



أكاديمية قطر
Qatar Academy

عضو في مؤسسة قطر
Member of Qatar Foundation

Qatar Academy Doha Senior School
Student & Parent Handbook
2021-2022



SAFE

RESPECTFUL

RESPONSIBLE

LEARNERS

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Welcome.

Welcome to Qatar Academy Doha (QAD). The Student-Parent Handbook will help Students and Parents learn more about our school, its operations and 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 it's 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 towards achieving our fundamental belief, 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:

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- 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: gataracademy@qf.org.qa

Student-Parent Website:

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

Leadership Team:

Mr. Stephen Meek	Qatar Academy Doha Director	smeek@qf.org.qa
Dr. Christie Powell	Acting Senior School Principal	cpowell@qf.org.qa
Mrs. Nicole Anderson	Assistant Principal	nanerson@qf.org.qa
Mrs. Rana Al Naji	Assistant Principal	rnaji@qf.org.qa
Mr. Dwayne Smith	Assistant Principal	dsmith@qf.org.qa

Administrative Support Team:

Mrs. Heba Fayed	Administrative Assistant	habelkareem@qf.org.qa
Mrs. Muna Hammoudeh	Administrative Assistant	mhammoudeh@qf.org.qa

Program Coordinators:

Mrs. Roma Bhargava	MYP Coordinator	rbhargava@qf.org.qa
Mrs. Zeina Jawad	DP Coordinator	zjawad@qf.org.qa
Mr. Richard Boustead	Athletics and Activities Coordinator	

Lead Teachers (Academic):

Mr. Mahmoud Amer	Arabic	mamer@qf.org.qa
Mr. Wayne Hampton	Arts	whampton@qf.org.qa
Mrs. Nicole Scott	Design	nscott@qf.org.qa
Ms. Nicola Cherkaoui	English (MYP)	ncherkaoui@qf.org.qa
Mr. David McIlroy	English (DP)	dmcilroy@qf.org.qa
Mrs. Shaheen Khadri	Humanities	skhadri@qf.org.qa
Mr. Yasser Ibrahim	Islamic Studies	yibrahim@qf.org.qa

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Mr. Yusuf Sidat	Mathematics	ysidat@qf.org.qa
Ms. Laurel Jordan	PHE	ljordan@qf.org.qa
Mrs. Lisa Kelly	Science	likane@qf.org.qa

Grade Level Leaders (Pastoral):

Mr. Mizan Ruwaid	Grade 6	mruwaid@qf.org.qa
Mrs. Cristina Caluian	Grade 7	ccaluian@qf.org.qa
Mrs. Ranata Davis	Grade 8	rdavis@qf.org.qa
Ms. Claire Hughes	Grade 9	chughes@qf.org.qa
Mrs. Victoria Hanna	Grade 10	vhanna@qf.org.qa
Mrs. Anna Byrne	Grade 11	abyrne@qf.org.qa
Mr. Brett Scott	Grade 12	bscott@qf.org.qa

Student Support Team:

Mr. Paul Taylor	Student Services Coordinator	ptaylor@qf.org.qa
Ms. Tracy Yates	School Psychologist	tyates@qf.org.qa
Mr. Michael Clancy	School Counselor	mclancy@qf.org.qa
Ms. Eniko Kiss	School Counselor	ekiss@qf.org.qa
Ms. Florence Hughes	School Counselor	fhughes@qf.org.qa
Mrs. Cristina Caluian	Learning Support Teacher	ccaluian@qf.org.qa
Ms. Kim Hendon	Learning Support Teacher	khendon@qf.org.qa
Mrs. Corine Samura	Learning Support Teacher	csamura@qf.org.qa
Mrs. MaryJane Casipong	School Nurse	mcasipong@qf.org.qa
Mrs. Terisita Coquilla	School Nurse	tcoquilla@qf.org.qa

Senior School time-table:

WEEK ONE										
		Sunday	Monday		Tuesday		Wednesday	Thursday		
07:05 – 08:05	1	A	F	07:05 – 08:05	1	C	07:05 – 08:05	1	G	D
08:10 – 09:10	2	B	G	08:10 – 09:10	2	D	08:10 – 09:10	2	H	E
09:15 – 09:45	V	Advisory	Advisory/HL	09:10 – 09:30	K	break	09:15 – 09:45	V	Advisory/HL	Advisory/HL
09:45 – 10:05	K	break	break	09:35 – 10:35	R	E	09:45 – 10:05	K	break	break
10:10 – 11:10	3	C	H	10:40 – 11:20	3	Arabic/Advisory additional HL	10:10 – 11:10	3	A	F
11:15 – 12:15	4	D	A	11:20 – 11:55	K	lunch	11:15 – 12:15	4	B	G
12:15 – 12:55	L	lunch	lunch	12:00 – 13:00	L	F	12:15 – 12:55	L	lunch	lunch
13:00 – 14:00	5	E	B	13:00 – 13:30	4		13:00 – 14:00	5	C	H
14:00 – 14:30		Additional HL					14:00 – 14:30		Additional HL	Additional HL

WEEK TWO										
		Sunday	Monday		Tuesday		Wednesday	Thursday		
07:05 – 08:05	1	E	B	07:05 – 08:05	1	G	07:05 – 08:05	1	C	H
08:10 – 09:10	2	F	C	08:10 – 09:10	2	H	08:10 – 09:10	2	D	A
09:15 – 09:45	V	Advisory/HL	Advisory/HL	09:10 – 09:30	K	break	09:15 – 09:45	V	Advisory/HL	Advisory/HL
09:45 – 10:05	K	break	break	09:35 – 10:35	R	A	09:45 – 10:05	K	break	break
10:10 – 11:10	3	G	D	10:40 – 11:20	3	Arabic/Advisory additional HL	10:10 – 11:10	3	E	B
11:15 – 12:15	4	H	E	11:20 – 11:55	L	lunch	11:15 – 12:15	4	F	C
12:15 – 12:55	L	lunch	lunch	12:00 – 13:00	4	B	12:15 – 12:55	L	lunch	lunch
13:00 – 14:00	5	A	F	13:00 – 13:30	V		13:00 – 14:00	5	G	D
14:00 – 14:30	V	Additional HL	Additional HL				14:00 – 14:30	V	Additional HL	Additional HL

Please note: Arabic classes on Tuesday will take place in the advisory classroom.

The School Day:

The academic day starts at 7:05 am and continues until 2:00pm. *****Tuesday's** include an early finish for our students at 1:30pm. The early finish supports faculty professional development and opportunities for essential collaboration.

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 a Teacher Advisor. In most cases, students stay with the advisor throughout their time in the senior school. Advisors act as an important link between home

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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 class room 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.

Males Grades Six to Twelve:

1. Recognised QAD school shirts must be worn with all shirt buttons fastened except the top button
2. Undershirts may be worn beneath the shirt, but these must be white with no decoration visible.
3. QAD Trousers: Grades 6 - 10 charcoal grey and grades 11 & 12 black.
4. Plain black shoes will be worn with closed toes and heels. (no sandals)
5. Students in grades 6 -10 can only wear QAD sweaters and jackets. Students in grades 11 and 12 may wear plain black sweaters as a privilege and as a sign of leadership. If this privilege is abused, it may be revoked.
6. Pierced jewellery is permitted only on earlobes.

Females Grades Six to Twelve:

1. Recognised QAD school shirts must be worn.
2. All shirt buttons must be fastened except the top button.
3. White undershirts MUST be worn beneath the school shirt with no decoration visible.
4. QAD Trousers or skirts: Grades 6 -10 charcoal grey trousers/skirts and grades 11 & 12 black trousers/skirts.
5. Girls who chose to wear a head covering: this should be of a solid colour in black, white, burgundy or grey with no additional decoration.
6. Plain black shoes with closed toes and ankle (no sandals).
7. Students in grades 6 -10 can only wear QAD sweaters and jackets. Students in grades 11 and 12 may wear plain black sweaters as a privilege and as a sign of leadership. If this privilege is abused, it may be revoked.
8. MAKEUP is not permitted at all for any grade level (6-12)
9. Pierced jewellery is permitted only on earlobes.

Physical Education Uniform: Students MUST wear the QAD PE uniform provided at the uniform shop to PE classes. PE kit may NOT be worn to other classes.

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- **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.
- **Swimwear** - boys swim short, girls to choose from the 4 options available i.e. Long sleeves/long trousers, short sleeve/short leg, no sleeve/short leg. Racer style is available for competition only.

Sports Team's Uniform

- Wear the sports team track suit when travelling to tournaments or games locally
- Teams travelling to International/NESAC events will also need the school travel polo shirt.

Non Sporting Events Uniform

- For non sporting events (such as MUN events) students should wear the QAD polo shirt plus formal black pants.

Mobile Device Policy (including earphones)

Cellular devices can be brought to school but the following MUST be complied with at all times from 7:00 - 2:00:

Grades 6-10

- Phones and earphones must be placed on silent and in a school bag and must remain there during breaks and lunch.
- All phones must be turned in at the beginning of each class at the direction of the teacher and may only be used during learning time for a specific learning activity as directed by the teacher and then replaced in the box.

Grades 11-12

- Phones and earphones must be placed in a school bag and must remain there during breaks and lunch.
- All phones must be turned in at the beginning of each class at the direction of the teacher and may only be used during learning time for a specific learning activity as directed by the teacher and then replaced in the box.
- The only exception to the above will be made as an agreement between the Grade Level Leaders and students to support any school sanctioned DP student privileges. Any use of a phone to support these privileges must be approved and completed in the company of an adult.

Student Responsibilities:

1. Turn the phone to silent.
2. Place the phone and earphones in a school bag.
3. Be prepared to turn your phone in at the beginning of each class period and pick it up to replace in a school bag at the end of each class.
4. If a student is observed with a phone or earphones, they MUST surrender it at the request of a teacher, security guard or other supervising individual in the school.

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5. Students may use phones after the bell at 2:00.

Teacher/Admin/Security Responsibilities:

1. Remind students of the policy upon entry to the school.
2. Ensure that all students are requested to turn in phones at the start of each lesson and collect/replace in school bags at the conclusion of the lesson.
3. Confiscate and take to the office any phones being used during the school day
4. Teachers must at NO time allow students use of a phone or earphones for personal use during class or provide free time for students to access their phones in class

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.

Consequences of un-sanctioned phone use:

First offense	Phone is confiscated, taken to the Senior School office and an offense is recorded. Students may pick their phone up at the conclusion of the school day from the office.
Second offense	Above is followed and a one-day suspension will be automatically issued.
Third offense	Above is followed and will include a parent meeting and further behavioral actions will take place (Level 3 behavior)

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 students have the option of using school issued laptops or they may choose to bring their own device. If choosing to bring a device from home the minimum requirements are:

- Processor: Core i3
- RAM: 8GB
- Hard Disk: 256 GB SSD or HDD
- Battery Life: 7 hours
- Display: 13.3"
- OS: Chrome, Windows or MAC OS

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Computer must have a camera for video conferencing

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.

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.

Parent Partnership:

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 Parent-Teacher Association also provides parents with an opportunity to be involved with the school.

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

- Complete registration for your Parent PowerSchool Account (Link to Instructions in [English](#) & [Arabic](#))
- Download the PowerSchool mobile app to your phone (Link to Instructions in [English](#) & [Arabic](#))
- Regularly check your account/app for academic and attendance information.
- Reach out to your child's Teacher 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 Academic Concern:

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

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If a non-Academic Concern:

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

Single Gender Classes

Grade 6 - 8: the following classes are single gender: Arabic A, English, Maths, Science, Humanities, Islamic Studies (if taught in Arabic) and Physical Education. All other classes will be mixed gender.

Grades 9 & 10 the following classes are single gender: Arabic A, English, Math, Science, Humanities, Islamic Studies A, and PHE. All other classes will be mixed gender.

Grade 11 & 12 all classes are mixed gender.

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 jewellery, 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.

Recreation Centre Access

The recreation centre is 'out of bounds' for all students, grades 6-10, during break and lunch, and can only be used for PE classes. Students found in these facilities before class or during the break will be considered out of bounds. *Grade 11 and 12 QAD Students are permitted to use the Coffee Bean during lunchtime NOT Tuesday.* *This only applies to regular school schedules. During Semester 2 the GFG will be available for supervised lunch time use. Students (G6-G10) who are found in the recreation centre apart from PE lessons will receive an immediate Principal's Detention.

CAMPUS SAFETY:

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.

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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 are unlikely to be able to meet with teachers or administrators without an appointment. Parents are kindly asked to make appointments through the Senior School Administrative Assistant - 4454 2042 or 4454 1804 by emailing habelkareem@qf.org.qa or mhammoudeh@qf.org.qa

Student Safety

For safety, students should be collected at the end of the school day, which is 2:10pm. 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 Centre, LAS building and surrounding areas – unless for lessons or given specific permission during break or lunch.

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 and complaints 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.

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Student Wellness:

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. 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 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 counselling, crisis intervention, facilitating student groups, liaising with teachers, and providing access to mental health professionals and community agencies.

QAD Learning Support

Inclusion Policy - [QAD Inclusion Policy draft 2021-22](#)

RTI

QAD operates an RTI (Responses to Intervention) system. For most students, whole class teaching with differentiation will help students make appropriate progress. This is Tier 1 provision.

For some students, they may need extra teaching where gaps or lack of understanding or skills exist. This is Tier 2 provision.

For a small number of students, neither Tier 1 or 2 is sufficient to help them make progress. This is a Tier 3 provision and requires extensive interventions from the school and support from the home.

RTI Register

For the purpose of managing and RTI interventions and documentation, a register of students receiving Tier 2 and 3 support is maintained. This is not shared publicly for confidentiality reasons.

Identification and referral procedures

Learning Support staff use data such as reports, SWIS and MAP to identify students who may be struggling and in need of support.

SST meetings

A weekly meeting for Learning Support Grade Case Managers, Coordinator, psychologist and counsellors is held in order to discuss the needs of individuals as they are identified. From these

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decisions, further steps are taken to establish the best course of action and systems are initiated.

Methods of support

Individual Accommodations Plan (IAP)

Students identified as qualifying for individual support through medical documentation may be issued with an Individual Accommodation Plan (IAP). This is shared with teachers. It indicates classroom and exam accommodations which should be made available to the student in order for them to reach their potential in an equitable way.

Individual Learning Plan (ILP)

Students identified as qualifying for individual support through a psychological evaluation may be issued with an Individual Learning Plan (ILP). This will contain appropriate targets and strategies and will be shared with teachers in order for them to meet the student's needs.

ILP Review Procedures

Each year the ILP will be reviewed and updated by a panel of Learning support specialists, Teachers, Parents, Student and/or outside service providers. This is a collaborative process and requires input from all stakeholders.

Exam Procedures

Examination Accommodations may include the provision of extra-time, a reader, a scribe, access to a laptop as examples.

Tier 2 Interventions

For some students, data may indicate that they are not making sufficient progress in a particular area. In this case, targeted interventions may be undertaken, perhaps in the classroom, through a member of the LS team or an outside specialist.

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

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of lessons. They will assist with strategy, differentiation, ILP provision and classroom intervention.

Student Recognition:

Praise is a key motivator in improving and maintaining both behavioural and academic engagement and achievement. At QAD we offer positive recognition of our student's achievements and behaviour 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 behaviours, 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)● Caught ya! Ticket (Grades 6,7,8)● Falcon Award● Honour roll● High Honour roll● Lunch with the Principal/Assistant Principal/Grade Level Leader

Medical Services

Qatar Academy Senior 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.

Senior School students may only visit the Medical Room with written permission from a teacher. Any student visiting the Medical Room without written permission will not be seen unless it is an emergency.

The nurse makes an initial assessment and then advises the Middle/High 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.

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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 Middle/High 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 Information

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:

- Language and Literature - English and Arabic
- Language Acquisition - Arabic and Spanish
- Mathematics
- Science – integrated course of Biology, Chemistry, and Physics
- Individuals & Societies – integrated course of History, Geography, Economics
- Physical Health and Education
- Design –Textile, Materials and Digital
- Arts – Drama, Film and Visual Arts
- Islamic/Cultural Studies

Service as Action holds a special place within the MYP, as all students are required to complete

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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.

Program of Study: Diploma Program (DP1 & DP2)

The **International Baccalaureate Diploma Programme (DP)**, for students aged sixteen to eighteen, is offered in the Grades 11 and 12 (DP1 & DP2). This is a **two-year** course of study recognized internationally as a qualification for university entrance, which also allows students to fulfill the requirements of their national education system. Students in the DP share an educational experience that emphasizes critical and complex thinking as well as intercultural understanding and respect for others in the global community. The DP offers a broad and balanced curriculum in which students are encouraged to question and apply what they learn to real world issues and problems. There are six curricular aspects to the Diploma Programme. They are: Language A (Literature or Language & Literature), Language Acquisition, Individuals and Societies, Experimental Sciences, Mathematics, and the Arts. There are also core components that each candidate must fulfill. They are: Theory of Knowledge, Creativity, Activity and Service (CAS), and the Extended Essay. Individual subjects have their own criteria that relate to the objectives in the subject guides. Each criterion is based on a numerical scale and is in keeping with the weighting of the areas of the syllabus. The final grade is based on a 1 - 7 scale with 1 being the lowest and 7 the highest.

In addition, all students follow a Theory of Knowledge course, complete an Extended Essay in a subject of their choice and take part in CAS (Creativity-Action-Service). This is a compulsory element in the Programme and involves the students obtaining credit for community service both in and out of school, as well as for sports activity, drama and arts.

Course Selection Process

Graduation Requirements:

In order to graduate from Qatar Academy Doha, each student must meet the following graduation requirements:

1. All students will receive a Qatar Academy Doha High School Diploma after successfully fulfilling all the academic requirements of Qatar Academy Doha.
2. In addition, all students are required to complete the Theory of Knowledge course and CAS.

Students in DP1 and DP2 will study six courses from 6 groups and will take an external exam in May of each year that consists of the material covered over the two DP years. To be awarded a QA High School Diploma the student must maintain a minimum of at least 24 points (the sum of the results for all courses taken) according to our internal assessment criteria (using a 1 to 7 grading scale for each course). All High School Diplomas will be awarded during the end of the year Graduation Ceremony.

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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 in Appendix 1 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 standardised feedback
- Ensuring that summative assessments are graded, standardised and returned in a timely manner.
- Grades have been entered into the electronic gradebook on PowerSchool.
- 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.

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- Familiarising themselves with the MYP/DP 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.

Please [click here](#) for details about **Assessment in the Middle Years Programme**.

Please [click here](#) for details about **Assessment in the Diploma Programme**.

Late Submission of Assessments

Submission dates for all assessments are to be found on the assessment calendar and PowerSchool, 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.

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Submission of late work

If **work is not submitted** the teacher notes 'missing' on PowerSchool and documents the details on the late submission document (to be found under reference items in Mahaliyat).

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 PowerSchool 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 and Grade 12.

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 extracurricular activities at administration and GLL discretion - for further details regarding Extra-Curricular Eligibility at QAD please [click here](#).

Handing in late work **does not** have an impact on the grade awarded. However, it should have an impact on, and be reflected in, the achievement level for the self-management ATL.

Please note: Contentious issues or exceptional cases will be passed on to the responsible Grade Level Leader and if necessary escalated up to the appropriate Administrator.

It is the responsibility of the student to ensure that work has been received by their teacher.

There will be consequences for late submission of work.

This be determined by the professional judgement of subject teachers and may take into consideration the following factors:

1. The age of the student;
2. Previous occurrences;
3. The student's academic history (e.g. whether the student has specific learning needs);
4. Other personal circumstances.

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

MYP/DP Coordinators need to be informed when late submission is a concern across subject areas.

Parents will be notified in writing by the subject teacher when an assessment is not submitted on the due date. In serious instances/re-occurrences, the GLL will meet with students and parents.

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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 6-12.

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 GLL. 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 GLL 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

MYP - 6-10

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.

DP -11 & 12

High Honor and Honor Roll status are calculated using a student's total academic achievement scores for all DP subjects. Students who score an average of 36 and above points out of 42

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will receive Honor Roll recognition. Students who earn no failing grades and score between 40 points out of 42 will receive High Honor Roll recognition.

Senior School Report Dates 2021-2022

Quarter 1:

October 15 End of Quarter 1 for Grade 12

November 2 Grade 12 reports issued

October 31st End of Quarter 1 for Grades 6-11;

November 4 Grade 6-11 Quarter 1 Reports Issued

November 11 Student-Parent-Teacher Conferences 2-5pm TBC

November 12 Student-Parent-Teacher Conferences 3-5pm TBC

Semester 1:

December 16 End of Semester 1 for Grade 12

January 20 Grade 12 Sem. 1 Reports Issued

January 20 End of Semester 1 for Grades 6-11

February 3 Grades 6-11 Sem. 1 Reports Issued

Quarter 3:

March 3 End of Quarter 3 for Grade 12

March 24 Grade 12 Quarter 3 Reports Issued

April 5 End of Quarter 3 for Grades 6-11

April 17 Grade 6-11 Quarter 3 Reports Issued

March 30 Student-Parent-Teacher Conferences 3-5pm TBC

March 31 Student-Parent-Teacher Conferences 2-5pm TBC

Semester 2:

April 27 End of Semester 2 for Grade 12

May 26 Grade 6-11 End of Semester 2 (May 31st?)

May 17 Student led Conferences TBC

June 9 Grade 6-12 Semester 2 reports issued

End of year exams

Grade 11 exams Sun 3rd May -Thursday 7th May TBC

Grade 9 exams Sun 10th -Tue 12th May TBC

No New Material Dates:

Grades 6-10 TBD

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 2019-2020 the homework focus will be supporting numeracy and literacy.

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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** Maths 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
11 & 12	180+	-	180+	15+

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

Two homework assignments a week for Science, Arabic, French and Spanish

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

Allocation for homework is as follows for **Grades 9-10**:

Two homework assignments a week for Science, Arabic, French and Spanish

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

Stakeholder Expectations

Students

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- 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 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, organisation.

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 organisation of homework.

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- Contact the Lead Teacher if concerns raised with the classroom teacher have not been resolved.

ACADEMIC SUPPORT/PROBATION STATUS

Awarding Semester Grades Lower than “4”. 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.”

A 4 in the DP program is commonly seen as the minimum requirement to secure passing grade in external examinations. 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. Parents should have been forewarned of the possibility of their child receiving a grade lower than a 4, with sufficient time subsequently available to give the student the opportunity to change his/her approach to their learning and improve his/her performance. If the student has a learning issue, the school may develop an individualized learning plan to modify course objectives.

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 either of the following:

MYP

- 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

DP

- Academic Support Status - Any grade 11 or 12 student who does not attain a total of 24 points out of 42 (for the six academic subjects), or who has any grade of 1, less than grade of 3 in any Higher Level subject, less than 2 in any Standard Level subject or more than two grades of 3
- Academic Probation Status - Any grade 11 or 12 student who earns 3 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 Behaviour 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:

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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 administration to discuss the conditions.
2. The student and his/her parent(s) will sign a contract with the administration 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.***

There will be no "on probation" admissions for the IB Diploma program. All students must meet all of the following requirements in order to earn a place in grade 11 and the QAD Diploma Programme (DP).

1. Earned promotion into grade 11 as per procedure noted above.
2. The student must earn at least a 3 or above on the internal assessment of the MYP Personal Project to be enrolled for full diploma.
3. The student must complete all MYP Service as Action requirements, including the reflection journal, by a set date in the grade 10 year.

A student who does not complete the above requirements will be asked to leave the school, or after recommendation from the Student Study Team given the choice 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 Senior School Administration.

Grades 11 & 12

Students in Grades 11 and 12 are monitored for academic progress throughout the two years of the IB Programme. Any student who fails to attain a total of 24 points out of 42 (for the six academic subjects), or who has any grade of 1, less than grade 3 in any Higher Level subject, less than 2 in any Standard Level subject, or more than two grades of 3, will be considered on **Academic Support Status**.

At the end of Grade 11, and after the third quarter, all students who remain on probationary status according to the above mentioned criteria will be counselled as to the advisability of their continuing with the full Diploma. They will be advised to move to the Course, dropping the Extended Essay and being permitted to move to Standard Level in one of their three Higher Level subjects.

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By the end of grade 12, students who remain on support status will not be awarded the QAD High School Diploma. These students will attend the graduation ceremony and will be given a Qatar Academy Doha certificate of completion and transcript. However, these students will not be banned from sitting for the IB external exam.

Note: Students not meeting an acceptable level of achievement as delineated in Qatar Academy Doha's Academic Support Status Policy will be ineligible to participate in school-sponsored activities. Please see the section on Academic Eligibility for further details.

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.

<i>Principled</i>	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.
<i>Thinker</i>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<i>Communicator</i>	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

Athletics & Activities:

Athletics & Activities

Qatar Academy believes that a well-rounded educational program includes teams, clubs and

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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 athletics and activities programmes. All students are required to participate and may choose from community & service and more recreational activities to the competitive sports on offer.

Students must sign up for their athletics and activities via managebac (the activities are offered in 2 blocks throughout the school year).

There will be an activities fair in the Diamond area the week before Block 1 starts (Covid19 Permitted) which will feature static displays on notice-boards and staff promoting the activities on offer for the block. Students will then be able to sign up electronically for their preferred activities which will begin the following week.

For 2021-2022:

All Athletics are on hold until the COVID implications are addressed.

Senior School Athletics Programme (Varsity & Junior Varsity)

These sports are open to grades 9-12 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 from the start of the year on Managebac 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
Swimming (TBC)	September - April
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 QUSS tournament to play in (if the set date is in our season).

All systems, procedures and expectations are detailed in the QAD Athletics Handbook

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2021-22. *Link to this document will be available soon

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: *Link to this site will be available soon

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, swimming, and track & field (also cross country). Some very talented Under 14 athletes may qualify for our JV NESAC teams (U16 years on 1 September 2021).

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
Swimming	TBC
Football	January-March
Track & Field	January-March
Basketball	January-March
Table Tennis	March - April
Badminton	Feb - April

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

Senior School Activities Programme

Some Activities may be offered in the 2021-22 School year VIRTUALLY

Plan what activities you will get involved in carefully. All MYP students completed their community & service requirements last year and we know this will be achieved again in 2021-22. The following is a list of some of the activities recently offered:

Junior MUN	Robotics	Animal Welfare
Destination Imagination	Yoga	Qatar Culture Club
Hamad Hospital	World Scholars Cup	Clothing Drive
Eid Al Adha Suitcase	Junior Band/Strings	The Orphans Project

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Sports & Event Volunteers	Quran Memorization	Get to Live Islam
Yearbook	Friendship Games	Raising Awareness
Junior Student Action	Scouts	Arabic Theatre

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.

Ambassadors (Grade 12 Leadership Positions)

The Ambassador system gives senior students an opportunity to develop positive leadership and demonstrate commitment to the school community. Ambassadors, by their actions and positions of responsibility, demonstrate their dedication to the vision, mission, traditions and life of Qatar Academy Doha. They are expected to be models of excellence for the school community. Ambassadors are serious about their studies; they are helpful, respectful, honest, polite, mature and reliable, they willingly participate in co-curricular activities and show respect for all members of the school community. They help to build positive school spirit, establish routines and procedures, and organize student activities. Selection is based on the student's contribution to the school, a review by a panel of staff/administration and, in the case of the "Lead Ambassadors", a vote by students.

For more information about the Ambassador positions, please click [here](#).

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 are required to 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.

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Co-curricular Eligibility

Qatar Academy Doha's mission is to offer a rigorous program encompassing an international English-medium education, 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 (or a 24 point total for Grades 11 and 12) while not earning a grade of 3 or less in more than 2 classes, an EPA of 5 or better 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: that 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 curricularly 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 comprised of their divisional 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.

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In the case of egregious behaviour, 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.

power

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

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

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

Attendance:

Student Attendance

There is a direct and strong correlation between student attendance and academic success. With this in mind, Students are expected to be punctual and attend all classes, regular school activities, and special events as announced. Parents are asked to call 4454 2000 or email the Attendance Administrative Assistant(mhammoudeh@qf.org.qa) in advance of an absence and indicate the reason. For a medical absence, a note from a doctor is required. Parents have an important obligation to fully support the school's regulations and are asked not to give permission for absences to enable a student to complete school assignments or catch up on late work.

Students who have day-time appointments are required to present a note in advance to the Attendance Officer explaining the reason for their leaving, or a parent or guardian can phone or email the Attendance Administrative Assistant. Students leaving the school premises must sign out upon departing and sign in upon returning. Whenever possible, parents are asked to schedule appointments outside of school hours.

In cases of ongoing and excessive student absence, meetings will be arranged with school personnel, the student and the students' parents/guardian. Students who are absent excessively may have other consequences as determined through a meeting with the School Director. 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.

- **20 period absences:** A meeting with the Grade Level Leader 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.

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- **30 period absences:** Another meeting must be held with the student, his/her parents, and the Assistant Principal / Principal to discuss actions to be taken and review and/or revise the attendance plan developed from the previous meeting. The decisions of this meeting will be summarized in a revised attendance plan to be signed by all in attendance at the meeting.
- **40 period absences:** Another meeting must be held with the student, his/her parents, and the Principal / School Director to review the actions taken to this point and discuss the possible consequences if attendance does not improve.
- **More than 40 period absences:** The School Director shall review student records to determine the next steps to be taken. Following this review, the School Director will decide collaboratively on the course of action to follow.. A meeting will be held with the student, his/her parents, and the Principal / School Director to review the actions to be taken.

Unexcused Absences

Students who have an unexcused absence from class will be emailed by the Attendance Administrative Assistant and given 48 hours to provide information verifying that the absence is excused. Students who skip a class or who have an unexcused absences that remain unaccounted for after this time period has elapsed will be assigned a Principal's detention. It is the student's responsibility to ensure the information is provided to the Attendance Administrative Assistant. Persistent skipping of classes will result in suspension or other serious disciplinary consequence.

Lates to School

Students who are late to school (arrival after 7:05AM) must obtain a Late Pass from the Senior School Office before they are permitted to enter their first class. A note, email or phone call from a parent to the Office in advance will indicate this late as excused (appointment, etc.). Students who are late to class three or more times in a week will receive a detention. Cases of repeated detentions will be referred to the Grade Level Leader.

Students are expected to adjust their transportation schedule to traffic and weather conditions so that they arrive at school on time. In the case of extreme weather, reasonable allowance is made by our staff.

Medical Appointments

Medical appointments should be arranged after 2:00 p.m. on school days or on the weekend. For emergency appointments, students must bring a note that should be given to the Attendance Administrative Assistant, and they will confirm with a call to parents when signing students out from the school.

Early Dismissal from School

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Students may be released early only if an administrator or their designate speaks directly with the parents making the request. Requests for early dismissal are discouraged and excessive requests may result in a parent meeting.

Permission to Leave Class

Students who wish to see the counselor or nurse must report to their class first and obtain their teacher's permission. Teachers send a note with the student indicating the time the student was sent. The nurse or counselor signs this note and indicates the time when the student was sent back to class.

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 not issued during the first ten and last ten minutes of the class period to minimize disruption of the opening and closing of lessons.

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 administrative assistant. The School Director or his designate shall make reasonable efforts to contact the parents/guardians in order to verify all written or telephone permissions.

Behaviour:

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 behaviour 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**

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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 Behaviour 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 behaviour 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

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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 Behaviour:

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 behaviour expectations include, but are not limited to the following:

All Locations
<ul style="list-style-type: none">● Display good manners● Encourage and support others● Follow all staff instructions● Respect personal space, privacy and property● Ask for assistance if required● Wear school uniform correctly● Report misuse or damage● Maintain appropriate noise levels● Demonstrate QAD values● Share Responsibilities in team tasks● Safety First● Use positive and appropriate language● Challenge, persevere and extend yourself● No discriminatory or abusive behaviour● Students to have a Hall Pass if out of class during class time

In the Community
<ul style="list-style-type: none">● Be considerate of all people● Represent the School with Pride● Be a positive Role Model● Support the Community● Abide by road/traffic rules, in and beyond Education City● Use public transport appropriately and with care● Respect Qatari laws

On School Grounds
<ul style="list-style-type: none">● Put Litter in a bin● Contribute to a clean and tidy environment● Take care of equipment and facilities

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- Share Spaces
- Take Part in School Events
- Stay within designated areas

In Learning Spaces

- Attend all timetabled classes and events
- Come to class ready to learn
- Listen to others
- Respect others ideas
- Let others learn
- Strive for excellence
- Be organised
- Participate positively
- Enter and exit punctually and in an orderly manner
- Work cooperatively
- Use class time productively
- Respect the mobile phone policy

Using ICT

- Make positive decisions and contributions
- Obtain informed consent before sharing or posting
- Utilise the internet as a learning resource/tool
- Follow [QAD ICT agreement](#)
- Protect Personal Information
- Report Cyberbullying
- Keep digital storage spaces organised
- Use trusted websites

Consequences of Inappropriate Behaviour:

Level 1 Behaviors:

Examples include:

- Disruptive behavior
- Unsafe play
- Littering
- Dress code violation
- Untruthfulness
- Food and drinks, gum chewing
- Use of cell phones for personal use without permission
- Persistent Tardiness (late to school/class)

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Consequences:

The teacher that witnesses these incidents will address the behavior by any of the following manners: private conversation with the student, redirect student, remove student from the situation, contact parents, issue an after-school detention. If an individual teacher witnesses repetition of Category One offenses, they move to a Category Two and documentation in the referral system is necessary.

Level 2 Behaviors:

These are more serious offenses. Examples include:

- Rude, inappropriate or disrespectful behavior
- Skipping class
- Using profanity (including insults to family and family name)
- Intimidation
- Being Out of Bounds in Rec Center
- Receiving food delivered from outside QA
- **Repeated repetition of Category One offenses**

Category two behaviors must be recorded in the referral system.

Who gets involved:

The Grade Level Leader, involved teacher(s), and, if consequences warranted may include suspension, the assigned Assistant Principal or Principal.

Consequences:

The parents are informed. Additional consequences, depending on the exact situation, may include one or more of the following:

- After-school detention(s)
- Cross-classing
- Community Service
- Principal's detention(s)
- Meeting with the student's parents
- Placement on Stage 1 of the behavioral probation policy: behavioral contract
- Counseling
- Documentation placed in permanent folder
- Suspension for 1 or 2 days, (includes automatic placement on Stage 1 of the behavioral probation policy: behavioral Contract)

Level 3 Behaviors:

These are gross violations of school rules and demonstrate a severe lack of respect for the school community.

Examples include:

- Fighting
- Sexual harassment
- Electronic Harassment/Cyberbullying
- Defamation

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- Stealing
- Vandalism
- Dangerous behavior
- Insubordination
- Fire alarm tampering
- Smoking/possession of tobacco products/paraphernalia
- **Repetition of a Level Two offense, or committing a different Category Two offense**

Who gets involved:

The Principal and Assistant Principal are to be notified immediately and take responsibility for managing the situation as well as maintaining documentation. The Grade Level Leader is included in meetings with the student. The School Director is notified when appropriate.

Consequences:

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:

- Suspension for 3, 4 or 5 days
- Counseling
- Community Service
- Ban from school trips and/or activities for a specified period or until removed from behavioral Contract
- Expulsion

Level 4 Behaviors:

These include offenses so serious that the student can be expelled from Qatar Academy.

Examples include:

- Possession, use, sale or provision of alcohol or illegal drugs
- Making a bomb threat
- Possession of a weapon
- Starting a fire
- Causing serious bodily harm to any member of the QA community
- Repetition of a Category Three offense, or committing a different Category Three offense

Who gets involved:

The Principal and Director are to be notified immediately, and take responsibility for managing the situation as well as maintaining documentation.

Consequences:

The Director makes a recommendation of expulsion. The student is excluded from school until a final decision is confirmed.

Student Searches:

Administrators within the Academy may, for good reason or cause, search the person or

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personal property of a student. In such cases where search is deemed necessary, the searching administrator will adhere to cultural sensitivities to preserve the dignity of the student involved. No student search is permitted except in the presence of another educator or administrator.

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.

PowerSchool

PowerSchool 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 Powerschool so that they can receive notifications and stay up to date with current student academic progress and access daily attendance records.

How to register for and access Powerschool:

Step 1: Registration on QAD Powerschool:

[English instructions](#)

[Arabic instructions](#)

Step 2: Setting up the mobile app:

[English Instructions](#)

[Arabic Instructions](#)

Quarter Reports

Quarter reports are provided near the midpoint of Semester 1 and Semester 2. The report is distributed via PowerSchool and is a one-page document that indicates progress in the following areas:

- Approaches to Learning (ATL)
- Academic Progress

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 - twelve.
- Approaches to Learning (ATL) grade.

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- 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 twice 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

Senior School Student-Parent Website

Administrators, Coordinators and Grade Level Leaders provide content on the [QAD Sr. School Student-Parent Website](#). The site and its tabs highlight recent and upcoming events of the day and week, helps students and parents to stay informed, and to plan their schedule effectively.

Akhbar

This newsletter is distributed by email each Thursday, giving parents vital information about daily procedures, areas of concern and upcoming events. Archived copies of the Akhbar can be found on our [QAD Sr. School Student-Parent Website](#)

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