



أكاديمية قطر
Qatar Academy

عضو في مؤسسة قطر
Member of Qatar Foundation



**Qatar Academy Doha Senior School
Student & Parent Handbook
2020-2021**



Mission 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.

International Minded Statement:

At Qatar Academy Doha, we actively support the beliefs of the IB Learner Profile and seek to grow an understanding of cultural differences, to be open-minded and respectful global citizens.

SAFE

RESPECTFUL

RESPONSIBLE

LEARNERS



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

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.

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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Mrs. Nicole Anderson	Assistant Principal
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Mrs. Muna Hammoudeh	Administrative Assistant
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CONTENTS

[BACKGROUND AND GENERAL INFORMATION](#)

[DAY TO DAY PROCEDURES](#)

[Drug-Free School Policy Statement](#)

[Lesson Timings](#)

[Attendance](#)

[Arrival to Class](#)

[Leaving School Grounds](#)

[Permission to Leave Class](#)

[Truancy/Cutting Class](#)

[Medical Appointments](#)

[Prayer Room](#)

[Student Dress](#)

[Lost & Found Procedures](#)

[Recreation Centre Access](#)

[Food and Drink](#)

[Single Gender Classes](#)

[Personal Items](#)

[Student Gifts and Solicitations](#)

[COMMUNICATION](#)

[Channels of Communication](#)

[Grade Level Blogs](#)

[Akhbar](#)

[PowerSchool](#)

[MEDICAL](#)

[Medical Services](#)

[Medical Records](#)

[Medication](#)

[Special Dietary Needs](#)

[ACADEMICS, ASSESSMENT AND GRADING](#)

[Assessments and Grading](#)

[Late Submission of Assessment](#)

[High Honor and Honor Roll](#)

[Description of MYP Grades](#)

[ATL descriptors](#)

[Learning Support](#)

[Homework Guidelines](#)

[Academic Support Status](#)

[Community and Service Expectations in Grades 6 - 12](#)

[Late Submission of Assessment Work](#)

[Academic Honesty](#)

[21st CENTURY LEARNING](#)

[ePortfolios](#)

[MATERIALS SELECTION AT QATAR ACADEMY](#)

[Reporting and Conferences](#)

[CAMPUS SAFETY](#)

[Campus Visitors](#)

[Evacuation and Containment Drills](#)

[Student Safety](#)

[STUDENT RIGHTS](#)

[Student Searches](#)

[Procedures for Student Complaints and Grievances](#)

[Procedures for Complaints About School Staff and the Curriculum](#)

[SENIOR SCHOOL POSITIVE PASTORAL PRACTICES & BEHAVIOR](#)

[EXPECTATIONS](#)

[Level One Offences](#)

[Level Two Offences](#)

[Level Three Offences](#)

[Level Four Offences](#)

[Consequence Definitions:](#)

[ACTIVITIES, EVENTS, AND TRIPS](#)

[Athletics and Activities](#)

[Senior School Athletics Programme \(Under 14 years\)](#)

[Middle School](#)
[Model United Nations \(MSMUN\)](#)
[jrMUN](#)
[QA Middle School MUN Conference](#)
[MUN Trip](#)
[Student Council](#)
[School Trips](#)
[Extra-Curricular Activities Policy](#)
[SCHOOL ENROLMENT](#)
[Early Withdrawals](#)
[Transfer Students](#)

BACKGROUND AND GENERAL INFORMATION

Qatar Academy Doha is a private, non-profit co-educational school for students of all nationalities. QAD Senior School serves students in grades 6 through 12 by offering a university preparatory course of studies. Students follow a challenging course of studies that allows for critical and creative thinking, technological integration, and independent learning. Qatar Academy is fully accredited by the New England Association of Schools and Colleges (NEASC), the Council of International Schools (CIS) and the International Baccalaureate (IBO). After meeting Qatar Academy Doha's graduation requirements, each student will receive a Qatar Academy Doha Diploma.

DAY TO DAY PROCEDURES

Drug-Free School Policy Statement

Qatar Academy is dedicated to providing a healthy, comfortable, and productive environment for students, staff, and visitors. In accordance with the laws of the state of Qatar, Qatar Academy will maintain a safe environment for students by prohibiting the use, possession, sale, or transfer of alcohol, toxic substances and controlled substances without a physician's prescription.

Qatar Academy recognizes that drug and alcohol use is a risk factor on students' learning, school achievement, and progress towards graduation. The ultimate goal is to remove drugs and alcohol as a risk factor. Therefore, the office of Pre-University supports the enforcement of an environment free of drugs and alcohol to maintain general health and safety in the school.

Students must be aware that Qatar Academy Doha is an alcohol, tobacco, narcotic and weapons-free school and that students caught contravening this will face severe disciplinary action that may include expulsion.

Lesson Timings-- Modified Schedule during Blended/Online Learning

Sun, Mon, Tues, Wed & Thurs
Advisory 7:00 – 7:15
Block A or E 7:20 – 8:35
Block B or F 8:45 – 10:00
Block C or G 10:10 – 11:25
Block D or H 11:35 - 12:50

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 ext 41804 or 44541804) 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 support fully 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.

- **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 Saturday 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 7:00AM) must obtain a Late Pass from the Attendance Officer before they are permitted to enter their first class. A note, email or phone call from a parent to the Attendance Officer 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 Saturday 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.

Arrival To Class

All students are expected to arrive at school and to classes on time. The first bell rings at 6:55 a.m. and the school day begins at 7:00 a.m.

Attendance is taken by the class teacher during each class period 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.

Students who are not present when the teacher has started the class will be marked as absent. If this student then arrives to the class the teacher will change the attendance status to tardy. Students arriving 15 minutes or later after class has begun will be marked as T-15, which for attendance purposes, counts as a period of absence.

Tardy Procedure

All senior 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 to school late are to proceed directly to their classrooms. Teachers will permit students to enter their classes and mark them as “Tardy” or “Tardy 15” if later than 15 minutes.

If a student is late to class/advisory the ‘**Tardy Procedure**’ will be followed:

1. The faculty member will speak with the student at the end of the period about why they were late and the importance of getting to class/advisory on time.
2. If a student is tardy to a given class/advisory 4 times in one semester then they receive and serve a detention with the teacher/advisor. Once a student serves the detention the calculation of tardies in the class/advisory is reset to zero.
3. If the student does not turn up to the detention then the teacher/advisor will notify the Grade Level Leader who will assign the student a Thursday morning detention.
4. If a student reaches 20 tardies in a semester, they will be assigned a Thursday morning detention by the Grade Level Leader.
5. Students who exceed 20 tardies in a semester will be placed on Behavior

Probation/Contract.

- **Please note that absences and Tardy 15 to advisory will count as 1 full 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 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.

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.

Early Dismissal from School

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.

Truancy/Cutting Class

This offence falls under Category Two of the Discipline Safety Net and a student who is found to have been truant will receive a Principal's Detention. All Truancies are documented and become part of the student's record. Chronically truant students will have their placement at Qatar Academy reviewed.

Medical Appointments

Permission is not given to students to keep appointments at dentists, opticians or doctors during the school day. Such appointments should be arranged after 2:00 p.m. on school days. 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.

Prayer Room

The prayer rooms have been moved to B Block: Boys - Visitor's Center; Girls: B1:41
Joint prayer continues to be held in the diamond area.

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 ankle (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.

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. PE kit may NOT be worn to other classes.

- **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 teams

- School Track suit when travelling to tournaments or games locally
- A shirt, tie and Dress pants for boys. Appropriate formal dress for females which should be confirmed by the coach
- Teams travelling 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.

Any student who is not following QAD dress code:

- First Incident: Advisory Teacher, Advisory Team Member, or Subject Teacher discusses dress code expectations with student and directs them to put on appropriate attire.
- Second Incident: Student is directed to put on appropriate attire and parents are emailed.
- Third Incident: Student is directed to put on appropriate attire, student is issued a Thursday detention (SWIS referral entered), and parents are emailed.
- Fourth Incident: Parent Meeting

All students begin each semester with zero uniform infractions.

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.

Food and Drink

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. Therefore, the following items must not be brought into school:

- Carbonated drinks of any kind ie Coca Cola etc and sparkling water
- Energy drinks i.e. Red Bull
- Caffeinated drinks - hot or cold
- Crisps/Chips: large bags and party packs
- Sweets (i.e. lollipops, chocolate, candy and chewing gum)
- Ice-cream
- Sunflower seeds
- Birthday cakes/cupcakes
- Any other item deemed to be unhealthy by the Grade Level Leader or Administration.

Students in possession of the above noted items will have them confiscated and disposed of, and a warning issued. Reports of continued possession of prohibited items will result in a behavioural consequence for the student as determined by the Grade Level Leader, Assistant Principal or Principal.

The delivery of fast food is not allowed within the Qatar Academy campus. This includes students bringing fast food to school and the delivery of fast food by drivers. If a student has forgotten their lunch it should be brought to Reception where it can be collected by the student. Food may only be consumed in the cafeteria or other designated areas in the school building. Any student found to be receiving fast food in school will receive an immediate consequence from administration. IT IS ABSOLUTELY FORBIDDEN TO ORDER AND HAVE FOOD DELIVERED TO SCHOOL.

Bake Sales

These are organised on a monthly basis by the Student Council to raise funds for charity. On these occasions, students will be permitted to buy and eat "treat foods", such as cakes and pastries.

Large group celebrations

Celebrations which are organised and supervised by faculty members may involve food and drink. These are rare and should not be organized at the classroom level. This is

monitored carefully by Grade Level Leaders and Administration and requires prior approval from Administration. Celebrations or cakes for birthdays are not supported in the classroom.

Class Based Events

Teachers can organise to have authentic traditional food that is related to the topic being studied in lessons but must have permission in advance of the date from Administration. This does not give teachers the authority to allow students to bring in any of the banned items stated above.

After School Activities

Leaders of after school activities including C&S and Sports Teams need to speak to administration before giving permission for students to bring in or sell food or beverages.

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, Maths*, Science, Humanities, Islamic Studies A, and PHE. All other classes will be mixed gender.

*Extended Maths will be mixed gender.

Grade 11 & 12 all classes are mixed gender.

Personal Items

All Senior School students are allocated a locker in which to store their books and any personal requirements for school. These lockers are fitted with a latch that allows students to bring their own padlock to secure their personal belongings and we encourage all students to bring a lock to school. We do not encourage students to bring valuable items to school, but those students who choose to bring them must be aware that they are responsible for them.

New Proposed Policy

Cellular Device Policy including Earphones

Cellular Devices can be brought to school but MUST be placed in school bags or in school lockers on silent mode upon entry into the school and MUST NOT be accessed at any time during the day. (until 2 p.m.)

Students are not permitted to wear earphones except at the direction of the teacher and for the purpose of viewing educational material.

Student Responsibilities:

1. Turn the phone to silent.
2. Place the phone in a school bag or in a locker. Students must NOT have a phone on their person (in pockets)
3. Remove Earphones and place in a bag or locker upon entry to the school
4. If the student is observed with a phone, or earphones, they MUST surrender it at the request of a teacher, security guard or any other supervising individual in the school. The phone/earphones will be taken to the office where it will be returned at the end of the day.
5. Students may use phones after the bell has sounded at 2 p.m.

Teacher Responsibilities:

1. Remind students of the policy upon entry to the school.
2. Confiscate and take to the office any phones being used during the school day
3. 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.

Actions

On the second occurrence of the phone confiscation a one day suspension will be automatically issued. Further confiscation will result in a parent meeting and more stringent behavioural actions.

If a phone call needs to be made during class time, students should go to the Senior School office.

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.

COMMUNICATION

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 Secretary and inform her of the guardian of their child(ren) and how the parents can be contacted in case of an emergency.

Channels of Communication

The first person a parent should reach out to if they have any concerns about their child's academics or behaviour in a specific subject is the subject teacher in which the student is experiencing difficulty. Often, a simple conversation with the teacher can alleviate a perceived problem or clarify a misconception.

If the problem is not resolved, parents are advised to contact the Lead Teacher for the subject and a meeting can be arranged.

For matters of an emotional/social/general behaviour nature parents are advised to first contact the Advisory teacher or if the concern is confidential, the counselor. Grade Level Leaders will be informed by Advisory teachers on an as needed basis.

Any parents who have not had a resolution to their inquiry after speaking with the Advisory teacher or counselor should then contact the Grade level Leader.

If parents are still concerned that a situation has not been resolved after following these channels of communication, please contact administration.

Senior School Google Sites

The school maintains a site for students in grades 6-8. The site highlights the events of the day and week, helps students to stay informed, and to plan their schedule effectively. For grades 9 - 12, each Grade Level has a site controlled by the appropriate Grade Level Leader. They highlight the events of the day and week, help students to stay informed, and 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.

PowerSchool

This online system is used to communicate with parents regarding student academic achievement and attendance. This system is available 24/7 with the exception of the

days leading up to the issuing of Semester Reports. The school encourages all parents and students to access Powerschool frequently to stay up to date with current school events and student details including daily attendance records.

MEDICAL

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.

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.

ACADEMICS, ASSESSMENT AND GRADING

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, Spanish, and French-(G11 and G12 only)
- Mathematics
- Science – integrated course of Biology, Chemistry, and Physics
- Individuals & Societies – History, Geography, Economics, Business, and Global Politics
- Physical Health and Education
- Design – IT, Materials and Systems
- Arts – Drama, Music and Visual Arts
- Islamic/Cultural Studies
- Advisory

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.

The **International Baccalaureate Diploma Programme (DP)**, for students aged sixteen to eighteen, is offered in the Grades 11 and 12. 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, Computer Science, and the Arts. There are also three requirements that each student who is a full diploma candidate must fulfill. They are: Theory of Knowledge, Creativity, Action 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. The Diploma Coordinator meets with students and parents on an individual basis when necessary.

Graduation Requirements

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

1. For purposes of university admissions the last four years of study (grades 9-12) are applied toward graduation.
2. All students will receive a Qatar Academy Doha High School Diploma after successfully fulfilling all the academic requirements of Qatar Academy Doha.
3. In addition, all students are required to complete the Theory of Knowledge course and CAS.

Students in grades 11-12 will take a total of six courses each year. Students taking the certificate courses must sit for the external exam. To be awarded a QA High School Diploma the student must maintain a minimum of at least 24 points (the sum 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.

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) and Diploma Programme (DP)

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 maximise 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

Assessment practices: formative and summative 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, analyse, 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.
- Records of formative assessments are kept by teachers and made available upon request by parents, students and administration or if deemed necessary by the teacher.

Summative

Summative assessments are designed to provide evidence for evaluating student achievement using required DP and 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.
- 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.

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 in 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. For the DP, assessment tasks are predominantly in the form of an exam or internal assessment, that take a variety of forms depending on the nature of the subject.

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 only have 1 submission and 1 in class assignment in one day.

Grades 8-10 can be given 2 submissions and 1 in class or 2 in class and 1 submission in one day.

Grades 11-12 can be given 1 submission and 2 in class assignments in one day.

Recording and reporting

All teachers at QAD are expected to record all summative assessments in PowerSchool (the school's student management system). Reporting takes place four times over the course of the academic year as follows:

- Quarter 1 - this is a progress report.
- Semester 1 - this is a comprehensive report, including all subjects academic achievement and effort.
- Quarter 2 - this is a progress report.
- End of year for MYP - this report is comprehensive and focuses on the whole year.
- Semester 2 for DP students - this is a comprehensive report.

Grade 12 follows a different timeline, reflecting the earlier finish of the academic year due to the official DP examinations. In addition to the above, Grade 12 students receive a summative report, following Ministry of Education guidelines.

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. 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 amount of 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.
- 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.

Assessment in the Middle Years Programme (MYP)

In the MYP, a criterion-related approach is used by all teachers. This “**criterion-related**” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level). For further information, please consult “From Principles into Practice” for the MYP, page 78 onwards.

In practice, summative assessments comprise a variety of authentic tasks that can best be described as ‘performances of understanding’. Achievement levels for individual criteria are awarded by using the mandated subject criteria (using the individual strands) that are shared with the students in advance and can be accessed by both students and parents. MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

MYP eAssessment

In Grade 10, all students are registered for the MYP eAssessment which is a combination of ePortfolio work, onscreen examinations and the Personal Project.

Clarifying the best-fit approach

The ‘best-fit approach does not require students to meet every strand of every criterion in order to be awarded a specific achievement level (unlike the criterion-referenced approach). Teachers are expected to use their professional judgment to develop and apply shared understandings of ‘what good looks like’ and to engage in regular standardisation as a means to ensure a common approach to the application of the assessment criteria.

When applying the assessment criteria to student performance, the teacher should start with the lowest descriptor (dealing with one strand at the time) and continue until the teacher arrives at a descriptor that no longer describes the student work. This process is to be repeated for each assessed strand, observing patterns of achievement across levels against the relevant strands.

If most or all descriptors of the student’s work lie within the same achievement level, make a holistic judgment about whether the student’s work demonstrates the qualities described in that band to a greater extent (awarding the higher level) or to a lesser extent (awarding the lower level).

If the descriptors are distributed across multiple achievement levels, teachers use their professional judgment to select the level that, overall best describes the student’s achievement. Teachers need to bear in mind that students do not need to demonstrate that every relevant strand of the criterion describes their work, to be awarded an achievement level in that band.

Determination of Grades

Teachers need to remember that any criterion level that is reported as a number is only a symbol for the descriptor. If a grade team, or individual teacher is in doubt about the final level, they should always go back to the narrative and find the “best fit”. Teachers determine an overall judgment for each of the subject-specific criteria by doing the following:

Long-term development: Many criterion judgments are related to skills that the student will develop over the course of the school year, or even over several years. Examples

include the ability to write an organized essay, converse in a new language, or conduct a math investigation. To make a final judgment in such cases, the teacher needs to determine a holistic picture of the student's achievement by considering his/her performance in this criterion throughout the school year.

In order to determine the **final level** the following questions should be asked:

- What does the **most recent evidence** tell us about the student's level of achievement
- What is the "**best sustained achievement**" in that criterion since the beginning of the year or course?
- In your best **professional judgment** which grade level descriptor **best fits** the student achievement in this criterion at this time?

Examples:

	A	A	A	Final Level awarded	Rationale
Student A:	3	4	3	Final level: 3	Best sustained + Most recent evidence
Student: B	2	5	5	Final level: 5	First mark is ignored and everyone is happy the student has learned so much.
Student C:	5	5	3	Final level: 5	Best sustained overrides most recent.

The teacher always knows more about the student's achievement than any set of numbers can capture. Teachers know which judgments are most accurate and complete, and should use this information in making final judgments.

Once a final achievement level per criterion has been decided for a reporting period, the final grade will be calculated using the published MYP Grade boundaries, **which are final and must not be overridden** (see Appendix 2)

Assessment in the Diploma Programme (DP)

In the DP, all subjects have a combination of internal assessment (samples of which are sent for external moderation) and externally set and assessed examinations. All assessment tasks used are in line with the descriptors published by the IB for each subject. Students are exposed to a variety of tasks to provide ample and authentic opportunities to show their learning, in line with IB expectations and as published in the individual subject guides.

A common set of grade boundaries across all departments is used to determine grades for reporting purposes. These grade boundaries are reviewed and set annually based on the data of the previous five DP examination sessions and agreed upon by a team including the lead teachers and the DP coordinator. (Please see Appendix 3 for the current grade boundaries)

QAD High School Diploma.

A minimum of 24 points, based on our internal grading scale (see appendix) is required to graduate QAD. This is based on semester grades achieved in grades 11 and 12. It is essential to understand that semester grades are awarded based on student achievement over the course of each semester. The purpose of these grades is to determine the awarding of the QAD High School Diploma and for transcripts. These grades are not predictive grades as to exam performance in the final May examinations.

Late Submission of Assessments

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

Grade 6 students automatically receive an extra week to submit the work in Semester 1.

From Semester 2 onwards, Grade 6 students are required to ask for an extension as outlined above.

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 judgements 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 - please consult [DRAFT QAD Extra-curricular eligibility procedure](#)

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.

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 average of academic achievement scores for all subjects except Qatar History. Students who earn no failing grades and score an average 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 average of academic achievement scores for all DP subjects. Students who score an average of 36 and above points out of 42 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.

Description of MYP Grades

Grade	Boundary Guidelines	Descriptor
1	1 – 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

2	6 - 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10 - 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15 – 18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19 – 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24 – 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28 - 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

MYP: From Principles into Practice, page 93

ATL descriptors

In the MYP, ATL encompasses both general and discipline-specific skills. Many ATL skills are applicable to all MYP subject groups; these general “tools for learning” can be tailored to meet the specific needs of students. Teachers are expected to provide students with regular, specific feedback on the development of ATL skills through learning engagements. All MYP teachers at QAD are responsible for integrating and explicitly teaching ATL skills.

Given below is a table with some examples from five ATL categories and cluster. These skills have to be formatively assessed and reported in Q1, S1, Q3 and S2 reports.

Self Management: Organization, affective & reflection skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none">• Rarely on time• Rarely brings necessary equipment and supplies to class• Rarely organizes information files/notebooks in a logical manner• Rarely makes effective use of time• Rarely considers personal learning strategies to become more effective and efficient learner• Rarely reflects on strengths and weaknesses / or engages in self assessment
Approaching Expectations (AE)	<ul style="list-style-type: none">• Sometimes on time• Sometimes brings necessary equipment and supplies to class• Sometimes organizes information files/notebooks in a logical manner• Sometimes makes effective use of time• Sometimes considers personal learning strategies to become more effective and efficient learner• Sometimes reflects on strengths and weaknesses / or engages in self assessment
Meeting Expectations (ME)	<ul style="list-style-type: none">• Mostly on time• Mostly brings necessary equipment and supplies to class• Mostly organizes information files/notebooks in a logical manner• Mostly makes effective use of time• Mostly considers personal learning strategies to become more effective and efficient learner• Mostly reflects on strengths and weaknesses / or engages in self assessment
Exceeding Expectations (EE)	<ul style="list-style-type: none">• Always on time• Always brings necessary equipment and supplies to class• Always organizes information files/notebooks in a logical manner• Always makes effective use of time• Always considers personal learning strategies to become more effective and efficient learner• Always reflects on strengths and weaknesses / or engages in self assessment

Communication: Communication skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none">• Rarely collaborates with peers and experts using a variety of media• Rarely uses appropriate forms of media to communicate with a range of audience• Rarely takes effective notes in class• Rarely uses a variety of organizers for academic writing tasks
Approaching Expectations (AE)	<ul style="list-style-type: none">• Sometimes collaborates with peers and experts using a variety of media• Sometimes uses appropriate forms of media to communicate with a range of audience• Sometimes takes effective notes in class• Sometimes uses a variety of organizers for academic writing tasks
Meeting Expectations (ME)	<ul style="list-style-type: none">• Mostly collaborates with peers and experts using a variety of media• Mostly uses appropriate forms of media to communicate with a range of audience• Mostly takes effective notes in class• Mostly uses a variety of organizers for academic writing tasks
Exceeding Expectations (EE)	<ul style="list-style-type: none">• Always collaborates with peers and experts using a variety of media• Always uses appropriate forms of media to communicate with a range of audience• Always takes effective notes in class• Always uses a variety of organizers for academic writing tasks

Thinking: Critical,Creative and Transfer skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none">• Rarely gathers and organizes relevant information to recognize problems• Rarely interprets data• Rarely uses brainstorming and visual diagrams to generate new ideas and inquiries• Rarely creates novel solutions to authentic problems• Rarely uses effective learning strategies in subject groups and disciplines• Rarely applies skills and knowledge in unfamiliar situations
Approaching Expectations (AE)	<ul style="list-style-type: none">• Sometimes gathers and organizes relevant information to recognize problems• Sometimes interprets data• Sometimes uses brainstorming and visual diagrams to generate new ideas and inquiries• Sometimes creates novel solutions to authentic problems• Sometimes uses effective learning strategies in subject groups and disciplines• Sometimes applies skills and knowledge in unfamiliar situations
Meeting Expectations (ME)	<ul style="list-style-type: none">• Mostly gathers and organizes relevant information to recognize problems• Mostly interprets data• Mostly uses brainstorming and visual diagrams to generate new ideas and inquiries• Mostly creates novel solutions to authentic problems• Mostly uses effective learning strategies in subject groups and disciplines• Mostly applies skills and knowledge in unfamiliar situations
Exceeding Expectations (EE)	<ul style="list-style-type: none">• Always gathers and organizes relevant information to recognize problems• Always interprets data• Always uses brainstorming and visual diagrams to generate new ideas and inquiries• Always creates novel solutions to authentic problems• Always uses effective learning strategies in subject groups and disciplines• Always applies skills and knowledge in unfamiliar situations

Social : Collaboration skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none">• Rarely takes responsibility for one's own actions• Rarely manages and resolves conflicts and work collaboratively in teams• Rarely listens to others perspectives and ideas / rarely builds consensus
Approaching Expectations (AE)	<ul style="list-style-type: none">• Sometimes takes responsibility for one's own actions• Sometimes manages and resolves conflicts and work collaboratively in teams• Sometimes listens to others perspectives and ideas / sometimes builds consensus
Meeting Expectations (ME)	<ul style="list-style-type: none">• Mostly takes responsibility for one's own actions• Mostly manages and resolves conflicts and work collaboratively in teams• Mostly listens to others perspectives and ideas / mostly builds consensus
Exceeding Expectations (E)	<ul style="list-style-type: none">• Always takes responsibility for one's own actions• Always manages and resolves conflicts and work collaboratively in teams• Always listens to others perspectives and ideas / always builds consensus

Research: Information and Media literacy skills

Level	Descriptor
Below Expectations (BE)	<ul style="list-style-type: none"> • Rarely collects, records and verifies information • Rarely makes connections between various sources of information • Rarely collects and analyses data to identify solutions and make informed decisions • Rarely demonstrates awareness of media interpretations of events and ideas (including digital social media) • Rarely seeks a range of perspectives from multiple and varied sources
Approaching Expectations (AE)	<ul style="list-style-type: none"> • Sometimes collects, records and verifies information • Sometimes makes connections between various sources of information • Sometimes collects and analyses data to identify solutions and make informed decisions • Sometimes demonstrates awareness of media interpretations of events and ideas (including digital social media) • Sometimes seeks a range of perspectives from multiple and varied sources
Meeting Expectations (ME)	<ul style="list-style-type: none"> • Mostly collects, records and verifies information • Mostly makes connections between various sources of information • Mostly collects and analyses data to identify solutions and make informed decisions • Mostly demonstrates awareness of media interpretations of events and ideas (including digital social media) • Mostly seeks a range of perspectives from multiple and varied sources
Exceeding Expectations (EE)	<ul style="list-style-type: none"> • Always collects, records and verifies information • Always makes connections between various sources of information • Always collects and analyses data to identify solutions and make informed decisions • Always demonstrates awareness of media interpretations of events and ideas (including digital social media) • Always seeks a range of perspectives from multiple and varied sources

QAD Learning Support Procedures

Key Roles

Student Support Services Coordinator - Sarah Dugan

Educational Psychologist- Tracy Yates

TAG Coordinator - Jason Maraku

Counselling Team: Michael Clancy (Grade 9 - 12), Yolanda Kukuia (Grades 6-8)

Learning Support Teachers - Cristina Caluian, Kim Hendon, Hawa Omar, Corine Samura

TLC (The Learning Centre) provides services which include: Speech and Language Pathologists, Occupational Therapists and Behavior Specialists.

Inclusion

QAD is an inclusive school within the available resources and provision.

Inclusion Policy

<https://docs.google.com/document/d/1LhIY2u1gpztlOxoPqdouH29QMZhFFGIRtORfY5AALI4/edit>

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

Google forms are available to teachers on QAD bookmarks in order for them to refer students of concern. 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 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 the SST process may be issued with an Individual Accommodation Plan (IAP). This is shared with teachers. It indicated 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 the SST process 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.

Directed Studies

Directed Studies (DS) is a way of supporting students with a variety of needs. The MYP and IB are complex concept driven curriculums, which are challenging. In addition, the high expectations that QAD has for academic achievement, which is reviewed and evaluated regularly, make it essential to give students the holistic support they need to give them the best chance of success.

Many students in DS will have either an Individual Learning Plan (ILP) or an Individual Accommodations Plan (IAP) dependent upon their individual needs. They may also be on Academic Support. It may be that Students in Grade 11 and 12 receiving Directed Studies Support are following IB Courses rather than the Diploma.

The role of the Directed Studies Teacher

The student's DS Teacher will act as a hub for communications between student's teachers and home. This will involve communicating with all the student's teachers so to help the student maintain assignment due dates and ensure that staff are familiar with strategies and approaches which the student needs to perform at their best. **The DS teachers will contact parents at the beginning of the year in order to build a relationship, which will help to support the student through a team approach.**

When do students attend Directed Studies?

Students will do only one Design or Art option instead of two.

What do students learn in Directed Studies?

The skills covered in the Directed Studies Curriculum will focus upon:

- Self-management
- Executive skills (organization, time management, problem-solving, study skills...)
- Emotional regulation
- Stress management
- Support with assessments and assignments
- Literacy, Academic Language
- Numeracy

Numeracy and Literacy Reinforcement Sessions

In Grades 6-8 during the 45-minute core session selected and identified students will attend intervention classes to help them progress with particular skills. These sessions will be delivered by subject specialists or Learning Support teachers.

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.

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.

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 being 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 will set a shorter homework every night, whilst all other subjects will have a 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

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

ACADEMIC SUPPORT 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 status if their grades reflect either of 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 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:

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.

Service as Action expectations in Grades 6 - 8

In line with the QA and IB mission statements and in addition to all academic requirements mentioned above, a student must meet the requirements of Service as Action in all years of the MYP, grades 6 - 8. Students who fail to complete Service as Action requirements for two consecutive years will not be offered a place for the next school year. This requirement means that students must make up past incomplete projects as well as complete their current grade-level requirements.

Grade 6-8	minimum One S & A Activity during the year
Grade 9 & 10	minimum 2 different experiences One can be online and another from the curriculum

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.

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 HONESTY

Introduction

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.
--------------------------	--

Thinker	We use critical and creative thinking skills to analyse 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.

The key educational reasons to take such a strong line on academic integrity are:

To maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement.

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

For more information see the document [Academic honesty in the IB educational context](#).

Student Expectations and Responsibilities

All IB community members, including students, should aim to achieve and develop the IB learner profile attributes. From a young age, IB students are expected to be able to distinguish between what is right and what is wrong. In the context of academic integrity, one of the most important attributes is to be "principled" and all students participating in IB programmes are expected to act honestly, responsibly and ethically.

When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

missing

Plagiarism is the most common form of student academic integrity. For more information on plagiarism, see Appendix 1.

Students that engage in practices contrary to the IB's academic integrity principle are not only missing the opportunity to understand and accept their own strengths and weaknesses, but are also disadvantaging those students who complete assessment honestly and fairly.

Student Responsibilities

At QAD it is expected that all IB students, regardless of the programme, understand and practice the principles of academic integrity and face the challenges associated with it. This is not a task that students face in isolation; they have the support of their teachers and the school.

Focusing on processes for managing academic integrity incidents, at QAD all IB students must support the school and expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers, lead teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers lead teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the school and IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms

Teacher Expectations and responsibilities

At QAD teachers are expected to be the main agents of academic integrity in the classroom. They must have a sound level of understanding of the expectations of the school's academic integrity policy and IB expectations.

Actions undermining the Academic integrity policy, may lead students to believe that rules are irrelevant with severe consequences for their assessment.

When an incident arises that represents a form of student academic misconduct or school maladministration, teachers must act accordingly and report the incident to their lead teacher and the school administration (inform program coordinator).

At QAD students are supported by considering the reasons why students engage in acts of academic misconduct, and support structures are created and put in place :

School structures to support students avoid plagiarism:

School:	
Common reasons why students engage in acts of academic misconduct :	Support from the school and teachers
Unintended acts caused by ignorance or lack of understanding of the expectations to create authentic work.	<p>Make sure that students are able to locate the school's academic integrity and honesty policy.</p> <p>Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.</p> <p>Consider incentives for tasks that meet the requirements in regards to referencing and not just penalties for failing to do this.</p>
Not understanding the IB's rules and regulations.	<p>Ensuring that students understand what constitutes academic integrity and its possible consequences</p> <p>Plan for activities where you can show students the different forms that plagiarism can take.</p>
Not understanding the consequences of their actions	<p>The topic of academic integrity must be a point of convergence in the curricular design, commencing with the inclusion of the topic at the beginning of the studies and continuing with it, providing contextualized examples as students' studies develop. This will allow students to use these opportunities as building blocks and have the necessary foundations when they progress into further education .</p>

<p>Lack of training in the required skills, for example, on how to reference</p>	<p>Ensuring that students have a full understanding of the expectations and guidelines of all subjects</p> <p>Developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion</p> <p>Assessment tools such as tests, projects, assignments, essays, reports and quizzes, can also be used as instruments to reinforce the topic of academic integrity as they provide an opportunity to give feedback and also allow the identification of deficiencies as weak areas that need improvement, rather than incidents that require penalization.</p>
<p>Poor time management</p>	<p>Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.</p>
<p>The trivialization of academic misconduct incidents</p>	<p>Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.</p>
<p>Poor satisfaction with their teachers and assessment tools</p>	<p>giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides</p>
<p>Lack of punishment for those who engage in academic misconduct</p>	<p>Responding to student academic integrityt and supporting the school's and IB's investigations</p>

<p>The ease with which information is obtained on the internet and the general belief that the information available there belongs to all and can be used without the need to reference it</p>	<p>All tasks will be submitted through Turn-it for similarity check.(accepted percentage to be determined by departments for grades 6 to 12 tasks, personal project grade 10, EE,TOK, Internal Assessments)</p> <p>Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.</p>
<p>The easy access to support services, such as writing or tutoring services</p> <p>The pressure to be successful in their studies and achieve excellent results</p>	<p>Teachers must explain to the students that they are expected to produce work autonomously and should not receive additional help, such as multiple edits of a piece of work.</p> <p>Avoid general topics for tasks and make them as interesting as possible.</p> <p>Role model: giving others credit for their work every day in your teaching.</p>
<p>Inconsistent messages, instructions and training received from teachers as to what constitutes academic misconduct.</p>	<p>Subject guidelines, rules and regulations should be fully adhered to by teachers, particularly regarding the level of teacher support that is deemed acceptable when supporting students.</p>

School Expectations and Responsibilities

School Expectations

At QAD Academic integrity is part of the teaching and learning process and an aspiration of the entire school community. School leadership team strives to foster an environment where academic integrity is understood and adhered to.

QAD has created and maintained an academic integrity culture with a school-wide strategy where the following key elements are considered:

- the academic integrity policy
- the teachers delivering IB programmes

- the designated team or person responsible for academic integrity
- the wider community such as students and their parents or legal guardians

Embedding the policy into school structure

At QAD the school leadership team implements an awareness campaign and schedules activities to reinforce the required skills, reaching not only teachers but also to students, their parents or legal guardians at the start of every academic year.

Issuing guidance for teachers

The school's leadership team at QAD ensures that sufficient training opportunities are offered when a new teacher joins the school. Academic integrity is an area that is promoted as an integral part of the professional development of all teachers.

Teachers are given guidance and support on when to take the necessary actions if confronted by a case of academic misconduct.

Teachers are provided guidance to develop activities according to a well-defined strategy to eliminate inconsistencies in the application of the rules and consequences for incidents of academic misconduct and subsequently ensure a clear message for students.

The school leadership ensures that all teachers are familiar with and have a Turnit account ,a software used by school to detect plagiarism.

Communicating the principles of academic integrity to parents and legal guardians

The school administration provides timely information about:

- what constitutes good academic practice and ethical behaviour
- resources the school has available to support students' learning and understanding in this area
- definitions of different types of student academic integrity
- the investigation protocols that the school and/or the IB will observe when an incident of student academic misconduct or school maladministration is identified
- the sanctions or actions that the school and/or the IB will apply if it is confirmed that an infringement to the regulations occurred or the expectations of the school or the IB are not met.

Programme Coordinators Expectations and responsibilities

IB Programme coordinators at QAD are pedagogical leaders and program administrators and are responsible for ensuring that all teaching and learning activities are carried out in accordance with the rules, policies and guidelines stipulated by the IB. They also ensure that all staff involved in the delivery of IB programmes, including teachers, teaching assistants, special education coordinators, counsellors, librarians and laboratory assistants, receive adequate training so that students have the best educational experience possible.

The coordinators also organize meetings with teachers, students and their parents or legal guardians to explain the academic integrity policy and respond to any questions that may arise.

As a pedagogical leader, the coordinator ensures that the subject guides and all rules and regulations are strictly followed and that the IB regulations are applied consistently and fairly. Coordinators are also expected to act decisively when an incident of academic integrity occurs, which must be reported immediately to the school's administration and the IB, as appropriate.

The programme coordinators are part of the school leadership and administration team and are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic integrity to the school administration and/or the IB
- supervising all activities related to the investigation of student academic integrity cases according to the school and/or IB policy.

Parent Expectations and Responsibilities

Expectations and Responsibilities

At QAD efforts are made for parents to understand the regulations and policies that the IB expects schools, coordinators, teachers and all students to observe. If they have questions or doubts as to what is expected, parents are directed to approach the school for clarification. Parents and legal guardians are encouraged to take note of the IB's policy on plagiarism, which is the most common form of academic integrity. For more details see Appendix 1.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children's understanding of IB policies, procedures and subject guidelines
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining assistance in the completion of work to their children.

MYP and DP

In the MYP and DP, we strive to educate the students and avoid punitive consequences and encourage ethical behaviour and integrity. In order to depersonalise conversations and ensure fairness and consistency, in contentious cases, the school will convene a committee that deals with specific instances of suspected academic misconduct.

For all cases of academic integrity there are clearly defined procedures in place. To ensure consistency and fairness, students may have the right to have an adult or peer present during any conversations dealing with instances of academic integrity. Consequences are age-appropriate for different sections of the school, distinguishing between MYP 1 to 5 and Diploma.

All consequences regarding incidents of academic integrity will be effective for one academic year.

All incidents of academic integrity will go through the panel to determine the level of infringement and the consequences. (refer to appendix 2 for the details). The panel will constitute the Principal, Lead teacher, teacher and the librarian.

Once a case of academic integrity has been established, the subject teacher sends a letter home signed by the Principal (see templates at the end) and a copy is placed in the student's file. Teachers should discuss with their Lead Teacher any additional measures that need to be taken to ensure integrity of assessment.

Students of all grade levels will not be eligible to receive Honors or High Honors in case of any serious incident of academic integrity.

First incident MYP 1, 2 and 3 (based on the IB matrix)

- the assignment is repeated and the student receives a grade .
- the parents will be notified by letter, prepared by the subject teacher but countersigned by the Lead Teacher, which will be placed in the student file.

Second incident MYP 1, 2 and 3 (based on the IB matrix)

- the assignment is repeated and the student receives a grade. Students will be given the opportunity to redo the assignment based upon agreed time with student and administration (i.e. during a Saturday, Thursday after school) in a supervised setting.
- a parent meeting will be held with the Assistant Principal and subject teacher, in addition to the parents being notified by letter, prepared by the subject teacher but countersigned by the Principal, which will be placed in the student file
- the student receives a lowered achievement level for the relevant ATL.

Third incident MYP 1, 2 and 3 (based on the IB matrix)

- the student receives a 0 for the work and the opportunity to repeat the assignment for feedback purposes..
- a parent meeting will be held with the Principal and subject teacher, in addition to the parents being notified by letter, prepared by the subject teacher but countersigned by the Principal, which will be placed in the student file
- the student receives a lowered achievement level for the relevant ATL.

First incident MYP 4 and 5 (based on the IB matrix)

- the assignment is repeated and the student receives a grade. Students will be given the opportunity to redo the assignment based upon agreed time with student and administration (i.e. during a Saturday, Thursday after school) in a supervised setting.
- the parents are notified by letter, prepared by the subject teacher but countersigned by the Lead Teacher, which is placed in the student file.
- the student receives a lowered achievement level for the relevant ATL.

Second incident MYP 4 and 5 (based on the IB matrix)

- the student will receive a '0' for that assessment
- a parent meeting will be held with teacher and the lead teacher
- the assessment may be repeated for teacher feedback
- the parents are notified by letter, countersigned by the Assistant Principal, which is placed in the student file. If requested by college or university this information will be shared.
- the student receives a lowered achievement level for the relevant ATL.

Third incident MYP 4 and 5 (based on the IB matrix)

- the student receives a '0' for the assessment
- a meeting will be held with the parents, student, and the Principal
- the parents are notified by letter, prepared by the subject teacher but countersigned by the Principal, which is placed in the student file. If requested by college or university this information will be shared.
- the student receives a lowered achievement level for the relevant ATL.

DP (based on the IB matrix)

- a grade of 0 will be recorded for that assessment.
- a parent meeting will be held with teacher, lead teacher
- the assessment repeated for teacher feedback.
- the parents are notified by letter countersigned by the Principal, which is placed in the student file. If requested by college or university this information will be shared.
- the student receives a lowered achievement level for the relevant ATL.

Penalty Matrices

The IB penalty matrices detailing infringements by the student and the level of penalty which may be applied by the IB is given in the Appendix 2 . QAD follows the penalty matrix as suggested by the IBO.

Student Academic Misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper based and on-screen.

Categories of Student Academic Misconduct

IB students may engage in acts considered as academic misconduct at different times in the assessment cycle which may affect the completion of coursework or the examinations themselves. These acts may not be committed with a clear intention to gain an unfair advantage, but can also be a result of poor knowledge of the relevant subject guidelines.

This section is meant to provide guidance rather than an exhaustive list of student academic misconduct. For more details, and a matrix of penalties, please refer to Appendix 2 and 3.

Academic Integrity Committee

The academic integrity committee/panel may consist of the Principal, Assistant Principal and a Lead teacher. It may also include a Librarian or Teacher as required.

Their main tasks will be to provide advice specific to the nature of the incident and the subject affected, and recommend the appropriate penalty in line with internal school policy. They should also support the administrative process and maintain any files and documents associated with each case for future reference and precedents.

Programme coordinators will mainly be responsible for training the teaching staff at the start of the year in collaboration with the Librarians. Programme coordinators will also be available to advise and ensure that IB requirements are met.

[Academic integrity template MYP 1,2 & 3](#)

[Academic integrity template MYP 4 & 5](#)

[Academic integrity template DP 1 & 2](#)

This policy will be reviewed biennially at the end of the academic year by administration and, lead teachers and periodically by all community members.

Appendix

Senior School Handbook Agreement

I have read the Senior School Handbook, inclusive of the Academic Integrity Policy Agreement, and agree to abide by its contents.

Student Name _____ Date: _____

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Please return this to your Advisory teacher by September 14, 2020.

21st CENTURY LEARNING

ePortfolios

Student Portfolios at Qatar Academy are maintained electronically on the Managebac. The purpose of the ePortfolios includes, but is not limited to, the following:

- To document a student's learning journey, showing progression over time.
- To enhance collaboration with fellow students and teachers, regardless of time and place.
- To show knowledge, skills and understanding through a variety of means.
- To allow for effective communication with a wider audience such as parents and the wider school community.
- To develop a portfolio of work for college / university applications.

All MYP students(Years 1-4) are expected to continually develop their ePortfolios throughout the school year and will have the opportunity to showcase their portfolios as part of student-led conferences in the last semester of the academic year.

Grade Level Google sites are used to disseminate grade specific information, and they also contain assessment calendars and links to frequently used resources.

MATERIALS SELECTION AT QATAR ACADEMY

Background and Philosophy

The selection of teaching and learning materials is an integral part of curriculum planning and delivery at Qatar Academy. The school chooses materials carefully to support student learning. Over the course of their tenure at QA, and as part of their learning experiences, students come into contact with a vast array of print, visual and multimedia materials. Educators have a duty of care to ensure that these curricular materials are appropriate to students' developmental growth, culturally sensitive, and relevant to the achievement of curricular learning outcomes.

Development Considerations

As an IB World School, and following the school Mission Statement, Qatar Academy seeks to ensure that all materials are developmentally appropriate. To this end, the school uses a differential scale when evaluating materials for classroom use. Within each program, there are gradients according to the maturity of the grade level in question. These guidelines apply generally to each program; specific decisions must be based on specific situations.

Materials Selection Process

1. A teacher proposes the use of a particular material. This proposal is discussed with the grade level team; the team considers the material in light of:
 - a. its potential to help students learn relevant curricular objectives

- b. students' stage of development
 - c. any portion(s) of the material which might be sensitive
 - d. whether there are other materials, including existing QA materials, which might be equally or better suited to the team's needs
2. The team makes a recommendation to the Program Coordinator
 3. The Program Coordinator considers the proposal in light of the areas outlined above
 4. The Program Coordinator may accept the proposal if it clearly fulfills the team's needs and clearly meets the school's standards regarding sensitive issues
 5. If there is any question as to whether the material meets the school's standards regarding sensitive issues, the Program Coordinator must discuss the material with the Principal and the Special Assistant to the Director. A decision regarding the material will be made by the Principal.
 6. If needed, the Principal and the Special Assistant to the Director will involve the Director in the discussion before a decision is made.

Teachers have been provided with further guidelines to help them whilst following the above process.

Challenges to Materials

Occasionally there may be questions from parents or teachers about the suitability and content of certain materials in the Qatar Academy curriculum or library collections.

Challenge Procedures

When questions arise about a material, an initial conversation should take place to discuss the concern and the educational value of the material

- If the material is from a Library, the conversation begins with the Librarian
- If the material is from the Primary School classes, the conversation begins with the Primary School Principal
- If the material is from the Senior School, the conversation begins with the Senior School Principal

This conversation should be focused on attempting to resolve the matter informally through discussing the concern, the value of the material, and the criteria used in selecting school materials.

If this conversation does not resolve the matter, the concerned party may request a formal review of the material by submitting the 'Materials Challenge' form to the Primary

or Senior School Principal or Head of Libraries/Media Center.

The challenge will be discussed by the school administration, including the Special Assistant to the Director and, if necessary, the Director. The concerned party will be advised of the school's decision within two working weeks of their submission of the 'Materials Challenge' form.

REPORTING AND CONFERENCES

3 Way Conferences (Student/Parent/Teacher) Conferences

These are held twice a year and are for the express purpose of discussing a student's academic achievement. However, any student on Academic Support 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

Quarter Reports

These are indicated on the calendar six weeks into each of the two semesters and are provided electronically for all students. It 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 3 Way Conferences giving parents and students the opportunity to receive more detailed oral communication about the progress made. The details of the 3 Way Conference and an indication of whether attendance is required or optional appears on the Quarterly Report.

Semester Reports

These 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.
- teacher comments.

A specific explanation of how to read the report is made available to the parents.

Senior School Report Dates 2020-2021

Quarter 1:

October 15 Grade 12 End of Quarter 1

November 5 Grade 12 reports issued

November 2 End of Quarter 1 for Grades 6-11;

November 19 Grade 6-11 Quarter 1 Reports Issued

November 11 3-Way Conferences 2-5pm

November 12 3-Way Conferences 3-5pm

Semester 1:

December 17 Grade 12 End of Semester 1

January 21 Grade 12 Sem. 1 Reports Issued

January 21 Grades 6-11 End of Semester 1

February 4 Grades 6-11 Sem. 1 Reports Issued

Quarter 3:

February 25 Grade 12 End of Quarter 3

March 11 Grade 12 Quarter 3 Reports Issued

April 6 End of Quarter 3 for Grades 6-11

April 22 Grade 6-11 Quarter 3 Reports Issued

March 30 3-Way Conferences 3-5pm

March 31 3-Way Conferences 2-5pm

Semester 2:

April 27 Grade 12 End of Semester 2

June 17 Grade 6-11 End of Semester 2 (May 31st?)

May 17 Student led Conferences

June 10 Grade 6-12 Semester 2 reports issued

End of year exams

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

Grade 9 exams Sun 10th -Tue 12th May

No New Material Dates:

Grades 6-10 Thursday 27th May

CAMPUS SAFETY

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, 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

Evacuation and Containment Drills

Evacuation and containment drills are carried out regularly during the school year. Each teacher and student will become aware of the drill protocol. Any student found interfering with fire/safety equipment will be referred to the Head of School and appropriate action will be taken.

Student Safety

For safety, students should be collected at the end of the school day, which is 2:00pm. 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.

STUDENT RIGHTS

Student Searches

Administrators within the Academy may, for good reason or cause, search the person or personal property of a student if he/she felt that the student is withholding materials that are either banned, stolen, or dangerous. 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.

Procedures for Student Complaints and Grievances

Students who feel that an action taken against them does not fall within the parameters set within the policies and procedures of the Academy may register a complaint or grievance with the official supervising the person stated in the complaint; and who, in turn, investigates the complaint and takes the action he/she deems appropriate based on the evidence presented. If the judgment made by the official to whom the complaint was presented is perceived as unjust, the student may register a grievance to the Director who will investigate the matter and issue a ruling. The ruling of the Director shall be binding to both student and staff member stated in the complaint. A student may request that the school counselor act on his/her behalf when the complaint or grievance is registered.

Procedures for Complaints About School Staff and the Curriculum

Parents who have a complaint or grievance in regards to a member of the school staff should first seek to reconcile the matter with the staff member concerned. If this fails to solve the matter, parents may register verbal or written complaints about school staff to the respective Principal. All serious complaints must be in written form and signed by the parent. All parental complaints and grievances will be taken seriously by the Principal, who will then take the following course of action:

- Investigate the complaint or grievance with the respective staff member.
- Take appropriate action against the staff member if he/her investigation shows that the staff member violated the policies, rules or regulations of the Academy, or he/she did not practice appropriate professional conduct or good judgment.
- Inform the parent of the steps taken.

In cases where the complaint is of a sensitive and severe nature, the Principal shall refer the matter to the Director immediately. All complaints and grievances and the manner in which they were disposed of should be treated with great care and confidentiality.

Senior School Positive Pastoral Care and Behavior Expectations

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**
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 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](#)

What are our expectations of student behaviour?

In order to promote a positive, encouraging, and safe learning environment for all students, whilst ensuring all students can excel and achieve academic excellence, 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

- 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

- 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

- Put Litter in a bin
- Contribute to a clean and tidy environment
- Take care of equipment and facilities
- 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

How do we recognize and reward our students?

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• Honor roll• High Honor roll• Lunch with the Principal/Assistant Principal/Mr Scott

Student Behaviour and Disciplinary Procedures

In the event positive choices are not made, the school has next step corrections to address undesired behavior.

Student Due Process

It shall be the policy of Qatar Academy Doha that any academic or disciplinary action taken against a student shall comply with the laws, rules, and regulations adopted by the Office of Pre-University as the fiduciary and executive governing body of Qatar Academy Doha

Level 1 Behaviors:

Examples include:

- Disruptive behavior
- Unsafe play
- Littering
- Dress code violation
- Untruthfulness
- Food and drinks, gum chewing

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, submit a SWIS referral to Grade Level Leader, issue a detention, etc.

Level 2 Behaviors:

These are more serious offenses. Examples include:

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

* Principal's Detention

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, 2 or 3 days, (includes automatic placement on Stage 1 of the behavioral probation policy: behavioral Contract)

The Grade Level Leader, Assistant Principal, and Principal maintain documentation of Category Two offenses.

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
- Stealing
- Vandalism
- Dangerous behavior
- Insubordination
- Fire alarm tampering
- Smoking
- 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:

- Principal's detention(s)
- 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.

Stage 1: Behavioral Contract (BC)

This includes:

- Initial meeting of Principal or Assistant Principal and GLL with parents
- A contract including:
 1. A clear statement of the events leading up to the implementation of the contract and why the contract is deemed necessary
 2. A set of specific behavioral expectations stated in positive terms – what the student needs to do rather than what they should not do
 3. The individual(s) responsible for following up with the contract
 4. A date when the BC will be formally reviewed and the statement that “*student name* needs to demonstrate marked improvement by *this date*”
 5. The possible results after the ending date of the BC: the student may be removed from the BC, or the student may be placed on behavioral Probation

Stage 2 Behavioral Probation (BP)

This includes:

- Initial meeting of Principal or Assistant Principal and GLL with parents.
- Renewal of the BC from Stage 1
- Specifics about documentation to be collected for review purposes.
- The names of the individual(s) who will review the BP.
- A date when the BP will be formally reviewed.
- A clear statement of the behavioral expectations that the student is required to achieve by the end of the BP period.
- A clear statement of the possible results after the BP period: the student may be removed from BP, the BP period may be extended, or the student may be recommended for expulsion.

At the completion of the BP period, a recommendation is made by the Principal to the Director on whether the student should be retained or expelled. A decision to expel a student who has been unsuccessful on BP must be approved by the Director.

Consequence Definitions:

Lunch time detention: a specific time and place in the school will be assigned for students to serve detention for level 1 and 2 behaviours. Lunchtime detentions can be assigned without notice at the discretion of the individual teacher or Grade Level Leader where appropriate. The teacher or GLL will subsequently be responsible for administering the detention. The expectation is that students will use the time productively for completion of homework or formative/summative assessment tasks. No more than half the time allocated for break should be used for the detention. Failure to attend the detention will result in an escalation of consequences, which may include multiple detentions or those involving Level 3 Behaviour.

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 will 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.

Cross-classing: the student is sent with their classwork to another teacher's classroom for the period. The student makes an appointment to meet with the teacher to discuss next steps for returning to class and meeting behavior expectations.

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 and GLL 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, Principal or Assistant Principal, QA Counselor and GLL during the time of the student's suspension;
- For any suspension of 3 or more days, a meeting for the parents the Principal, QA Counselor, GLL 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 and administrator meet 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 for Category 3 or 4 offenses) 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 days by the Principal and 5 days or more 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 must not be included in the investigation of disciplinary incidents or the issuing of sanctions.

ACTIVITIES, EVENTS and TRIPS

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 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 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 2020-2021:

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 Senior School Programme and students can sign-up from the start of the year on Managebac for all available teams, the emphasis is on developing strong individual skills and tactical knowledge and performing successfully in competitive situations. Athletes must try out to gain selection into squads, the top players gain selection into the 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. It is an awesome experience for our students and we need to send the best prepared teams as possible to represent QAD. 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	25 Aug- 10 Nov
Swimming (outsourced to H20)	25 Aug- 23 April
Football	10 Nov- 16 Feb
Basketball	10 Nov- 16 February
Track & Field	23 Feb- 24 April
Badminton	16 Feb- 16 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).

All systems, procedures and expectations are detailed in the QAD Athletics Handbook 2020-21.

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: bit.do/qadactivities

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 Middle School. The Athletic noticeboard will also have key information-beside the lift in the main foyer.The number of teams depends on how many sign-up, in boys football we have teams for each grade-U14 (Gr8), U13 (Gr7) and U12 (Gr6). In the MS programme the emphasis is on building the core skills, strategic game knowledge and enjoyment in a supportive team environment. MS athletes are most 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 MS athletes may qualify for our JV NESAC teams (U16 years at 1 September 2020).

There will be a MS 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 team.The most prestigious awards are the MS Female & Male Athletes of the Year and the Team of the Year!

Sport	Season
Volleyball	Aug-Nov
Swimming	Sept- April
Football	Jan- March
Track & Field	Feb- April

Basketball	Feb- April
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.

Middle School Activities Programme

Some Activities may be offered in the 2020-21 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 2019-20. 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
Sports & Event Volunteers	Quran Memorization	Get to Live Islam
Yearbook	Friendship Games	Raising Awareness
Junior Student Action	Scouts	Arabic Theatre

Model United Nations (MUN)

Qatar Academy Doha hosts The Hague International Model United Nations (THIMUN) regional office. Students have a unique opportunity to participate as a delegate through Qatar Academy Doha's MUN club Programme, and to also be involved at a leadership level in the running of the THIMUN Qatar Leadership, MUN and Film Festival events. MUN aims to build young people's perspective of current international issues based on a simulation of the United Nations Organization. Students meet on a weekly basis to study and discuss current affairs and to debate these issues and present their solutions in the form of a United Nations Resolution. Students use these weekly sessions to prepare for local and international conferences. Qatar Academy Doha usually participates in two international MUNs each year, in addition to two conferences based in Doha. International conferences provide an opportunity for Qatar Academy Doha students to discuss and debate geo-political issues with students from other international schools.

Students must keep in mind that participation in MUN requires a serious time commitment, and must be prepared to budget additional time for academic study outside of the normal school day.

Note: Students not meeting an acceptable level of achievement as delineated by the

Academic Support Status may be ineligible to participate in school-sponsored activities. Final decisions are the responsibility of the Senior School Administration.

Middle School Model United Nations (MSMUN)

Qatar Academy's middle school has developed an age-appropriate MUN program that focuses on skill development, sound research, academic writing specific to MUN, and mentoring and leadership. The middle school programs feeds into the larger high school program, run out of the THIMUN Qatar office. MUN aims to build young people's perspective of current international issues based on a simulation of the United Nations Organization. Students study and discuss current affairs and debate these issues and present their solutions in the form of a United Nation's resolution. The middle school program encompasses several key components:

After school club: The MSMUN program meets on **Mondays after school, from 2:15-3:00 pm**. The focus of the club is to research, write position statements and resolutions and practice speech and debate. Students participating in the club will be eligible to attend the THIMUN Qatar MUN conference in early February.

jrMUN

This online MUN program has students using the school-friendly social media site Edmodo to connect with middle school MUN students from around the world, and to work collaboratively on research and skill development. Monthly debates are held online with students from Asia and the Middle East. These debates will occur early in the evening and can be done from home.

QA Middle School MUN Conference

Students will be able to participate in a one day MUN conference at Qatar Academy. The conference will be organized by QA high school students. Other middle schools in Qatar will also be invited.

MUN Trip No trips are planned for the 2020-21 School year

Eligible students will be able to apply to attend a Middle School conference in Asia. This is open to mature and serious MUN delegates wishing to stretch themselves as a delegate and individual.

Student must keep in mind that participation in MUN requires a serious time commitment and must be prepared to budget additional time for academic study outside of the normal school day.

Note: students not meeting an acceptable level of achievement as delineated by the Academic Support Status may be ineligible to participate in school-sponsored activities. Final decisions are the responsibility of the Senior School Administration.

Student Council

Student Governance at Qatar Academy recognizes that student 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 No trips are planned for the 2020-21 School year

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 parent 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.

Extra-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 at 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 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.

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.

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

Pre-Arranged Absence Assignment Contract

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

Student Name: _____ Date(s) of Absence: _____
 Activity: _____

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. Involvement in school sponsored activities may result in students being absent from school for extended periods of time. The Assignment Contract provided students and faculty an opportunity to develop a plan that reduces the impact of absences upon teaching and learning.

Students who will miss class due to participation in school sponsored activities are required to meet with their teachers prior to the departure date to discuss assignments, make up assignments and due dates, Both student and teacher will sign the Assignment Contract understanding commitments and a reasonable timeline for submission of work to be missed. Students are also expected to keep up with Google Classroom sites to keep current while away.

Class	Teacher	Upcoming Assessment	Learning Activities to be Completed (filled out by Student)	Deadline	Teacher Signature
Arabic / French / Spanish					
Art/Drama /Film/Music					
Design					
English					
Humanities					
Islamic / Culture Studies					
Maths					
PHE					

Qatari History					
Personal Project					
Science					

Guidelines:

1. The forms are to be distributed **two weeks prior** to date of absence.
2. Students are expected to meet the contracted deadlines, as well as be prepared and in class Immediately before **and** after the activity.
3. Students who fail to attend class before or after the event are deemed to be not meeting their obligations and will be subject to disciplinary action.
4. Students will retain this original form, with a copy given to the coach/sponsor for collating **2 days prior** to date of absence.
5. Coaches/Sponsors are expected to receive forms from 100% of their students. Students must be sent away from extra curricular practices until the form is signed.
6. In case of disputed agreements between students and teachers before leaving for the event, coaches / sponsors will return all completed forms to the Athletic/Activities office, which will retain the contract for **two weeks** after the event is completed.

Students returning to the country on **night flights** after participating in school--sponsored trips need not report to school until 10 hours after the plane lands in Doha. It is the responsibility of the administrator in charge of the trip to advise the students at the airport of the time they must report to school the next day. This trips administrator will also inform the high school office of the designated time. Absence or tardiness beyond this time may result in a student being ineligible to participate in the next trip or activity. All students have the option to attend school earlier, but it is not expected.

Student Signature

Parent Signature



Pre-Arranged Absence Assignment Contract

Student Name: _____ Date(s) of
Absence: _____ Activity: _____

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Class	Teacher	Upcoming Assessment	Learning Activities to be Completed (filled out by Student)	Deadline	Teacher Signature
Group 1:					

Group 2:					
Group 3:					
Group 4:					
Group 5:					
Group 6:					
TOK:					

Guidelines:

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Student Signature

Parent Signature

SCHOOL ENROLMENT

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.