 -10 charcoal gray trousers/skirts.
- Traditional dress (Abaya) is optional for all female students who choose to wear it. Please refer to guidelines in the [uniform catalogue](#). It must be gray with no decoration visible.
- Only closed, fully black shoes are permitted; no other footwear is allowed.
- Female students who choose to wear a headscarf must be solid gray, black or white.
- Pierced jewelry is permitted only on earlobes.
- **Make-up is NOT allowed for girls in grades 6-10.**

Middle School Girls



The uniform will be available for purchase at Qatar Academy Doha at the start of the academic year. All students are expected to wear the uniform properly, so as to appear neat and tidy, and students will immediately make the necessary adjustments when asked to do so by their teachers.

Students must always wear their identification cards, which include their personal photos.

Please read the uniform policy carefully as it is expected that all students will abide by it:

Not abiding with the dress code is a behavior offense

Any student who is not wearing the proper school uniform will not be allowed into the school

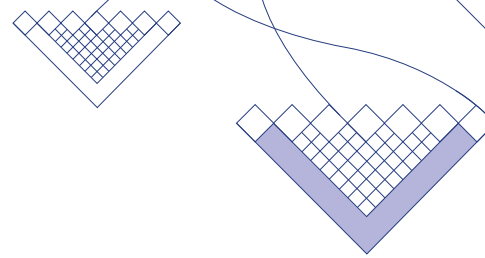
A student found wearing the wrong accessory during the day will get a level 1 offense that can escalate with repetition.

All students begin each semester with zero uniform infractions.

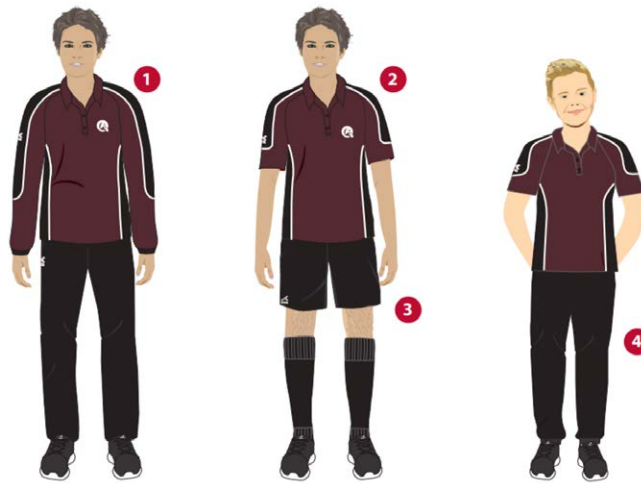
Physical Education:

Students **MUST** wear the QAD PE uniform provided at the uniform shop to PE classes. Students can only wear the PE uniform on the day they have PE.

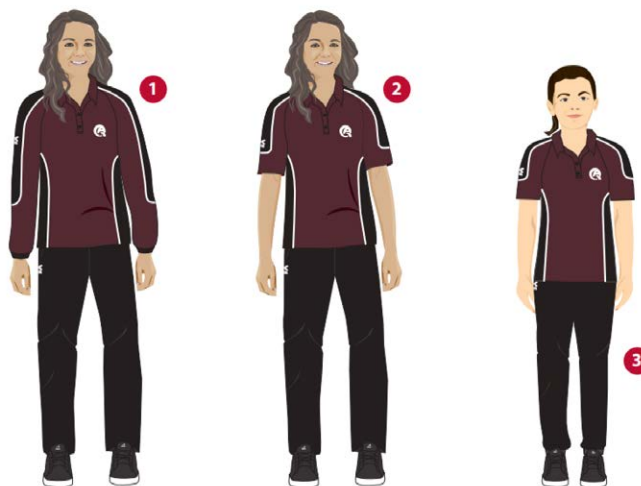
- **PE Shirt-** either short or long sleeved
- **PE trousers-** Choice of either knee length shorts, or full length trousers, or $\frac{3}{4}$ length trousers.



All Years Boys



All Years Girls



Sports teams

- School Track suit when traveling to tournaments or games locally or internationally.
- Teams traveling to International/NESAC events will also need the school travel polo shirt.
- Warm-up T-shirts: ordered separately - 1 navy and 1 maroon per player.

Mobile Phone Policy:



Mobile Device Policy (including earphones)

Cellular devices can be brought to school but must remain invisible at all times from 7:00 AM until 2:00 PM.

Students need to keep their mobile phones in the bag or their locker at all times.

Student Responsibilities:

1. Turn the phone to silent.
2. Place the phone and earphones in their school bag or their locker before entering school.
3. If a student is observed with a phone or earphones at any time they **MUST** surrender it at the request of a teacher, security guard or other supervising individual in the school.
4. Students in grades 6-10 are not allowed to use their phones at any time during the day.

Teacher/Admin/Security Responsibilities:

1. Remind students of the policy upon entry to the school and at any time needed.
2. Ensure that all students (grades 6-10) do not use their cell phones at any time during the day.
3. Confiscate and take to the office any phones being used during class time
4. Teachers will at NO time allow students to use a phone or earphones for personal use during class or provide free time for students to access their phones in class
5. Teachers of Arts may allow students to use their phones in lessons for academic purposes only, with clear instructions and guidance.
6. Confiscated phones:
 - **First time:** will be returned to the student at the end of the day
 - **Second time:** will be retained till a parent collects it from the office
 - **Third time:** will be retained till the end of the semester.

Parent Responsibilities:

1. In order to respect teaching and learning time, understand that communications with their children can take place before school and again after school.
2. In the case of an emergency, contact the main office and a school administrator will support your needs. School phone number: +974 4454 2000



Food Services:

Qatar Academy has a school cafeteria which provides healthy lunches and snacks. Students are encouraged to eat a nutritious lunch so they are better able to concentrate and learn. Students have the option of bringing their lunch from home, but are not permitted to have food delivery services deliver food to the school. Parents are encouraged to support healthy food choices for their children.

Laptops, Books and Stationery:

QAD MYP students have to use the school issued laptops. They may not bring their own device.

Students are required to provide their own notebooks, paper, pens, pencils, mathematical instruments, graphing calculators and pencil cases. The items can be purchased at a number of different vendors in and around Doha. Please note that specific models of calculators are required by the math department and will be communicated by the math teacher.

You can view the stationery list which was provided by the departments [here](#).

Lockers:

Each student is issued a locker for storage of books and personal belongings, and is responsible for ensuring that his/her belongings are properly secured with a lock. Students are discouraged from bringing expensive or valuable items to school as QAD is not responsible for items that go missing.

The locker remains the property of the school and is subject to inspection at any time. Lockers are to be emptied by the end of the school day on the day of school closing for the summer break.

Lost and Found:

All students are responsible for their own belongings. QAD has a lost and found, but items are not kept indefinitely. Students are asked to label all textbooks, clothing and calculators to assist in the safe return of lost materials. All items not picked up by their owners by the end of the school year will be donated for charity.



Parental engagement:

Education is a shared partnership between parents, students and the school. In addition to formal meetings related to education, there are a number of activities in which parents are encouraged to take part, such as sports and orientation events (add others). The QAD parent association provides parents with an opportunity to take part in school life and suggest ideas to enhance it. Members of this association are represented at the Shura council.

For any suggestion/query, please send an email to: QADShura@gad.qfschools.qa

In order to enhance communication between parents, students and the school we ask that parents follow these guidelines:

- Login to Managebac using the link sent to your school registered email address (please check the Spam folder if you cannot find it)
- Download the Managebac mobile app to your phone (Link to Play Store and [App Store](#))
- Regularly check your account/app for academic, attendance and messaging information.
- Reach out to your child's homeroom advisor as the first point of contact for questions of a general nature.
- For questions regarding specific academic courses, please reach out to the subject teacher.
- For questions relating to Athletics or Activities, please reach out to the coach, activity facilitator or Athletics and Activities Coordinator.
- When a satisfactory resolution of a concern has not been reached by the student a parent should:

If the concern is academic :

- contact the teacher,
- contact the Subject Lead Teacher
- contact an assistant principal
- contact the principal

If the concern is non-academic:

- contact the advisor
- contact the Grade Level Leader
- contact an assistant principal
- contact the principal



Student Gifts and Solicitations

In order to maintain a high degree of professionalism, parents should refrain from giving staff gifts of significant monetary value such as jewelry, clothing and prepaid activities.

Students should also be aware that the school grounds and buildings cannot be used to solicit either for personal reasons or on behalf of other organizations.

Single Gender Classes

Grade 6-10: All classes are single gender except visual arts, performing arts, design and Arabic B.

CAMPUS SAFETY:

Recreation Center Access

The recreation center is **'out of bounds'** for all students, during break and lunch, and can only be used for PE classes and under teacher supervision. Students found in these facilities before class or during the break will be considered out of bounds.

***This only applies to regular school schedules.**

Emergency Response Plan:

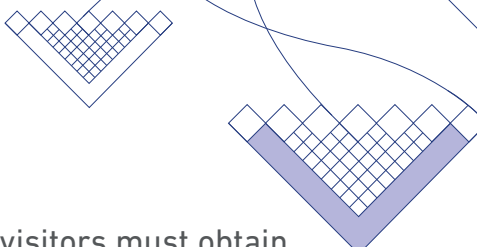
QAD's Emergency Response Plan provides guidance in case of emergency situations. There are Evacuation practices every year. In the event of the school closing, for inclement weather as an example, a message will be sent by SMS as well as on the school's social media platforms.

Evacuation and Containment Drills

Evacuation and containment drills are practiced during the school year. Signage is posted throughout our school for everyone to follow when a practice or actual emergency takes place. Students are made aware of the drill protocol through conversations with advisors and Grade Level Leaders.

Campus Visitors

All non-Academy or Qatar Foundation affiliated staff or personnel visiting the school must register their name, time of visitation, and the person(s) being visited with the



security staff at the main entrance. Students who wish to bring visitors must obtain written approval prior to the day of the visit a minimum of 48 hours in advance of the visit, from the appropriate Assistant Principal or Principal. The student must gain permission from each subject teacher prior to the attendance of their guest to lessons.

Parents cannot meet with teachers or administrators without an appointment. Parents are kindly asked to make appointments through the Senior School Administrative Assistant - by calling 4454.5823 or 4454.1804 or emailing gtiosayco@qf.org.qa or riali2@qf.org.qa

Parents coming in for a meeting with a staff or faculty member will receive a code to use when accessing the drop off lane at QAD Senior school. No parking is available outside the school except in the West Car Park.

Student Safety

For safety, students should be collected immediately at the end of the school day, which is 2:00 PM (unless they have an ASA). Please be aware that supervision is not provided beyond this time unless the student is attending an organized school activity or club. In addition, students are not allowed to enter out-of-bounds areas at any time. These areas include:

- Car Parks
- The Primary School building or surrounding areas.
- The Recreation Center, LAS building and surrounding areas – unless for lessons or given specific permission during break or lunch.

Safety measures in and out of the QAD Senior School Building

To be a safe, respectful, and responsible Senior School learner at QAD, students need to make sure that

For Drop Off & School Start:

- They are dropped off between 6:30 and 7:00 AM besides the EDI building.
- They always have their QAD Access Card to be able to enter the school from any of the 4 doors:
 - ⦿ Main Gate,
 - ⦿ A-block (Rec Centre),
 - ⦿ B-block,
 - ⦿ C-Block.
- If a student forgets their Access Card, they MUST enter from the main gate and register manually
- If a student loses their Access Card, they must request a new card and pay QAR 50 to the receptionist
- Students should be in the advisory classroom at 7:00 AM sharp.
- At 7:15 AM all gates will be locked, except the Main Gate.



School Boundaries:

MYP Students are expected to:

- stay within the school building from 7:00 – 2:00pm And in class during lessons, unless they have a hall pass.
- During the school day, students are NOT allowed to:
 - ⊗ Go to the metro station
 - ⊗ Order Talabat or meet someone outside the school facilities
 - ⊗ Go to the Recreation Centre or any other facility in or outside Education City unless accompanied by a teacher
- During lunch time, students are allowed to walk from the A-Block to the Canteen and back
- If a student needs to exit the school before dismissal time, their parents should contact the school and they should get an exit slip from the front office

Dismissal & Pick Up:

- At dismissal time, students can exit the school from any of the four doors, and should be careful as they head towards the Tram/car.
- students are expected to be picked up from the West Car Park:
 - ⊗ Drivers should arrive between 2:00 and 2:15pm and park on the first floor.
 - ⊗ Students will ride the Tramway to the West Car Park and meet their drivers there.
- MYP students are not allowed to enter the Primary School building, unless they have a “Pick-Up Card” to collect their sibling(s). If so, they will meet their driver at the Primary School parking lot.

	Morning Drop Off (6:30 – 7:00)	Afternoon Pick up (2:00- 2:30)
Senior School students who have siblings in the Primary School (Their family will receive a BLUE Car Tag)	1. Car enters from Gate 2. Drops my sibling(s) at the Primary School 3. Drops me near the EDI building 4. Exits from Gate 1	1. Car enters from Gate 2. Picks up my sibling(s) at the Primary School 3. Picks me up from the West Car Park 4. Exits from Gate 1
Senior School students who do not have siblings in the Primary School	1. Car enters from Gate 1 2. Drops me near the EDI building 3. Exits from Gate 1	1. Car enters from Gate 1 2. Picks me up from the West Car Park 3. Exits from Gate 1

Let's all make sure we arrive, remain and leave safe and on time in and around the school.



Complaints Policy and Procedures

A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about QAD as a whole, about a specific department or about an individual member of staff. Parents can be assured that all concerns will be treated seriously and confidentially. Please [click here](#) for more information about QAD's Complaints Policy and Procedures.

Early Withdrawals

Parents/guardians may withdraw a student after the year has begun, however, term tuition and other fees will not be refunded. Depending upon the date of withdrawal, a grade may or may not be determined and provided.

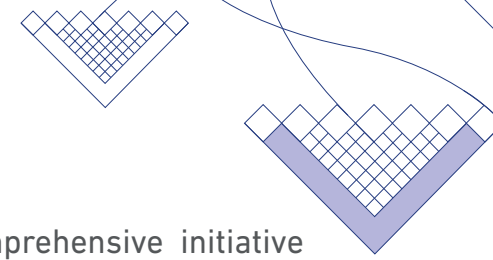
Transfer Students

Students who transfer from Qatar Academy to different schools are provided with an official transcript and/or academic reports. This service is extended to students provided that fees, tuition etc. have been paid in full, and that a reasonable advance notification has been given.

Student Social-emotional-physical wellbeing

Counseling Support and Well-being Program:

Our QAD counselors are certified and trained to provide both social-emotional, academic and career guidance to students in all grades. The Well-being Program is developed by our counselors and delivered during advisory and Student- Led Activities. The purpose of the program is to provide students with the skills necessary to deal with the challenges of life as they arise. The main goals of the program are to develop social- emotional skills, teach healthy lifestyles, provide prevention related information, promote positive social norms, teach refusal skills and to foster the development of personal self management and general social skills. The program helps students focus on developing skills such as decision making, problem solving, communication and anger/stress management. Strategies used by our counselors include: early intervention counseling, crisis intervention, facilitating student groups, liaising with teachers, and providing access to mental health professionals and community agencies.



QAD Counseling Support and Well-being Program is a comprehensive initiative designed to provide students with the necessary support and resources to enhance their mental and emotional well-being. The program offers a range of counseling services, including individual and group support sessions, to address various concerns such as stress, anxiety, depression, friendship issues, and personal growth. The program also focuses on preventive measures by promoting self-care practices, resilience-building techniques, and stress management strategies. It may incorporate workshops, individual meetings, and educational materials to raise awareness about mental health and foster a supportive community. The Counseling Support and Well-being Program aims to create a safe and confidential space where individuals can seek guidance, explore their emotions, develop coping skills, and work towards a healthier and more fulfilling life. Strategies used by our counselors include: early intervention counseling, conflict resolution, restorative sessions, crisis intervention, and providing access to community agencies as needed.

QAD Learning Support

[Inclusion Policy](#)

Tier Based System for Students Needing Support

Most academic difficulties that students experience at school may be resolved with the help of classroom teachers and specialist Learning Support teachers in differentiated settings. If this proves insufficient in providing for the needs of particular students, more in-depth information will be required to design specific individualized strategies and pathways of learning. The learning support program supports those students who require more individually differentiated support in order to access or surpass the classroom curriculum.

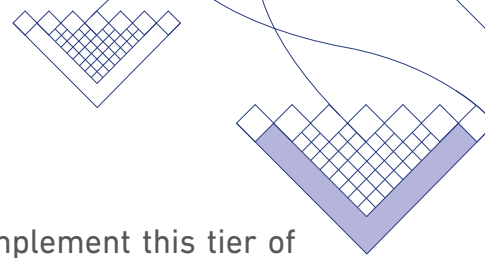
QAD uses a multi-tiered system to identify, include, and serve students with varied needs.

Tier 1 (Universal Support)

Proactive instruction process. This is defined as differentiation in the classroom. It is the proactive prevention of predictable problems and should meet the majority of needs. Tier 1 is defined as the total collection of educational practices and strategies that are used that every student in the school receives. Tier One instruction includes academic, language acquisition, social, emotional, and behavioral elements. QAD believes that the whole child needs to be considered throughout the school day.

Tier 2 (Targeted Support)

Programmatic targeted interventions. This is a school-based system of small group support that is readily available and designed to address a specific need. These programmatic interventions define clear instructional procedures, duration and



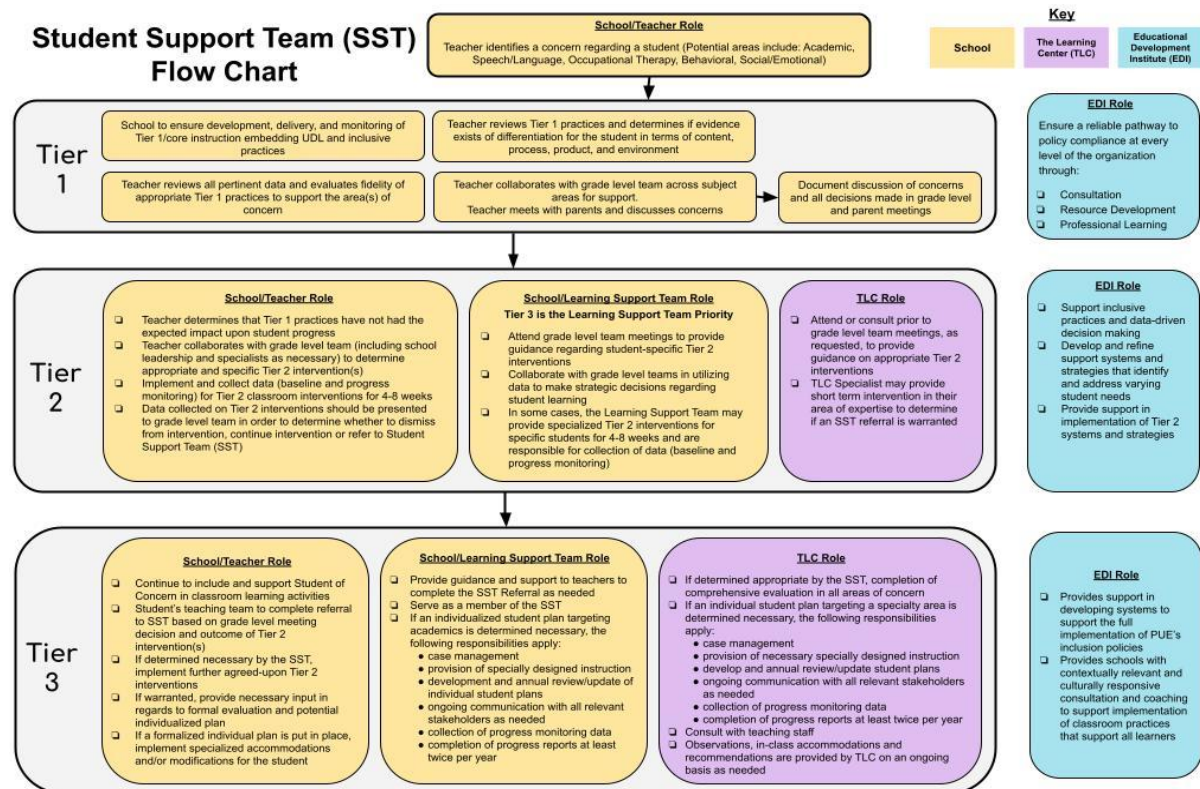
frequency of instructional support. There are many ways to implement this tier of support in practice whether push-in or pull-out, walk-to-learn, small groups, etc. Provision at this tier should be common across the school and is normally managed by the class teacher, in collaboration with other educators or the learning support team.

Tier 3 (Intensive Support)

Personalized intensive interventions. These often incorporate the structural and data collection elements of tier two but are individualized to account for learning differences that tier two supports failed to address. These are individual systems of personalized support.

Referral Process

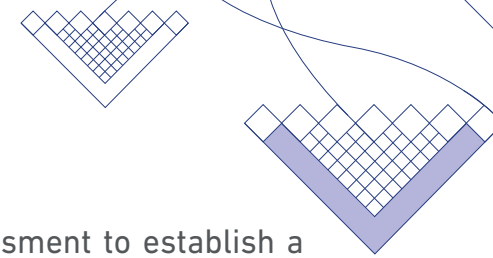
The referral process is designed to create a clear, consistent, and data supported pathway to interventions. The pathway is minimally invasive and directly focused on progress in classroom and school driven outcomes.



SST meetings

Systematic Assessment to Document Student Progress

At QAD, there will be several stages of assessment. At the beginning of the year and at other pre-selected times, students will take a benchmark assessment. An example of a benchmark assessment would be the MAP test.



At the beginning of each unit, students may take a pre-assessment to establish a baseline in which to measure student growth. Students will then be given various formative and summative assessments throughout the unit.

Teachers gather this evidence and meet to monitor student progress. These meetings can be made up of SST members, grade level teachers or content departments. The purpose of these meetings will be to look at student data and see what kind of interventions and what the time frame for these interventions will be. The interventions can be academic, behavioral or social/emotional, depending on what the various teams conclude. Progress monitoring data should be collected.

Plans and Progress

Individual Education Plans and Individual Accommodation Plans

Individualized Education Plans (IEPs) and Individualized Accommodation Plans (IAPs) are used where a student's special needs require specific individualized support, which should be detailed and reviewed annually. IEPs should be developed and reviewed in collaboration with parents.

Interventions: Building an Individualized Plan

Each school, in consultation with the Learning Coordinator and The Learning Center, shall adopt a standardized approach to documenting individualized interventions. Across all Qatar Foundation Schools individualized plans are referenced using different names: Individualized Education Plan; Individualized Learning Plan; Behavioral Intervention Plan; Gifted Education Plan; Health Management Plan; and, Individualized Accommodation Plan. Regardless of how the plan's title might fit school, student, and parent needs, the documentation should include all of the content below.

Present Levels

A brief, data-informed summary of the students current functioning in relation to the needs that will be addressed in the plan. These present levels will include strengths, challenges, and opportunities related to the student's current level of functioning.

Goals

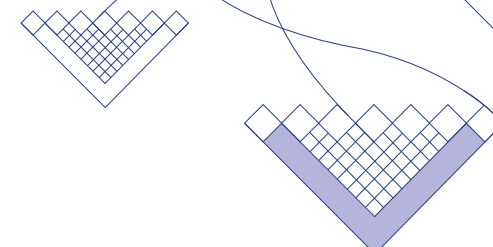
Goals will be focused on growth across one academic year, in one targeted area, and measurable using an identified data instrument.

Short-term Objectives

Short-term objectives will outline a path toward each goal.

Progress Reporting

Progress toward all goals will be reported to parents at least two times per year.



Accommodations/Modifications

Accommodations are specific teacher actions that will support the student’s ability to access classroom instruction. Modifications are a shift in expectations that will provide the student with appropriate academic or behavioral expectations in the classroom. Both accommodations and modifications are typically implemented by the classroom teacher. Accommodations can also be provided for formal assessments such as MAP or DP assessments.

Summary of Services

A summary of the frequency, duration, and type of service provided shall be easily identifiable within the service tracker by teachers, administrators, and parents. Service needs that are outside those allocated by the school, I&W or TLC shall be subject to processes outlined in PUE policy.

Parent Involvement

Parents will be contacted prior to their child’s individualized plan meeting to benefit from family insights, concerns, or questions. If parents have any suggestions during the meeting they should be taken into serious consideration by the team when writing goals. **Parent requests that are outside services allocated by the school, I&W or TLC shall be subject to processes outlined in PUE policy.**

If parents do not attend any meetings where individualized needs are being addressed, the student’s case manager should use digitally secure systems to communicate any and all outcomes, interventions, services, and plans to the parents.

Annual Review

After the initial IEP/ IAP, each new IEP/IAP meeting should be held approximately 365 days after the previous year’s IEP/IAP. Any IEP/IAP team member may request to review the individualized plan at any time.

Continued Eligibility for Individualized Services

Every three years a student’s needs for individualized services shall be reviewed by the IEP/IAP team. Re- evaluation will take place to identify whether to continue/ discontinue service. Parents, teachers, and school administrators shall be involved in this decision-making process and clearly informed by the case manager. The same criteria used to determine access to services should be used to evaluate any need to continue, revise, or discontinue services.

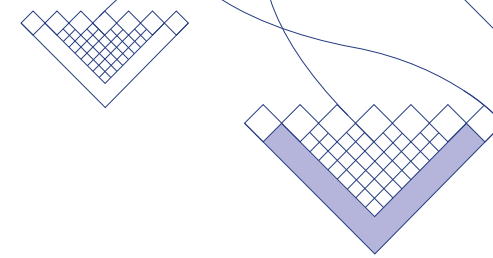
Models of Classroom Support

Pull out

At times it may be appropriate for students to be pulled out for small group work with Learning Support teachers.

Push in

Learning support teachers may join a class to offer student support as and when this is possible.



Consultative

Learning support will work as coaches with subject teachers in order to achieve language and skill objectives and act in a consultative role for short periods of time, perhaps 1 unit or a series of lessons. They will assist with strategy, differentiation, ILP provision and classroom intervention.

Medical Services

Qatar Academy Doha MYP School has two full time nurses who work with teachers and students. The nurse is available to support any general ailments the students may have, and to provide first aid treatment when necessary. The Senior School Nurse is in the Medical Room from 7.00 a.m. to 3.00 p.m. Sunday through Thursday.

MYP students may only visit the Medical Room with a green pass provided by a teacher. Any student visiting the Medical Room without this pass will not be seen unless it is an emergency.

The nurse makes an initial assessment and then advises the School Principal or Assistant Principal should further medical attention be required. The School Nurse will treat minor injuries; however, in the event of an emergency any competent member of staff may provide assistance. When a student is injured at school, parents are notified as soon as possible.

Medical Records

All medical records for each student are kept in the Medical Room and are handled with utmost confidentiality. Medical Information Handbooks are distributed to all Senior School Staff to help make them aware of students requiring special medications/ medical treatment, and as a helpful guide for emergencies.

All details of administered medication must be documented in each student's medical file. Only medical personnel will have access to these files, unless authorized by the School Principal.

Medication

Parental consent is required for any medication to be administered at school. Students should not be in the possession of, or self-administer any medication. Some students, however, may have written permission on file in the nurse's office to carry their asthma inhalers or EpiPen for allergic reactions.

Special Dietary Needs

Parents should notify the school nurse should their child have any special dietary requirements or allergies that she can in turn alert the cafeteria and/or appropriate staff.



Academic development:

Program of Study: Middle Years Program (grades 6 to 10)

QAD is fully authorized to offer the **International Baccalaureate Middle Years Programme (MYP)**. The MYP is for students aged eleven to sixteen. The program is designed to promote the education of the whole person, emphasizing the importance of a broad and balanced education. It is a student - centered, inquiry- based program that fosters critical thinking, independent learning, collaborative teamwork, and a disciplined approach to studying. It also seeks to give students an international perspective in order to help them become informed about the experiences of other people and cultures throughout the world. It further engenders a commitment to help others and to act as a responsible member of the community at local, national, and international levels. The MYP offers an integrated approach to teaching and learning. Traditional subject areas are still thoroughly taught, but with a link to real life experiences. It is a holistic approach to education and learning. Parent meetings are held periodically throughout the school year in order to help parents gain insight into the program.

The subjects currently offered are:

- and Literature - English and Arabic
- Language Acquisition - Arabic (only with ministry approval)
- Mathematics
- Science – integrated course of Biology, Chemistry, and Physics
- Individuals & Societies – integrated course of History, Geography, Economics
- Design –Materials and Digital
- Arts –Theatre, Media Art and Visual Arts
- Islamic/Cultural Studies
- Physical Health and Education (only grades 6, 7 & 8)

Note: Physical Health and Education is offered as a recreational subject (in grades 9 & 10).

Service as Action holds a special place within the MYP, as all students are required to complete the Service as Action requirement. Gradually the emphasis shifts, so that as students rise through the grades they complete more independent projects. In each year, students maintain a Service as Action Reflection Journal documenting achievements and reflecting on their experiences in their Portfolios on Managebac. Successful completion of Service as Action requirements is a prerequisite for entry to QAD's High School Programme.



Assessment - stakeholder responsibilities:

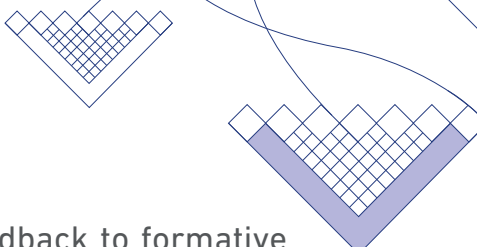
At QAD, we recognise that learning is a partnership between school, students and parents. As such, all stakeholders have clearly identified expectations to ensure clarity, transparency and maximum support for student learning. There is a process outlined below which details QAD's procedure for dealing with late assignments.

Lead teacher and teachers are responsible for:

- Ensuring that assessments are integral to the learning process.
- Ensuring that prior to the learning students know what they are being assessed upon and how they are going to be assessed (task specific clarifications)
- Ensuring that assessments are aligned to the subject group objectives and provide evidence of student understanding through authentic performances of understanding (not simply the recall of factual knowledge).
- Providing opportunities for self and peer assessment.
- Designing appropriate assessment tasks that allow students the opportunity to reach the highest levels of attainment.
- Ensuring that students are clear as to how they will be graded against subject specific criteria.
- Ensuring that students have sufficient time to complete tasks.
- Using the data from the assessment tasks to adjust instruction.
- Giving the student adequate opportunity to show achievement and improvement in each criterion throughout the academic year.
- Following the school's academic policies.
- Collaborating to design and assess common assessments using standardized feedback
- Ensuring that summative assessments are graded, **standardized and returned in a timely manner (1-2 weeks window based on type of assessment)**.
- Grades have been entered into the electronic gradebook on Managebac.
- Constructive feedback has been communicated.

Students are responsible for:

- Setting appropriate, specific and achievable personal goals for each subject that are tied to specific criteria.
- Setting appropriate, specific and achievable goals for a semester that are grounded in subject specific or ATL skills.

- 
- Monitoring their own progress using peer and teacher feedback to formative assessments and regularly reflecting on their personal goals.
 - Acting upon summative assessment feedback in order to achieve and revise their goals.
 - Being proactive in seeking assistance (ask questions of peers, seeking clarifications from teachers and requesting additional assistance and/or guidance).
 - Being familiar with and adhering to the school's academic honesty policy.
 - Submitting all formative and summative assessments on time.
 - Maintaining a positive attitude toward learning.

Parents are responsible for:

- Supporting the school in developing their child to be a self-directed, lifelong learner.
- Attending school meetings/conferences.
- Keeping up to date with school communications.
- Familiarizing themselves with the MYP assessment procedures and criteria.
- Ensuring that their child completes their homework appropriately, on time and to the best of their ability.
- Regularly monitoring their child's progress through the school's online reporting system.
- Review and sign their child's official reports.
- Ensuring that they and their child are familiar with the school's academic honesty policy and its consequences.
- Ensuring that their child adheres to the school's academic honesty policy.
- Supporting the school in enforcing the academic honesty policy.


ASSESSMENT AND GRADING

The following assessment policy states our beliefs and practices about assessment. This policy will guide the whole school community to help the school achieve its mission and vision.

Philosophy

Assessment in the Senior School-Middle Years Programme (MYP)

Assessment at Qatar Academy Doha (QAD) is an integral part of teaching and learning. It helps to provide a picture of a learner's progress, achievements and to identify next steps in their learning. Assessment approaches are designed to promote learner engagement and ensure appropriate support so that all learners



can achieve their learning goals and maximize their potential. At QAD, assessment in the International Baccalaureate (IB) programmes requires teachers to assess the prescribed subject-group objectives using the assessment criteria to support curricular goals and student learning. In order to allow students to access the highest levels, teachers develop rigorous tasks that embrace a variety of assessment strategies.

Assessment at QAD aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- promote positive student attitudes towards learning
- promote the development of critical and creative thinking skills
- help students to view their own work critically and to seek and deploy strategies for improvement
- promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts
- reflect the international-mindedness of the programmes by allowing assessments to be set in a variety of cultural and linguistic contexts

The Assessment practices at QAD: formative and summative are consistent with IB expectations

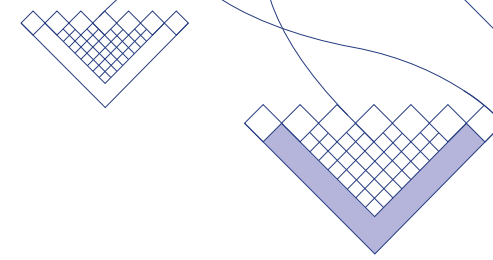
The IB programmes encourage and expect internal assessment that includes strategies and tools that are designed, developed and applied by teachers for their students. Internal summative and formative assessment practices are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve through consistent, timely and meaningful practices and feedback.

Formative

In the IB programmes, teachers are encouraged to monitor students' developing understanding and abilities throughout the programme. Through effective assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student self and peer assessment can be important elements of formative assessment plans.

Effective implementation of formative assessments includes the following:

- Formative assessments support learning before summative assessments are set.
- Feedback is constructive and guides students' effort to improve in relation to the objectives.



Summative

Summative assessments are designed to provide evidence for evaluating student achievement using MYP subject specific assessment criteria.

Effective implementation of summative assessments are as follows:

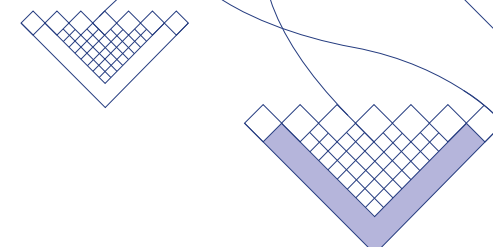
- Students are clearly informed on how to reach different levels of achievement for each assessment.
- All summative assessment grades are made available on QAD's current electronic reporting system in a timely manner (Managebac)
- Following summative assessments, students are given the opportunity to review, reflect and continue learning from their completed assessment.
- MYP specific: All criteria, including all strands need to be addressed AT LEAST TWICE in each academic year per subject group.
- Records of summative assessments are kept by teachers and made available upon request by parents, students and administration or if deemed necessary by the teacher.

ASSESSMENT EXPECTATIONS

At QAD, we recognise that learning is a partnership between school, students and parents. As such, all stakeholders have clearly identified expectations to ensure clarity, transparency and maximum support for student learning.

Students are responsible for:

- Setting appropriate, specific and achievable personal goals for each subject that are tied to specific criteria.
- Setting appropriate, specific and achievable goals for a semester that are grounded in subject specific or ATL skills.
- Monitoring their own progress using peer and teacher feedback to formative assessments and regularly reflecting on their personal goals.
- Acting upon summative assessment feedback in order to achieve and revise their goals.
- Being proactive in seeking assistance (ask questions of peers, seeking clarifications from teachers and requesting additional assistance and/or guidance).
- Being familiar with and adhering to the school's Academic Integrity policy.
- Submitting all formative and summative assessments on time.
- Maintaining a positive attitude toward learning.



Parents are responsible for:

- Supporting the school in developing their child to be a self-directed, lifelong learner.
- Attending school meetings/conferences.
- Keeping up to date with school communications.
- Familiarizing themselves with the MYP assessment procedures and criteria.
- Ensuring that their child completes their homework appropriately, on time and to the best of their ability.
- Regularly monitoring their child’s progress through the school’s online reporting system.
- Review and sign their child’s official reports.
- Ensuring that they and their child are familiar with the school’s Academic Integrity policy and its consequences.
- Ensuring that their child adheres to the school’s Academic Integrity policy.
- Supporting the school in enforcing the Academic Integrity policy.

Frequency of Assessment

At QAD, we recognise that the purpose of assessment is to guide and inform teachers, students and parents about student progress and next learning steps. To this end, students should only be asked to perform and/or submit a reasonable amount of assessment tasks on any given day (where possible this should be limited to two per day). In the MYP, assessment tasks can be seen in many formats but are broadly defined as summative tasks, that are assessed using subject criteria for performances of understanding and that form part of the semester or end of year grade.

It is the teacher’s responsibility to ensure that any such task is on the grade level assessment calendar in a timely manner, but at least two weeks before the task is to be completed. The lead teachers are responsible for monitoring these calendars.

*Reasonable number of assessments

Grades 6-7 can be given 1 submission and 1 in class assignment in one day / Maximum of 3 in class assignments in one week

Grades 8-10 can be given 2 submissions and 1 in class or 2 in class and 1 submission in one day / Maximum of 4 in class assignments in one week

End of Semester/Year Summative Assessments

Middle Years Programme

Grade Level	Grades 6,7,8	Grade 9	Grade 10
End of Semester 1	X	December Summative: skill based	December Summative: skill based
End of Semester 2	May: End of Semester 2 exams in: English, Math, Science, Arabic and Humanities: skill based/handwritten	May: End of year exam (cumulative)	March: Mock exams



Late Submission of Assessments

Submission dates for all assessments are to be found on the assessment calendar of Managebac, at least 2 weeks before the due date.

Assessments which are not submitted by the due date will be considered in the following manner:

a. Legitimate Reasons: This is defined by QAD policy as observance of recognized religious holidays, illness, or family emergencies, deemed acceptable by the Principal. Students have one week from the due date (or return of the student if he/she is out for a lengthy period of time) to complete the work. However, a parent note and/or a doctor's note which clearly states the reason for the absence needs to be provided within 48 hours of return to school. Non-submission results in the activation of the 'Not Legitimate Reasons' procedure.

b. Not Legitimate Reasons:

In-Class Assessments (Assessments completed during class time in 1 or more lessons)

- All students must submit work by the due date, irrespective of completion. Physical absence does not qualify as an excuse for non-submission.

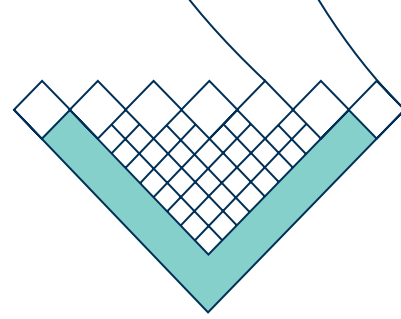
Out of Class Assessments

- It is expected that all students hand in assessments by the due date.
- Subject teacher communicates about all non-submitted work to parents within one working day of the submission date.

Requesting extensions

QAD accepts that extenuating circumstances can arise. Should a student be unable to hand in an assignment, by the due date, s/he may be granted an extension by the teacher, provided that s/he has followed the procedure below:

- An extension will only be granted if the request has been made in person prior to the deadline in a **timely manner**.
- There needs to be **reasonable grounds** for asking for an extension.



Submission of late work

If **work is not submitted** the teacher notes 'missing' on the assessment section of Managebac and documents the details on the late submission document.

Once the deadline has passed, the teacher assesses the work that is available to them and awards a grade. In the unlikely event that there is no relevant (formative or summative) work available for marking a **'0' is recorded**. The 'missing' on Managebac is replaced with the new grade. Teachers should keep records of the formative assessments and evidence. This must be used if summative work is not completed.

However, this does not apply to IB externally examined components in Grade 10 including the Personal Project.

Repeated failure to submit work on time is followed up by the subject and Lead Teachers and the Counselor as appropriate. Students may be placed on an academic report to monitor and aid their progress. In chronic cases, parents will be seen by a Grade Level Leader and/or an Administrator and the extracurricular Activities Coordinator will be informed. Ongoing academic concerns may result in a student being ineligible to take part in school teams at administration and GLL discretion - for further details regarding Extracurricular Eligibility at QAD please [click here](#).

Please note: Contentious issues or exceptional cases will be passed on to the responsible Lead Teacher and if necessary escalated up to the appropriate GLL then Administrator.

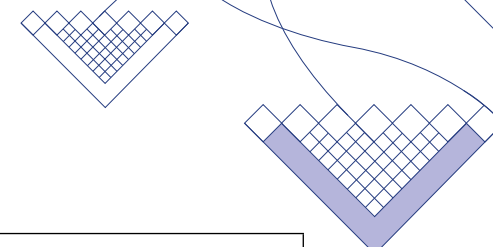
Teachers are required to liaise with Lead Teachers, GLL if they have concerns over late/non-submission of student work.

The MYP Coordinator needs to be informed when late submission is a concern across subject areas.

Parents will be notified in writing (via Managebac notification) by the subject teacher when an assessment is not submitted on the due date. In serious instances/re-occurrences, the LT will meet with students and parents. The task will still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements

The following consequences for the late submission of tasks (without an acceptable excuse*) apply to Grades 6-10.

Subject teacher informs students and parents of non-submitted work within one working day of the submission date.



Days late	Consequence
1-3 or first occurrence in a school year	Responsibility reminder issued and parents contacted by the subject teacher. Parents will be informed of the expectation that the work is still to be submitted by the new deadline. If the task is submitted by the new date students will receive feedback and grades will count towards their final subject grade. This task will also be recorded as a late submission and will impact the self management Approaches to Learning judgment on reports.
4-9 or second occurrence in a school year	Parents are to be informed of this consequence by the LT. In the case of persistent lateness (i.e. more than one occasion) parents may be requested to come to school for a meeting with the LT and the subject teachers(s) involved.
10+	A non-submission will also be recorded for this task after 10 days; a zero will be recorded as the student has not shown evidence of knowledge. Students may be placed on an Individualized Plan or contract to prevent future occurrences.

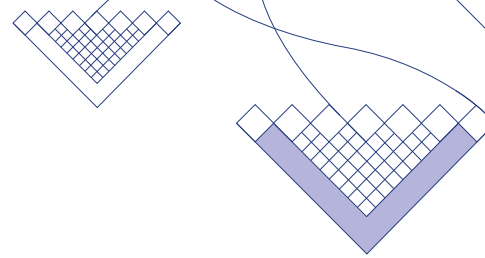
High Honor and Honor Roll

High Honor and Honor Roll status are calculated using a student's total academic achievement scores for all subjects except Qatar History. Students who earn no failing grades and score between 54 and 59 points out of a maximum of 63 points will receive Honor Roll recognition. Students who earn no failing grades and score between 60 and 63 points out of a maximum of 63 points will receive High Honor Roll recognition.

Student Recognition:

Praise is a key motivator in improving and maintaining both behavioral and academic engagement and achievement. At QAD we offer positive recognition of our student's achievements and behavior using various methods of positive reinforcement. Praise and reward can be achieved on both an individual, and group level. Throughout the school year we run various initiatives to engage students with positive behaviors, as well as reinforcing our expectations within lessons and around the school in general. Below are some examples of our means for recognition and reward:

Acknowledgment and Positive Reinforcers
<ul style="list-style-type: none">• Verbal acknowledgment (Smile, thank you, good job, etc.)• Positive communication to parents (email or phone call)• Golden Falcon Award• Honor Roll• High Honor Roll• Lunch with the Principal/Assistant Principal/Grade Level Leader



REPORTING SCHEDULE Grades 6-10

Semester	Date sent to Parents	Reporting Tool	Participants
1	05-Nov-23	Quarter Reports	Required for all students
1	7-Nov-23	Three Way Conferences	All teachers; all students and parents are requested to attend
1	Examination Week: Gr 9, 10 December 12-14		
1	1- Feb-2024	Semester 1 Reports	All students for all classes (except PSE), Community & Service, and Personal Project
2	4-Apr-24	Quarter Reports	Required for all students
2	Grade 10 eAssessment - 9-May to 17-May		
2	23 April	Three Way Conferences	All teachers; all students and parents are requested to attend
2	Examination Week: Gr 6-9 May 26-May 30 2024		
2	13-Jun 24	Semester 2 Reports	All students for all classes, Community & Service, and Personal Project

QUARTER REPORTS

Quarter Reports are intended to communicate about the child’s progress and situation halfway through a semester. They are sent early enough for families and students to have sufficient time to adjust their learning strategies before the end of the semester. Mid Semester Reports are followed by Three Way Conferences (Parent-Teacher-Student) to allow for in-depth three-way discussion as needed.

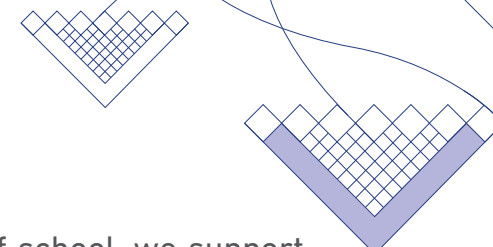
Quarter Reports will be completed on Managebac and will be sent for all students.

HOMEWORK

Philosophy

At Qatar Academy we believe any work completed at home should support successful student learning from a holistic perspective that encourages **a balanced lifestyle**. As such, in the year of 2023-2024 the homework focus will be supporting numeracy and literacy.

Homework is not set unless meaningful and necessary. Any homework set should be able to be completed within the allocated time and day allocation for the subject.



Understanding that students have responsibilities outside of school, we support when possible students are given a week to complete the assigned homework.

Students should be able to successfully complete homework without additional support, and homework should become more complex as a student moves up through the grades.

Math and English set shorter homework every night, while all other subjects may have longer homework once or twice a week.

Students can be given a maximum of four subjects per evening including Math and English.

QAD encourages students to maintain a healthy and balanced life, therefore a homework timetable is arranged at the start of the school year and all staff are asked to set homework in accordance with this timetable and the time allocations listed below.

We will ensure all homework is given timely informative feedback to develop student understanding of content.

The table below highlights the **maximum** time students should spend completing homework and is **not expected to be the norm**.

Grade	Maximum Mins per subject	Maths & English Daily (Sun - Thur)	Max Mins per Night	Hours/Week
6	30 mins	15 mins	60 - 90	5 - 7.5
7 & 8	45 mins	20 mins	90 - 130	10 - 12
9 & 10	60 mins	25 mins	170	13 - 15

Allocation for homework is as follows for **Grades 6-10**:

Two homework assignments a week for Science, Arabic

One homework for PHE, Design, Arts, Islamic / Cultural, INS

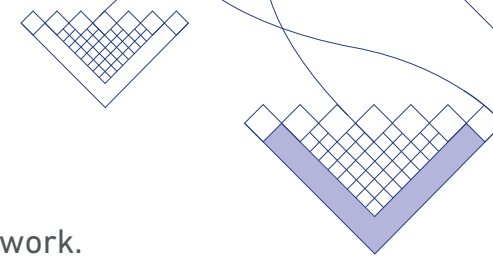
Stakeholder Expectations

Students

- Students will use class time appropriately and understand the need to complete class work at home if time is poorly managed in class.
- Catch-up on missed work

Teaching Staff

- Staff will clearly post homework in the Google classroom.
- Ensure assessment dates and rubrics are available for students through google classroom.



- Give a reasonable time period for students to complete the work.
- Ensure the work set is age appropriate - use of readability.
- Suitable reference sites are given to save students wasting study time finding information.
- Instructions will be clear and easily accessible. Simple clear guidelines that non-teacher parents can understand.
- Appropriate and timely feedback is given after any homework assignment. Examples: Allowing students to check answers for accuracy, giving additional support if students have not understood a concept.
- If homework is project based, students must still be able to complete this during the designated time not as additional work.

Lead Teachers

- Ensure all members of their department adhere to the days and times allocated for homework.
- Provide exemplar homework for the department and discuss the philosophy of homework within the department.

Advisory Teachers

- Support colleagues through asking students to check homework tasks during Advisory.
- Give students wall space within the Advisory classroom to create a whole class homework board to be updated by students.
- Advocate for students when teachers are not following the set times and allocations by discussing this with the class teacher and Lead teacher if the problem continues, check homework, organization.

Parents

- Facilitate students completing homework by giving students a suitable work space, time and resources.
- Parents are not expected to teach or lead the homework activity.
- Contact class teacher with concerns about individual subject homework (appropriateness, level, amount).
- Contact Advisory teacher if the student is struggling with large volumes of homework, coping with scheduling and organization of homework.
- Contact the Lead Teacher if concerns raised with the classroom teacher have not been resolved.



ACADEMIC SUPPORT/ PROBATION STATUS

A grade of 4 is a satisfactory achievement against MYP subject objectives, demonstrating a “good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations [and]occasional evidence of the skills of analysis, synthesis and evaluation.”

Parents should access their children’s grades through Managebac. They are expected to review these frequently and consistently. The parents of students who may be at risk of scoring less than 4 at the end of a semester should be engaged in a dialogue with the teacher and Lead Teacher aimed at implementing measures to improve learning. If the student has a learning issue, the school may develop an individualized learning plan to support student progress.

After each grading quarter, each student’s grades are reviewed. Those falling below the standard set by the academy are placed on **Academic Support Status**. The procedure is based upon taking a holistic look at the students overall performance and allows for students to have a weakness in one or two subject areas without endangering their overall status at the school.

Students will be placed on academic support or probation status if their grades reflect the following:

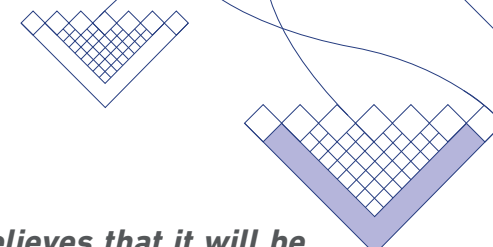
- Academic Support Status - Two grades of 3 or less in any classes
- Academic Probation Status - Three or more grades of 3 or less in any classes

For support status regarding Behavior, refer to the Behavioral Procedures section in the handbook.

Academic or Behavior contracts may be given at any time during the academic year. For students on contract, their status will be officially reviewed at the end of each reporting period. School administration has the right to adjust the timeline based on the severity of individual cases.

Procedure:

1. Parents will be informed of the student’s placement on “academic support / probation status”, and the student and parents will be required to meet with the school support team (any member of the school leadership and/or SEL team) to discuss the conditions.
2. The student and his/her parent(s) will sign a contract with the support team stating the expectations of the student, parent(s) and school for the duration of the support status.
3. Students who are not removed from “academic probation status” by the end of the academic year may be exited from the school, or after input from the Student Study Team, given the recommendation of repeating the grade.



****Retention will only be offered if the Student Study Team believes that it will be educationally beneficial for the student and if there is space available. Students can only repeat a grade level once during their time at QAD. If they do not meet the academic requirements a second time then they will be asked to leave the school.***

By the end of Grade 10, the following conditions will be used to orient students into the appropriate Qatar Academy High School (QAHS) pathway:

Pathway	From MYP
IBDP - Full Diploma Pathway (Grade 11)	4+ in 7 or more MYP subjects No subject less than 3 4+ in 4 e-assessments
IBDP- Courses Pathway (Grade 11)	4+ in 4 or more MYP subjects 3+ in e-assessment
IBCP Pathway (Grade 11)	3+ in Math, English, Arabic, Science
IBDP Higher Level Mathematics or Science Course (Grade 11)	5+ in Math and Science AND 4+ in e-assessment in the subject
QAST- AP (Grade 11)	Successful completion of MAP entrance exam 6+ in Math & Science

Based on the recommendation from the Student Study Team, a student who does not fulfill the requirements for any of the QAHS pathways, will be given the option of repeating the grade 10 year*.

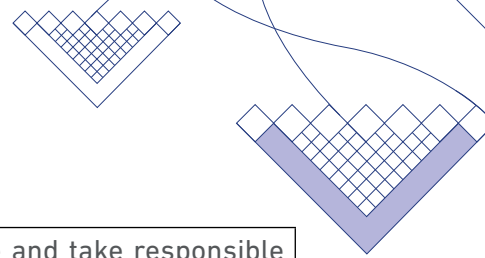
Note: Students not meeting an acceptable level of achievement as delineated in Qatar Academy’s Academic Support Status Policy may be ineligible to participate in school-sponsored activities. Final decisions are the responsibility of the MYP School Administration.

ACADEMIC INTEGRITY

Why do we need academic integrity?

At Qatar Academy Doha we are guided by the IB Philosophy and place great value on personal integrity and academic honesty. We expect that all members of our community, administration, teachers, students and parents, adhere to the guidelines stated below. We are guided in our expectations by the three IB Learner Profile attributes outlined below.

Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
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Thinker	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicator	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

During the learning journey, students need support in understanding that academic integrity is fundamental in their development into responsible and caring world citizens of the future. By supporting learners, a culture of self-respect and respect for others can be nurtured and developed.

Please [click here](#) for detailed information regarding the Academic Integrity rationale, expectations, responsibilities, accountability and IB’s academic integrity

Update regarding the use of AI tools:

Students should stick to the below guidelines:

- 1-If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- 2- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Source: Academic Integrity Policy By IB -

[Academic Integrity Policy by IB](#)



Athletics & Activities:

Athletics & Activities

Qatar Academy believes that a well-rounded educational program includes teams, clubs and after school activities. We also place a special emphasis on the “Service as Action” that is required from all students as part of our MYP curriculum and credit for this can be achieved by students participating in all of our athletic programmes.

Students are able to sign up for athletic / competitive teams by using the relevant online forms (available on the Athletics Google Site).

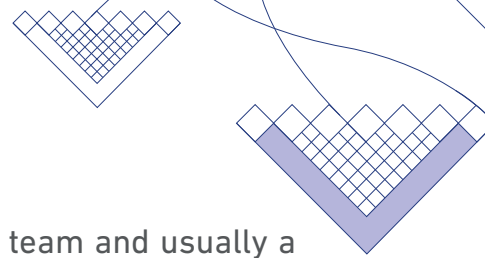
Alternatively, there will be an activities fair in the Diamond area the week before Block 1 starts where students will be able to sign up electronically for their preferred team with support from the QAD athletics department and coaching staff.

For 2023-2024:

Senior School Athletics Programme (Varsity & Junior Varsity)

These sports are open to grades 9-10 students (some exceptional younger athletes may be selected). The athletic site will have the details of the teams available within the Varsity and Junior Varsity Programmes and students can sign-up online from the start of the year for all available teams. The emphasis of the Varsity and Junior Varsity programme is on developing strong individual skills whilst building teamwork and an improved tactical understanding in order to prepare for competitive situations. Athletes must try out to gain selection into squads. Those who are successful during try-outs will gain selection into our NESAC teams. Coaches will determine early who is available for NESAC selection and they may make cuts to the training squads as part of their season plan to be as competitive as possible in the NESAC tournament. We encourage all parents to support their children to be available for the end of season NESAC international tournaments. This provides an invaluable experience for our students and every effort is made to prepare our teams/players so that they are able to represent QAD in the best possible way. Parents will be asked to confirm their son/daughters eligibility and to pay a deposit so that airfares can be purchased six weeks out from the start of each event. Seasons usually run for 8/9 weeks.

Sport	Season
Volleyball	September - November
Football	November - February
Basketball	November - February
Track & Field	January - March
Badminton	February - April



There will also be friendly/league games organized for each team and usually a QUESS tournament to play in (if the set date is in our season).

Please refer regularly to the Athletics & Activities site as this is our core communication tool. All important and relevant information can be accessed at the shortcut: <https://sites.google.com/qad.qfschools.qa/qad-student-parent-website/athletics-and-activities>

Senior School Athletics Programme (Under 14 years)

These sports are open to grade 6,7 & 8 students. The athletic site will have the details of the teams available within the Senior School’s Under 14 section. The Athletic noticeboard will also have key information-beside the lift in the main foyer. The number of teams available will depend on how many students sign-up. For example, in boys football we have teams for each grade-U14 (Gr8), U13 (Gr7) and U12 (Gr6). In the Senior School Under 14 programme, the emphasis is on building the core skills, strategic game knowledge and enjoyment in a supportive team environment. The Senior School’s Under 14 athletes are extremely important as they provide our future NESAC athletes who compete in our international conference in badminton, basketball, football, and track & field (also cross country). Some very talented Under 14 athletes may qualify for our JV NESAC teams (U16 years on 1 September 2023).

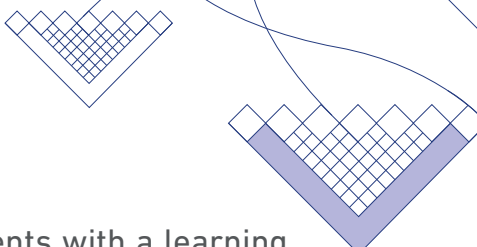
There will be a Senior School Under 14 sports awards ceremony at the end of the year. Awards will be made to most improved & most valuable team members, as well as coaches awards for the best overall commitment & contribution to the team. The most prestigious awards are the Senior School Female & Male Athletes of the Year and the Team of the Year!

Sport	Season
Volleyball	September-November
Football	November-February
Basketball	November - February
Track & Field	January-March
Table Tennis	Feb - April
Badminton	Feb - April

There will also be friendly games organized for each team and usually a local QUESS tournament to play in.

MYP School Student-Led Activities Programme

During the academic year 2023-2024, QAD will continue the “Student Led Activities (SLA)” program. Activities will allow each student to experience teamwork and work towards mastery of a new skill or something he/she has done before. Students are encouraged to be risk takers, unafraid to ask questions, and confidently seek



answers. As in the IB program, the SLA aims to provide students with a learning experience that addresses students' intellectual, social, and emotional well-being. Through the SLA program, grades six - ten students will be able to achieve some or all the seven MYP service as action learning outcomes.

Programme Objectives:

- Enhance the school climate & develop a supportive learning community
- Integrate service learning and social-emotional learning
- Develop Intercultural Awareness
- Build student leadership and student agency
- Personalize learning

SLA Themes:

- Team Building through Sports
- Environmental Awareness and Sustainability
- Service, Creativity and Cultural immersion
- STEM Exploration

Expectations for students:

- Every student is assigned to an SLA activity that runs over 8 weeks (rotation basis)
- Grade 10 students will have a Personal Project session as Student-Led Activity

Student Council

Qatar Academy recognizes that student voice and decision making is an important component of the educational program. It encourages students to become more involved in the life of their school community by:

- Providing a forum to express opinions relating to issues that directly impact students.
- Enabling students to participate in the process of democratically selecting leaders and accepting responsibility for providing leadership.
- Participating in the consultation and decision making processes related to the Senior School student body.
- Participating in the planning and provision of student-focused social, recreational, and service-oriented projects.

The student council consists of two elected members (1 male and 1 female) from each grade level. ,



School Trips

Trips are of educational value and are linked to the student's class work. Any student participating in school trips will need permission from their parents or legal guardian. This can be given in written form or electronically where appropriate. Teachers will follow the QA trips procedure when organizing trips, whether local or overseas. Advance notice is always provided for trips. Students must understand that on trips they are representing their school and that all school rules will be obeyed. Students will be expected to wear full school uniform unless there are special circumstances. All students return to school at the conclusion of the school trip.

Co-curricular Eligibility

Qatar Academy Doha's mission is to offer a rigorous academic program with strong Arabic and Islamic Studies. The QAD community supports and challenges students to be critical thinkers, and active and contributing members of society, through learning experiences serving the needs, interests and learning styles of each student. The policies below are written in order to show importance to, and support our mission.

Qatar Academy Doha believes that extracurricular activities, those pursued in addition to the normal course of study, play a vital role in the development of community and provide opportunities to enhance learning in a variety of settings.

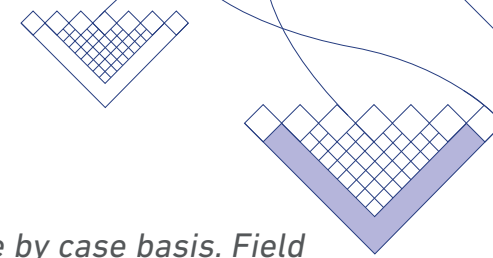
In order to support the IB expectation of developing principled students, certain guidelines will inform decisions about student eligibility in extra-curricular activities. At the end of every reporting term (Q1, Sem 1, Q3, Sem2), a student will be deemed eligible if they maintain acceptable academic standing while not earning a grade of 3 or less in more than 2 classes, and remain below the number of allowable absence per year as per the Qatar Academy Doha Attendance Policy.

Students who find themselves not meeting any one of the above expectations or who are currently on report or contract to their grade level leader or administration will undergo a review process determining their eligibility to participate on school teams or any other extra-curricular activity.

At the beginning of the year, a student's eligibility to participate will be based upon their end of year report from the previous academic year.

Please note: *students who are absent from school on the day of an extracurricular activity will be deemed ineligible for that day's event*

Please note: *students have a limit of 50 In School Event periods for the academic year. A student may make an application to extend the number of ISE periods in*



a given year; all such applications will be reviewed on a case by case basis. Field trips i.e. class sponsored curriculum linked learning activities are counted as FT and do not count towards the 50 ISE limit.

Please note: The final decisions for a student's eligibility rests with a committee composed of their divisional principal or assistant principal, grade level leader, advisor, counselor and trip manager and can be reviewed at any point and time during the reporting term.

Students who misbehave or represent QAD in a negative way while away may be denied the opportunity to participate in future activities. This will be defined by the Principal and will apply regardless of whether the above eligibility conditions are being met.

In cases of students being in a position of academic ineligibility, parents will be informed of the risk associated with registering for their son / daughter to participate on a trip for which they may ultimately be academically ineligible. Ultimately, if a student is academically ineligible to participate and is removed from a trip, no refund will be awarded to the parents.

In the case of egregious behavior, students will be reviewed on a case by case basis which may result in them being pulled from a team in which they were already authorized to participate.

This procedure applies to all students attending Qatar Academy Doha and their eligibility to participate in extracurricular activities.

[MYP Pre-Arranged Absence Assignment Contract](#)

Attendance:

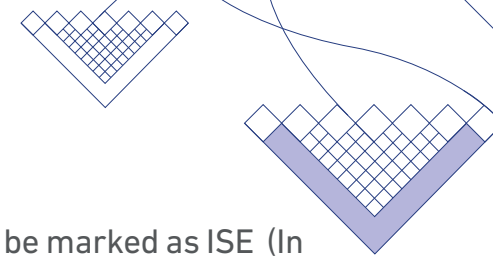
STUDENT ATTENDANCE

Student attendance and punctuality is an expectation that requires consistency and coherence across the learning community. All systems put in place will support improvement in this area by increasing students' awareness of its positive impact on their academic and social emotional growth.

Students are expected to attend their scheduled classes in order to receive credit for the school year while remaining eligible for promotion to the next grade level. **Students should not be absent for more than 90 lesson periods in any given school year, regardless of the reason.**

Student Attendance is taken on Managebac.

If a student has been absent due to illness, they are required to bring a report from a physician, which is to be handed to the Senior School Attendance Secretary on the day they return to school. Medical notes justifying student absence will be accepted only if handed in within 48 hours of their return to school. Cases of extreme absence due to student illness will be dealt with on a case by case basis.



During school sponsored activities and field trips, students will be marked as ISE (In School Event) to accurately reflect their attendance at and participation in a school related event, and as effectively being in attendance for purposes of school. Please note that ISE periods do not count against a student's 90 period lesson absences. Students will have a maximum of 50 ISE periods for the school year. Students can apply to surpass this limit; all such applications will be dealt with on a case by case basis focusing on the student's record of academic attainment and attendance.

The class advisor will check for repeated absences at least once a week and contact their parents for details.

In cases of ongoing and excessive student absence, meetings will be arranged with school personnel and the students' parents:

- **Level 1 offense: 30 period absences:** An email notification will be sent to the family and student notifying them of the level 1 offense.
- **Level 2 offense: 50 period absences:** A meeting with the Grade Level Leader for attendance is required. Both the student and one or more parents will be required to attend this meeting. Follow-up correspondence via e-mail or letter will summarize the decisions reached and outline a plan for improved attendance for the remainder of the school year. Parents will be required to sign the document indicating that they have attended the meeting, have read and are familiar with / have understood the Attendance Policy, have agreed with and support the attendance plan developed for the student and are aware of the potential consequences of a continued lack of attendance.
- **Level 3 offense: 70 period absences:** A final warning meeting will be held with the Assistant Principal / Principal to discuss the attendance plan developed from the previous meeting. The decision of this final warning meeting will be summarized in a revised attendance plan to be signed by all in attendance at the meeting.
- **Level 4 offense: 90 period absences:** A recommendation will be sent to the school director for a final exit.

Lesson Attendance

Attendance is taken by the class teacher and submitted at the start of each lesson. This information is kept electronically and reviewed. This is especially important as attendance and punctuality are included on school reports and student transcripts. If a student arrives late and the teacher has already submitted the attendance, the register will be changed to indicate tardy rather than absent and the register re-submitted. This occurs for each period including period 1.

Students arriving late to class will be marked Tardy.

- **Three tardies (across any period) are counted as an absence (1 period).**
- **Students arriving 15 minutes or later after class has begun will be marked as T-15, which for attendance purposes, counts as one period of absence.**



Hall Passes

All students will be issued a hall pass when leaving the classroom. Students are expected to carry a hall pass with them and return it to the teacher upon re-entry to the classroom. Students are expected to show the hall pass to other teachers and staff in the school who request to see it.

Passes are color coded:

Pink: Girls Bathroom

Blue: Boys Bathroom

Yellow: Office

Green: Nurse

Purple: Library

Red: Hall Pass

Leaving School Grounds

No student shall be allowed to leave the grounds of the school during the school day without the written or confirmed telephone permission of his/her parents/guardians. The telephone permission must be made with a school administrator or his/her designee. The school administrator or his designee shall make reasonable efforts to contact the parents/guardians in order to verify all written or telephone permissions.

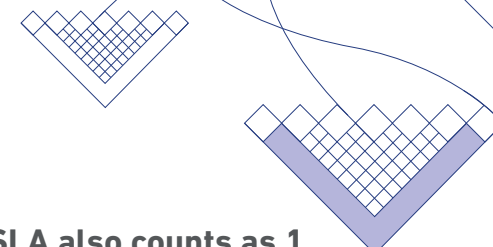
Students may be released early only if an administrator or her/his designee speaks directly with the parents making the request. Requests for early dismissal are discouraged and excessive requests may result in a parent meeting. The missed periods will count towards their absences as per the attendance policy.

Tardy Procedure

All MYP school student attendance information, including the total numbers of period absences and tardies accrued for each class taken, will be reported on school semester report cards and high school transcripts, in the case of departing or graduating students.

Students arriving late to school are directed to proceed to their classrooms. Teachers are to permit students to enter their classes and mark them as "T" or "T15" if later than 15 minutes.

Attendance is recorded on Managebac and is visible for students and parents to view live via their Managebac account.



*** NEW: Please note that absences and T15 to advisory and SLA also counts as 1 full absence.**

Truancy, missed classes and leaving school grounds

A student who is absent from school without permission from his/her parent or legal guardian shall be considered truant. All trancies shall be communicated to the parent or legal guardian of the student, and documented in the student's record. The truant student's principal or designee will be responsible for communicating the truancy to the parents and taking the action (s) he/she deems appropriate. Truancy is regarded as a major infraction which may eventually lead to the student's expulsion from school.

No student shall be allowed to leave the grounds of the school during the school day without the written or confirmed telephone permission of his/her parents/guardians. The telephone permission must be made with a school administrator or his/her designate. The phone call should be complemented by an email addressed to the school front office. It is the parents' responsibility to contact the school in case their child needs to leave early. All subsequent missed periods once the child leaves will count towards the child's total absences.

Requests for early dismissal are discouraged and excessive requests may result in a parent meeting.

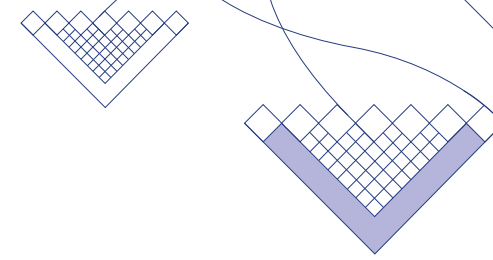
Students who are absent for the day are ineligible for extracurricular activities on that day.

Behavior:

Qatar Academy Doha is a safe school which promotes student academic and personal growth. As such, we have created a code of conduct that explicitly states expectations of behavior for all people in our community. The goal of living our code of conduct is to help students acquire the social-behavioral skills, emotional intelligence and academic skills to have a fulfilling life. In order to achieve this, we are committed to creating environments that are physically and emotionally safe, where teachers can teach and all students can learn. Our motto is: **Be safe, Be respectful, Be responsible.**

QAD Student Code of Conduct

The QAD Student Code of Conduct, developed by students and teachers, consists of statements describing how students are expected to act and treat each other. At QAD we are safe, responsible and respectful learners. This will ensure a positive, productive, safe and enriching environment. We embrace the diverse opportunities that are available to us and at QAD, we consider being part of the school community a privilege.



SAFE

- **Act with courage, integrity and politeness.**

I help myself and others act in ways that ensure the physical, mental and emotional safety of others in our community.

- **Place the safety and welfare of everyone in our community above all else**

I reject Bullying in all its forms and I will be proactive and take action when required.

The school has zero tolerance of Bullying ([See Anti-Bullying Policy](#))

RESPONSIBLE

- **Do not accept what is wrong.**

I am a thinker and I will hold myself and others accountable to uphold our school code of conduct.

- **Support and demonstrate personal wellbeing by caring for my physical, emotional and mental wellness.**

I am balanced and ensure I make healthy choices and show commitment to physical activity that leads to an improved quality of life.

- **Be honest and take ownership over my words, actions and choices.**

I am principled above all, I use sound moral judgment and I am true to myself.

- **Understanding and actively supporting school rules.**

I am knowledgeable about the attributes of the Learner Profile and use them to help guide me as a responsible citizen.

- **Challenge myself and encourage others towards their personal best.**

I have high expectations for myself, while understanding and celebrating diversity and inclusion of all abilities, cultures and perspectives in our community.

RESPECTFUL

- **Respect myself, others and the environment.**

I demonstrate awareness of my impact and the impact of others on our community.

- **Treat each person with consideration and respect**

I actively demonstrate care towards others.

- **Act in accordance with the fundamental Qatari values of mutual respect and tolerance.**

I am reflective and open-minded when I demonstrate the core values of our community everyday.

- **Maintain a positive attitude and take challenges in stride.**

I have a growth mindset and actively seek new opportunities to grow and demonstrate positive risk-taking.

- **Work cooperatively with those around me.**

I communicate clearly and work well with others. I am a respectful inquirer in my interactions with those around me.



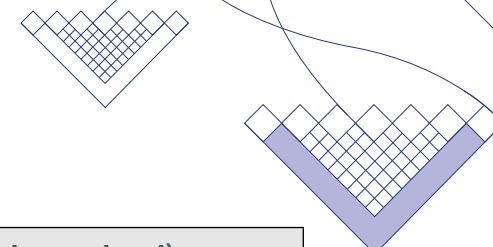
Positive Social Behavior and Dealing with Conflict and Bullying

When a student does not feel safe at school, it affects everything else in that child's life. When students are anxious or worried about their own safety, they are derailed from maximizing their learning potential. It is important to point out that all students engage in bullying behavior at some level. Qatar Academy Doha does not want to label students as "bullies," but rather foster positive social interaction. Students today can be exposed to intimidation, humiliation, embarrassment, name-calling, labeling, put-downs and written abuse. Students being bullied need and deserve adult intervention and help. The problem is too serious for them to solve alone; without intervention the problem will not go away. QAD strives to cultivate an environment free of emotional, psychological and physical threats. It is with a proactive approach that we will provide our students with an environment to succeed both socially and academically. [Link to QAD Anti Bullying Policy](#)

Expectations of Student Behavior:

In order to promote a positive, encouraging, and safe learning environment for all students, while ensuring all students can excel and achieve academic success, our students are expected to conduct themselves in a safe, respectful and responsible manner. Positive behavior expectations reflect QAD values.

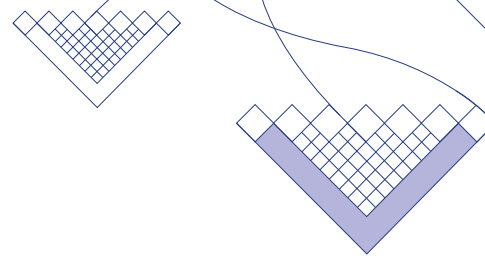
QAD Values	Strands	Expectations (I demonstrate QAD values, when I)
Responsible Learners	For our own academic growth	<ul style="list-style-type: none"> • Come to class ready to learn • Challenge, persevere and extend myself • am truthful and honest in my academic work • Work cooperatively and share responsibilities in team tasks
	For our time in school	<ul style="list-style-type: none"> • Attend all timetabled classes and events • Enter and exit punctually and in an orderly manner • Use class time productively • Strive to meet deadlines and to seek support in a timely manner
	For our school's reputation	<ul style="list-style-type: none"> • Represent the school with pride, in local & international events. • Support and help members of my community • Engage in making QAD a great school
Respectful Learners	Towards our community (peers, faculty, staff)	<ul style="list-style-type: none"> • Use positive and appropriate language • Respect and listen to others and let others learn • Share responsibilities in team tasks • Maintain appropriate noise levels
	Towards our learning environment: Facilities, Equipment, Uniform	<ul style="list-style-type: none"> • Wear school uniform correctly • Stay in designated areas during the school day • Protect the environment by disposing of litter in designated bins and using water responsibly. • Take care of equipment and facilities • Report misuse or damage • Use public transport appropriately and with care
	Towards the Qatari culture, heritage and identity	<ul style="list-style-type: none"> • Respect Islamic principles • Demonstrate mercy, tolerance, honesty and generosity • Respect Qatari laws



QAD Values	Strands	Expectations (I demonstrate QAD values, when I)
Safe Learners	Make healthy choices (physical & emotional)	<ul style="list-style-type: none"> Follow the school's health and safety rules Abstain from harmful substances including tobacco and drugs Exercise regularly and eat healthy food
	Do no harm to others (physical & emotional)	<ul style="list-style-type: none"> Respect physical boundaries and privacy Be kind and considerate towards vulnerable students Abide by road/traffic rules, in and beyond Education City
	Act safely and responsibly in the digital world.	<ul style="list-style-type: none"> Respect the mobile phone policy Obtain informed consent before sharing or posting content on social media Respect Qatar laws and QF rules for electronic social media Utilize the internet as a learning resource/tool, at school Protect personal Information Report Cyberbullying Keep digital storage spaces organized Use trusted websites

Non-Exhaustive List of Infractions

Level 1 Any of the below up to three times	Level 2 Any of the below OR Repetition of Level One offenses (More than 3 times)	Level 3 Any of the below OR Repetition of Level Two offenses (More than 3 times)	Level 4 Offenses so serious that the student can be expelled from Qatar Academy (student is excluded from school until a final decision is confirmed)
Low Level Disruptive Behavior: constant talking, calling out, talking out of turn	Rude, inappropriate or disrespectful behavior	Fighting	Possession, use, sale or provision of alcohol or illegal drugs
Unsafe Play	Skipping class	Sexual harassment	Making a bomb threat
Littering	Using profanity (including insults to family and family name)	Electronic Harassment/ Cyberbullying /Violation of AUP	Possession of a weapon
Dress Code Violation	Intimidation	Defamation	Starting a fire
Untruthfulness	Being Out of Bounds in Rec Center and other designated places (10-6 not allowed in Rec center)	Stealing	Causing serious bodily harm to any member of the QA community
Eating in class (outside allocated time and space)	Receiving food delivered from outside QA	Vandalism	Using profanity/racist comments/insults towards others
Chewing gum	Use of mobile phones	Insubordination	
		Fire Alarm/ equipment tampering	
		Smoking/possession of of tobacco or other smoking devices	
		Possession of fireworks	

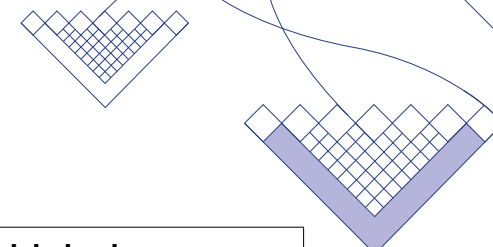


Levels of Offenses

Impact Frequency	Self Limited effect	Other individuals Limited effect	Other individuals Short term effect	Learning Community and/or Long term effect
Occasional	L1	L1	L2	L4 (with intentionality)
Frequent (more than 3 occurrences in a term)	L1	L2	L3	L4
Persistent (weekly)	L2	L3	L4	L4

MATRIX OF CONSEQUENCES

	Who gets involved	Data logging	Rewards for positive behavior	Consequences of misbehavior (Can include the following:)
Level 1	Educator	Managebac	Acknowledgment and Positive reinforcers Awards/ certificates Parents' phone calls home Stars of the week LP attributes- celebrations	1-private conversation with the student and record the incident in MB 2-redirect student 3-remove student from the situation 4-contact parents (email/ phone call) 5-issue an after-school detention (with educator)
Level 2	Educator Grade level leader Lead teachers Counselor Assistant Principal			1- After-school detention(s) 2- Restitution 3- Lunch detention(s) 4- Meeting with the student's parents 5- Placement on Stage 1 of the behavioral probation policy: Counseling <ul style="list-style-type: none"> • Documentation placed in permanent folder • Suspension for 1 or 2 days, (includes automatic placement on Stage 1 of the behavioral probation policy: behavioral Contract) GLL is included in meetings with the student.



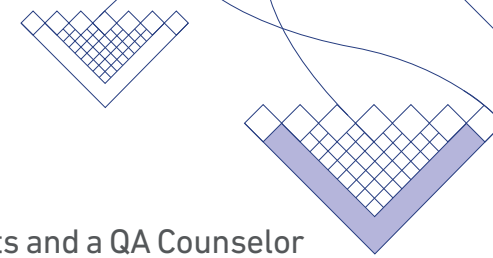
	Who gets involved	Data logging	Rewards for positive behavior	Consequences of misbehavior (Can include the following:)
Level 3	Grade level leader Counselor Assistant Principal Principal			The student’s parents must meet with the Assistant Principal or Principal. The student is automatically placed on Stage 1 of the behavioral Probation Policy: behavioral contract. Additional consequences may include one or more of the following: <ul style="list-style-type: none"> • Suspension for 3, 4 or 5 days • Counseling • Restitution • Ban from school trips and/or activities for a specified period or until removed from behavioral Contract • Expulsion • The school director is notified when necessary
Level 4	Grade level leader Counselor Assistant Principal Principal Director			The Director makes a recommendation of expulsion. The student is excluded from school until a final decision is confirmed.

CONSEQUENCES: DEFINITIONS

After or Before - school detention: a specific time and place in the school for students to serve detention for persistent tardiness or offenses. An after or before -school detention may only be assigned with at least 24 hours’ notice to the parent. If there is a conflict between an assigned detention and a student’s QA activity, the student is to attend the detention. If there is an external reason why the student cannot attend the detention (family schedule, medical appointment, etc), the detention is to be scheduled on the next available day. The student is not eligible for QA activities or trips until the detention is served. School level detentions may only be assigned by the Grade Level Leader (GLL), the Assistant Principal or Principal, however teacher detention may be scheduled as required.

Internal Suspension: the student is removed from classes for a day or more and works in isolation at school. Break and lunch are taken at different times from the rest of the school. A to-do list of assignments from subject teachers is provided and discussed with the student to ensure clarity of expectations. A counselor meets with the student to address the reasons behind the behavior and encourages problem-solving and self-generated solutions. Options for restorative justice are considered if appropriate to the situation.

Parental involvement is key to supporting a student if they are suspended, and ensuring that the student’s future behavior will be acceptable. Parents are required to meet with the school as follows:



- For any suspension of 2 or more days, a meeting for the parents and a QA Counselor during the time of the student's suspension;
- For any suspension of 3 or more days, a meeting for the parents and the Principal (and Director for Category 3 offenses) at the end of the suspension, to discuss the student's reintegration into the school and expectations for the future;

Students in internal suspension are allowed to make up missed assessments without penalty. However, if there are any extracurricular activities scheduled on the day of internal suspension, the student will not be able to participate.

Students may be suspended for up to 3 days by the Principal, 5 days with approval by the Director, and longer with approval by the Board of Governors.

External Suspension: the student is removed from school for a day or more and works from home. The Principal / Assistant Principal notifies all teachers of the suspension and the teachers email the student any assignments that cannot be accessed in Google Classroom. Upon return to school a counselor meets with the student to address the reasons behind the behavior and encourage problem-solving and self-generated solutions. Options for restorative justice are considered if appropriate to the situation.

Parental involvement is key to supporting a student if they are suspended, and ensuring that the student's future behavior will be acceptable. Parents are required to meet with the Principal or Assistant Principal (and Director when needed) upon the student's return to school from suspension, to discuss the student's behavior, the school's actions, and expectations for the future; this includes discussion of and signing of the student's behavioral Probation; the student may not return to classes until the meeting has occurred and the behavioral probation contract is signed.

Students serving external suspension are allowed to make up missed assessments without penalty. However, if there are any extracurricular activities scheduled on the day of external suspension, the student will not be able to participate.

Students may be suspended for up to 3 or 5 days by the Principal or Assistant principal with approval by the Director.

Expulsion: In the case of expulsion, QAD will make a recommendation to terminate the enrollment of a student to the Office of Pre-University Education as the fiduciary and executive governing body of Qatar Academy Doha. Thus, the final decision for expulsion rests with the Office of Pre-University Education.

Note: The role of the Counselors is that of guidance and support and therefore they are not included in the issuing of sanctions.



ICT – RESPONSIBLE USE GUIDE

Qatar Academy Doha uses Information Technology as one way of enhancing its mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. The school's technology infrastructure and network provides extraordinary opportunities to explore and use a variety of exciting resources including software, electronic resources, and the Internet. In order to make these resources available to everyone, the school expects students and faculty members to use the technology in a way that is consistent with our educational mission. At the commencement of each academic school year students receive a package explaining Qatar Academy Doha's Guidelines for Information and Communication Technology. Students are expected to share it with their parents. The document specifies the expectations the school holds for every student and the student and a parent sign and return to school the Agreement section (see appendix). The signed agreement acknowledges that the student and parent have read, understood and will abide by the ICT guidelines.

Access to the school network and the Internet is a privilege that is tied to responsibilities. The following guidelines are intended to help individual technology users understand responsible use. The school may restrict, suspend, or terminate any user's access to the school's technology systems and network for not respecting these guidelines.

Technology User Guidelines

- **Respect and maintain property and data.**

Each user is responsible for his/her own digital property, and should treat and use it responsibly and appropriately. This includes laptops and other digital devices used in the learning process. Qatar Academy Doha will take no responsibility for stolen or lost devices, including lost or corrupted data on the devices. Users are also responsible for treatment of school-owned devices and are cautioned about having food or drink around while using them.

- **Maintain bandwidth and battery power.**

Students should strive to maintain appropriate bandwidth for school-related work and communications, and to assure that, when using laptops their batteries remain charged for instructional use.

- **Maintain integrity and lawfulness.**

All use of technology must be in support of and consistent with the purposes of Qatar Academy Doha. It is the user's responsibility to keep all inappropriate materials and files, virus-infected media, or other software dangerous to the integrity of the system away from the school's technology.



In order to ensure the integrity of the school and continued access to licensed software, users may not use the school's technology network for illegal purposes or for any other activity prohibited by Qatar Academy Doha. Using computers for non-instructional activities is not acceptable during class time. This may include listening to music, watching videos, instant messaging and chatting, or accessing other non-curriculum websites.

- **Respect privacy and property of others.**

1. In order to respect the privacy of community members, technology users may not use another person's ID or password.
2. Forgery or attempted forgery of email messages or other electronic documents is prohibited.
3. Attempts to read, delete, copy, or modify the electronic mail or other electronic documents of other users or deliberate interference with the ability of others users to send/receive email is prohibited.
4. Network users may not knowingly upload images or other multimedia of people at Qatar Academy Doha without specific permission from that person.
5. Derogatory, obscene, or otherwise inappropriate email exchanges, instant messaging, digital images, or web postings of all types are prohibited.
6. Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions, or other networks that are connected to the Internet is prohibited.
7. Any information obtained through research on the Internet and then used in academic work must be properly cited.
8. There should be no copyright law violations with regard to software or internet-based information.


- **Responsible Use of the Internet.**

The Internet is a worldwide network of individuals, groups, communities and organizations linked by computer and telecommunication lines. Teachers and students use the Internet to locate information, communicate and collaborate with others in Qatar or in other areas of the world. Students use the Internet for educational purposes in curricular projects and research with the assistance and/or guidance of their teachers.

Technology users may not access portions of the Internet that do not promote the instructional mission of QAD. The Internet provides access to information (e.g. pornographic materials, vulgarity, gambling, militant/extremist material, hate speech, etc.) that may be inconsistent with QAD's mission. Users may not access, store, share, or display such information.

- **Email**

The primary purpose of QAD Outlook emails is for school related communication that serves the teaching and learning at Qatar Academy Doha.



Students are to check their school (gmail) email account at least once per week, once a day is preferable.

Students are requested to clear out unwanted mail and not let the mailbox to get full.

Students may not email (or 'spam') a class, an entire grade level, or any group within the school.

Monitored Use

Email and any other use of the electronic communication systems by students shall not be considered confidential and may be monitored at any time by designated personnel to ensure appropriate use of educational or administrative purposes.

Communications:

Qatar Academy believes that ongoing communication between the school and home is critical to student success. Should both parents be away from Qatar, they must contact the Senior School Admin assistant and inform them of the guardian of their child(ren) and how the parents can be contacted in case of an emergency.

Managebac

Managebac is an online platform used to communicate with parents and students regarding student academic achievement and attendance. It is critical that all parents and students have access to Managebac so that they can receive notifications and stay up to date with current student academic progress and access daily attendance records.

Parents and students should have received an email from Managebac with login information. The documents below provide information about the platform and how it is used.

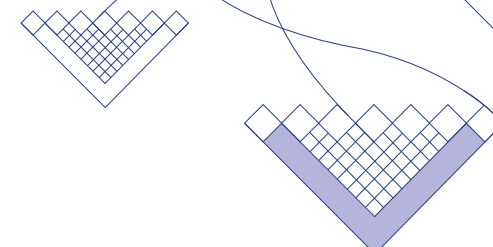
For parents: [Getting started as a parent](#)

For students: [Getting started as a student](#)

Quarter Reports

Quarter reports are provided near the midpoint of Semester 1 and Semester 2. The report is distributed via Managebac and is a way to inform parents about their child's academic achievement progress in different subjects.

In each semester the Quarterly Reports are closely followed by Student-Parent-Teacher Conferences giving parents and students the opportunity to receive more detailed oral communication about the progress made and next steps to promote greater success. Details of the Student-Parent-Teacher Conference and an indication of whether attendance is required or optional appears on the Quarterly Report. A communication from the school will be sent home including instructions on how to register for a Student-Parent-Teacher conference.



Semester Reports

Semester reports are issued twice a year, once at the end of semester one and again at the end of the academic year. The report contains:

- subject grades, based on the IBO 1-7 scale for grades six -ten.
- Approaches to Learning (ATL) grade.
- teacher comments.

A specific explanation of how to read the report is included on the report itself.

Student-Parent-Teacher Conferences

These are held twice a year and are for the express purpose of discussing a student’s academic achievement. Please note, a student on Academic Support or Probation Status will be closely monitored and frequent communication with the parent will be maintained through the Grade Level Leader.

Student-Led Conferences

Student-led conferences will take place once a year for students in grades 6-10. Each student will keep an ePortfolio of their learning for each semester/year of the MYP. The student-led conferences are designed to achieve the following goals:

- to encourage students to accept personal responsibility for their academic performance
- to teach students the process of self-evaluation
- to facilitate the development of students’ organizational and oral communication skills and to increase their self-confidence