

**Qatar Academy Doha Senior School
Student & Parent Handbook
2019-2020**



**Empowering students to achieve academic
excellence and be responsible citizens**

**Safe, Respectful, Responsible Learners
(revised August 2019)**

The QAD Vision Statement

Empowering students to achieve academic excellence and be responsible citizens.

The QAD Mission Statement

Qatar Academy Doha offers a rigorous programme 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.

SAFE

RESPECTFUL

RESPONSIBLE

LEARNERS

Qatar Academy Strategic Planning 2018-2019

Vision: Empowering students to achieve academic excellence and be responsible citizens.

STUDENTS

For students to understand and embody the IB Learner Profile in all stages and areas of personal development

Provide the means to ensure the IB Learner Profile drives student learning and development.

Develop sustainable structures for students to initiate and lead action within and beyond the school community.

Provide authentic experiential learning that enhances all aspects of student development.

In partnership with the community, cater to the physical, social, and mental well being of students.

TEACHING & LEARNING

Facilitate a comprehensive curriculum within the framework of best practice that challenges, inspires and empowers the QA learning community to develop as responsible citizens and leaders

Plan and facilitate inquiry-based pedagogical approaches across the curriculum for all students.

Support the language acquisition of Arabic speaking students to achieve full Arabic and English bilingualism.

Implement a clearly-articulated student support program across all aspects of the curriculum in the Primary, Middle and High Schools.

Collaboratively plan a vertically aligned curriculum across early years, primary, middle and high school divisions.

COMMUNITY

Nurture a cohesive community that is inclusive and respectful of all cultures

For the whole community to develop an understanding and commitment to the values and characteristics of the IB Learner Profile.

Clear and effective means of communication.

Foster a growing understanding and engagement with international mindedness across the school community.

Who We Serve

We serve the State of Qatar by educating Qatari and international students in a culturally diverse environment.

What We Provide

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

Our Mission

Qatar Academy offers a rigorous program encompassing an international English-medium education, strong Arabic and Islamic Studies. The QA 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.

At QAD we value

A comprehensive IB curriculum that develops inquiring, knowledgeable and caring young people.

Quality language programs that promote excellence in English and Arabic.

Development of students' understanding and appreciation of their own and others cultures

Students having agency in their learning, and multiple pathways to success

Students taking action on issues of local and global importance



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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Who do Parents Contact?

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Mr. Dwayne Smith	Assistant High School Principal
Mrs. Hiba Abdulkareem	Administrative Assistant
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 2nd Lead Teacher
 3rd Assistant Principal
 4th Principal

Attendance: Mrs. Hiba Abdulkareem

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BACKGROUND AND GENERAL INFORMATION

Qatar Academy is a private, non-profit co-educational school for students of all nationalities. QA Senior School serves students aged eleven to eighteen 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 two prestigious accrediting agencies: the New England Association of Schools and Colleges and the Council of International Schools. 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--

The school day begins at 7:00 a.m. An "alert" bell is rung at 6:55 a.m. and all students must move quickly to their first period class.

Sun, Mon, Wed & Thurs	Tues
Advisory 7:00 – 7:30	P1 7:00 - 7:50
P1 7:35 – 8:37	P2 7:55 – 8:45
P2 8:42 – 9:44	Break 8:45 - 9:00
Break 9:44 – 10:04	P3 9:05 – 9:55
P3 10:09 – 11:11	P4 10:00 – 10:50

P4 11:16 – 12:18	Break 10:50 - 11:10
Prayer Time 12:18 – 12:33	P5 11:15 – 12:05
Lunch 12:18 – 12:53	P6 12:10 - 1:00
Period 5 12:58 – 2:00	Faculty Meetings 1:30 - 3:00

Attendance

STUDENT ATTENDANCE

Students are expected not to be absent for more than 100 lesson periods in any given school year, regardless of the reason.

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

During school sponsored activities and field trips, students will be marked as ISE (In School Event) to accurately reflect their attendance at and participation in a school related event, and as effectively being in attendance for purposes of school. Please note that ISE periods do not count against a students 100 period lesson absences. Students will have a maximum of 50 ISE periods for the school year. Students can apply to surpass this limit; all such applications will be dealt with on a case by case basis focusing on the student's record of academic attainment and attendance.

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

- **40 period absences:** A meeting with the Grade Level Leader for attendance is required. Both the student and one or more parents will be required to attend this meeting. Follow-up correspondence via e-mail or letter will summarize the decisions reached and outline a plan for improved attendance for the remainder of the school year. Parents will be required to sign the document indicating that they have attended the meeting, have read and are familiar with / have understood the Attendance Policy, have agreed with and support the attendance

plan developed for the student and are aware of the potential consequences of a continued lack of attendance.

- **65 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.
- **90 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.
- **100 or more period absences:** The School Director shall review student records to determine the next steps to be taken with the student. Following this review, the School Director and Executive Director will decide collaboratively on the course of action to follow. Possible outcomes may include placement on an attendance contract, retention in the existing grade level for the coming school year, and exiting from QAD. A meeting will be held with the student, his/her parents, and the Principal / School Director to review the actions to be taken.

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 with 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. If a student arrives late and the teacher has already submitted the attendance, the register must be changed to indicate tardy rather than absent and the register re-submitted. This occurs for each period including period 1.

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.

- * **NEW** 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.

Leaving School Grounds

No student shall be allowed to leave the grounds of the school during the school day without the written or confirmed telephone permission of his/her parents/guardians. The telephone permission must be made with a school administrator or his/her designate. 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 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 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 truanted 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 3:00 p.m. on school days. For emergency appointments, students must bring a note that should be given to the Attendance Secretary when signing 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 will be revoked immediately.
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. Undershirts may be worn beneath the shirt, but these must be white, 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 will be revoked immediately.
8. Makeup: grades 6 - 10 cannot wear makeup. In grades 11 and 12 makeup must be light and not extreme.
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 or internationally.
- 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.

Lost & Found Procedures

Lost and Found looks after lost property for QA senior school. It is a grade 11 & 12 CAS activity that provides a service for the school community and provides support for school sponsored charities. LAF office is located on the B2 corridor (near B2:52) and is open during break, lunch and after school. It is NOT open before school or during class.

Recreation Centre Access for Middle School students

The recreation centre is 'out of bounds' for all Middle School students during break and lunch, and can only be used for PE classes. During Semester 2 the GFG will be available for supervised lunch time use. Middle School students who are found in the recreation centre apart from PE lessons will receive an immediate Principal's Detention.

Recreation Centre / LAS / VCU Building Access for High School students

Students who are found in the recreation centre apart from noted PE and lunchtime uses will receive an immediate Principal's Detention (**Thursday 2-5 pm**) for being out of bounds. Grade 11 and 12 QAD Students are permitted to use the Coffee Bean during lunchtime NOT Tuesday. Students found in these facilities before class or during the break will be considered out of bounds.

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 the Middle School 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 Principal's Detention. (Thursday 2-5 pm) 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. This is monitored carefully by Grade Level Leaders and Administration and require prior approval from Administration.

Class Based Events

Teachers can organise to have authentic traditional food that is related to the topic being studied in lessons but should ask 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 and Islamic Studies A. 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.

Laptops – can be used in school for academic purposes.

Cellular Device Policy

Cellular Devices can be brought to school but must be turned to silent upon entry to school.

Student Responsibilities:

1. Turn the phone to silent.
2. Submit phone to teacher's collection box upon entry to the classroom unless instructed otherwise.
3. Understand that devices brought to school are at the student's own risk. The school is not responsible for any losses or damage that occurs.

Teacher Responsibilities:

1. Oversee submission of devices at the beginning of the period unless they are being used for educational purposes.
2. Oversee the return of devices at the end of the period
3. Accept reasonable requests to use the device. (IE – hotspot)
4. Model appropriate phone behaviour throughout the school day.

Parent Responsibilities:

1. In order to respect teaching and learning time, understand that communications with their children can take place before school, during breaks/lunch time and again after school.
2. In the case of an emergency, contact the main office and a school administrator will support your needs.

In cases where students do not follow the Cellular Device Policy:

- First Instance – can be held by the teacher until the end of the lesson.
- Second Instance – can be collected at the end of the day from the school office
- Third Instance – phone will be turned in at the start of school for a period of time determined by the Grade Level Coordinator or Middle School Principal.

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

While every effort is made to ensure the provision of a safe school environment for students, students are not to bring an excess of money or valuables to school. The school cannot assume responsibility for lost or stolen items. Students are expected to respect the property of others. All items, including school uniform, should be clearly marked with the student's name.

Students are not permitted to leave personal items (i.e. book bags, purses, etc) in the foyer. Students should utilize their allocated locker to store personal items during the school day.

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 need 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.

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, French and Spanish

- Mathematics
- Science – integrated course of Biology, Chemistry and Physics
- Individuals & Societies – History and Geography
- 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 submission 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 “**criteria-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 opportunity 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

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. Non-submission results in the activation of the 'Not legitimate Reasons' procedure.

b. Not Legitimate Reasons:

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

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 on time.
- All students are expected to submit work by this date.
- Teacher communicates, via the relevant school office, all non-submitted work to parents within one working day of the submission date using a standard SMS

Requesting extensions

When entering the Middle School, Grade 6 students automatically receive an extra week to submit the work. However, this stops at the end of Semester 1. There will be a transition period towards the end of Semester 1. From Grade 6 Semester 2 onwards, students are required to ask for an extension ahead of time that should be granted by the teacher if warranted.

QAD accepts that extenuating circumstances can arise. Should a student be unable to hand in an assignment 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.

If **work is not submitted** the teacher notes 'missing' on PowerSchool and completes the academic concerns form.

Marking late work (within the one week extension period)

Once the deadline has passed, the teacher assesses the work that is available to them. In the unlikely event that there is no relevant work available for marking a '0' is recorded. The 'missing' on PowerSchool is replaced with the new grade and an L for Late is added. Teachers should keep records of the formative judgements and evidence.

This could be used if summative work is not completed.

However, this does not apply to the E portfolio in MYP year 5.

Repeated failure to submit work on time is followed up by the grade level leader 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. Ongoing academic concerns may result in a student being ineligible to take part in extracurricular activities - 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 ATLs.

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.

High Honour and Honour Roll

High Honour and Honour Roll status are calculated using a student's average of academic achievement scores for all subjects. Students who score an average between 50 and 60 points out of a maximum of 70 points will receive Honour Roll recognition. Students who score between 61 and 70 points out of a maximum of 70 points will receive High Honour Roll recognition.

Grade 10-

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

	<ul style="list-style-type: none"> ● 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

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

ACADEMIC SUPPORT STATUS

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 of 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 Behaviour, refer to the Behavioural 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 asked to leave the school, placed into the Directed Studies ** programme, 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*.

****Directed Studies:** Directed Studies (DS) is a way of supporting students with a variety of needs. It has been difficult to gain access to students within the curriculum. The MYP is a complex concept driven curriculum, which is 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.

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 & 7	minimum One S & A Activity during the year
Grade 8	minimum Two S & A Activities during the year
Grade 9 & 10	One athletic and 1 creative activity

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

Rationale for the Policy

The International Baccalaureate states, "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills." (Academic Honesty in the IB educational context, 12)

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

<i>Principled</i>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<i>Thinker</i>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in

	making reasoned, ethical decisions.
Communicat or	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.

What is Academic Honesty?

Making knowledge, understanding and thinking transparent encapsulates the essence of academic honesty. Students need to understand that people construct knowledge together. We all must reflect on our roles in furthering knowledge and building understanding. An essential aspect of this is an understanding of academic honesty, a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. (MYP: From principles into practice. May 2014. P. 76.)

In the PYP Academic Honesty is taught through the lens of the IB learner profile attributes and PYP attitudes. These practices are shared with every member of the school community. Students are given examples that they are able to understand at their grade level. Individual responsibility is emphasized throughout their primary years. (Academic honesty in the IB context. August 2014. P. 8-9.)

As information, opinions and other materials are readily available, academic honesty means that students understand the concept of intellectual property and the importance of explicitly giving credit to the original author.

Academic Honesty involves:

- Citing and referencing
- Collaboration
- Acknowledging Ownership

Academic Dishonesty involves:

- Plagiarism
- Collusion
- Cheating
- All forms of malpractice
- Tutorisation

What is malpractice?

Malpractice is behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

Student responsibilities

IB programmes encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behaviour. They should be able to:

- Develop an understanding of the concept of integrity that evolves in their journey through school;
- act with integrity in all aspects of their work;
- make their thoughts and their learning explicit;
- show how they have developed their ideas;
- demonstrate the views they have followed or rejected.

In the PYP students are expected to understand how academic honesty reflects the attributes of the IB learner profile and the PYP attitudes. They are expected to ask questions and seek guidance when they are uncertain. Students are expected to understand what is considered to be cheating, falsification, unauthorized collaboration, and plagiarism at an age appropriate level.

Grade five students receive explicit instruction of what constitutes academic dishonesty. Each student signs an academic honesty form before they begin their exhibition project.

From MYP onwards, students are expected to assume an increasing responsibility for their own work and using Approaches to Learning skills to support good practice. As such, they need to acknowledge the help and resources they have used, only submitting work that is their own, giving credit when using other people's work or ideas and behaving ethically in assessment and exam situations. This is developed on an age-appropriate continuum.

Students in the MYP and DP sign an academic honesty form and submit it to their CT/HR/Advisory teacher at the beginning of each academic year. The Personal Project, Extended Essay and all internal assessments require a separate acknowledgement by both the student and the teacher, verifying the authenticity of the student's work.

Teacher responsibilities

Fostering a growing understanding of the concept of academic honesty is the responsibility for all teachers. This takes place on a continuum and in an age-appropriate fashion. QAD expectations for academic honesty are communicated by teachers to students by clearly referring to the academic honesty guidelines. The Approaches to Learning skills play a key role, as they provide an explicit focus for teaching and learning, particularly information literacy skills. All teachers encourage age-appropriate practices in their students and with the older students the consequences of breaching IB regulations are explained explicitly. (see point 12 below)

PYP

In a cohesive and comprehensive way, students will receive instruction in:

- 1) Use of the Internet and Library.
- 2) Basic note taking skills.
- 3) Simple paraphrasing
- 4) Simple ways to acknowledge information derived from electronic and other sources
- 5) What constitutes cheating.

MYP/DP

Students will receive explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others. The use of third party authentication tools in the upper years of the MYP and both years of the DP is common practice for major assignments. QAD uses MLA as a reference framework in the MYP and DP:

- research practices (including the identification of bias in the upper years)
- annotation
- paraphrasing
- note taking
- in-text citation
- the preparation of a works cited

School responsibilities

QAD believes that teaching and learning across all programmes must develop the positive behaviours that students will need to demonstrate clearly. These include completing work carefully, honestly and authentically.

QAD provides a safe environment for all community members and expects everyone to assume responsibility for maintaining fairness and consistency. Teachers are provided with professional development opportunities to foster greater understanding of academic honesty and there is education for parents to promote greater awareness.

As academic honesty is seen the responsibility of everyone, there is guidance and clear guidelines available in the instance of academic dishonesty.

Parent responsibilities

Parents play an active role in children's education and can help to promote academic honesty using the following practices:

- Encouraging their children to ask their teachers for advice if they are having difficulties with their work.
- Establish a good level of communication with the school so that they understand the requirements of the PYP, MYP and DP and what is expected of students.
- Reviewing with their child the **QADs Academic Integrity Honour Code Policy** and ensuring that they fully understand all expectations.
- Supporting their child and ensuring that work submitted has been produced by the student, reflecting the student's ability.

Measures taken to provide education and support

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 dishonesty.

For all cases of academic dishonesty 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 dishonesty. Consequences are age-appropriate for different sections of the school, distinguishing between MYP 1 to 3 and from MYP 4 upwards.

Once a case of academic dishonesty has been established, the classroom/lead teacher sends a letter home (see templates) and it is the principal's responsibility to add the student to the relevant academic honesty form and ensure a copy is 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.

First Time: MYP 1, 2 and 3

- 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.
- the student receives a lowered achievement level for the relevant ATL.

Second Time: MYP 1, 2 and 3

- the assignment is repeated and the student receives a grade.
- the student is ineligible for the honour roll that semester
- 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
- 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 student receives a lowered achievement level for the relevant ATL.

Third Time: MYP 1, 2 and 3

- the student receives a 0 for the work and the opportunity to repeat the assignment.
- the student is ineligible for the honour roll that semester
- 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.

Instances of Academic Honesty are NOT carried over from MS to HS, in effect, giving a student a clean slate to start High School.

MYP 4/5 and DP and : Consequences of academic dishonesty

First Time MYP 4/5, DP

- a grade of 0 will be recorded for that assessment.
- the student is ineligible for the honour roll that semester.
- the assessment may be repeated for teacher feedback.
- the parents are notified by letter, prepared by the subject teacher but countersigned by the Lead Teacher, 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.

Second Time: MYP 4/5, DP

- the student will receive a '0' for that assessment
- the student is ineligible for the honor roll that semester
- a parent meeting will be held
- the assessment may be repeated for teacher feedback
- the parents are notified by letter, prepared by the subject teacher but 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 Time and beyond: MYP 4/5, DP

- the student is placed on a behaviour contract and all relevant teachers are notified.
- the student receives a '0' for the assessment
- the student is ineligible for the honour roll that semester
- a meeting will be held with the parents, student, grade level leader and administrator
- 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.

A policy on review of the policy

This policy will be reviewed biannually at the beginning of the academic year by admin, lead teachers and library staff and periodically by all community members.

Works Cited

Academic Honesty in the IB educational context (2014) Cardiff

Middle Years Programme. MYP: From principles into practice. May 2014. P. 76.

Middle School Handbook Agreement

I have read the Middle School Handbook, inclusive of the Academic Honesty 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, 2017.

21st CENTURY LEARNING

ePortfolios

Student ePortfolios at Qatar Academy are 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 students 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 contains 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 Academic Coordinator
3. The Academic Coordinator considers the proposal in light of the areas outlined above
4. The Academic 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 Academic 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 Middle School, the conversation begins with the Middle School Principal
- If the material is from the High School, the conversation begins with the High 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 Coordinator.

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 in hard copy for all students. It is a one-page document that indicates progress in the following areas:

- Approaches to Learning (ATL)
- Academic Progress

Using our normal 1 - 7 grading bands.

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 nine - 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 2019-2020

Quarter 1:

October 10 Grade 12 End of Quarter 1

October 17 Grade 12 reports issued

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

November 7 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 9 Grade 12 Sem. 1 Reports Issued

January 16 Grades 6-11 End of Semester 1

January 27 Student-Led Conference 7:30 - 10:30 & 11:00 - 2:00

January 30 Grades 6-11 Sem. 1 Reports Issued

Quarter 3:

February 27 Grade 12 End of Quarter 3
March 5 Grade 12 Quarter 3 Reports Issued
March 12 End of Quarter 3 for Grades 6-11
March 26 Grade 6-11 Quarter 3 Reports Issued
March 30 3-Way Conferences 3-5pm
March 31 3-Way Conferences 2-5pm

Semester 2:

April 23 Grade 12 End of Semester 2
May 21 Grade 6-11 End of Semester 2 (as in the calendar)
May 17 Student led Conferences
May 17 Grade 6-11 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 6-9 Sun 26th April

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 Secretary - (+974) 4454-1893 or by emailing habelkareem@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.

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 is a safe school which promotes student academic and personal growth. As such, we have adopted positive pastoral practices which focus on explicitly teaching and expecting positive behavior from our students in all areas of the school. The goal of our positive pastoral practices is to help all students acquire the social-behavioral skills and 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.**

Our positive pastoral practices are based on the following aims related to the school community:

- To uphold each student’s right to a safe and secure environment
- To uphold each student’s right to be treated with respect by everyone in the school
- To uphold each student’s right to a classroom environment that is conducive to learning

Our Positive Pastoral Practice is a school-wide integration of: A systems approach for building capacity: everyone works together. A process for capacity building: we use the process to achieve an outcome. A continuum of behavior supports: appropriate supports for all students. Prevention focused efforts: it is more effective to prevent than to remediate. Instructionally focused: the best prevention is good instruction. Empirically sound practices: we use what has been shown to work. Assessment information analyzed and used on a frequent basis

Below are some examples of positive behaviors we encourage at QAD as well as positive acknowledgments and positive reinforcers.

Positive Behaviors		
Small: Expected regularly	Medium: Above standard expectation	Large: High level of initiative/accomplishment
-Picks up own trash -Sticks up for self -Participates	-Picks up others’ trash -Sticks up for friends -Helps/ tutors peers	-Notifies Staff of safety issues -Shows empathy -Perfect effort

-Asks and answers questions -Helpfulness -In seat before bell, quiet calm start -Has supplies/ prepared -Follows directions -Homework done -Follows class procedures -Attends class	-Shows desire to improve -Empathetic -Honest -Shows persistence -Shows initiative -Seeks out help -Comes in outside of class -Willing and appropriate communication -School event involvement	-Comes to school on time, everyday, ready to learn -Willingness to participate and try new things -Mentors new students -Stands up to bully (bystander or victim)
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Acknowledgment and Positive Reinforcers		
Small	Medium	Large
-Caught ya! Ticket -Smile -"Thank You" -"Good Job" -"I like it when you..." -"I noticed that you..." -"I really needed you to _____ and you did _____" -Use them as an example -Put ups/wall of fame -Showcase exemplary work	-Caught ya! Ticket -Preferred activity time -Contact parents (email/ phone/SMS) -Special jobs -Certificate	-Caught ya! Ticket -Falcon High Flyer -Certificate -Honor roll -Class party/treats -Field trip -Terrific Thursday once per quarter -Lunch w/ principal -Mahaliyat News Coverage -Coffee Bean

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:

- Being late to class
- Disruptive behavior
- Unsafe play

- Littering
- Dress code violation

The teacher that witness 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:

- Persistent tardiness
- 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

* Immediate 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 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 recommends expulsion to the Board of Governors. The student is excluded from school until the BOG reaches its decision.

Stage 1: Behavioral Contract (BC)

This includes:

- Initial meeting of Principal or Assistant Principal 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 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:

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

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 meets with the student to address the reasons behind the behavior and encourages problem-solving and self-generated solutions. Options for restorative justice are considered if appropriate to the situation.

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

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

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

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

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

Parental involvement is key to supporting a student if they are suspended, and ensuring that the student's future behavior will be acceptable. Parents are required to meet with the Principal or Assistant Principal (and Director 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 2019-2020:

Block One

September 8- November 21

Activity Fair in Diamond, Wednesday, September 4 for middle school: 7:10-7:30am and Thursday September 5 for high school: 7:10-7:30am.

Block Two

January 19-April 2

No Activity Fair.

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 QUSS tournament to play in (if the set date is in our season).

All systems, procedures and expectations are detailed in the QAD Athletics Handbook 2019 - 20.

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 2019). **We need more students in the MS to be playing all of these sports and strongly encourage all of our students to participate!**

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 QUESTS tournament to play in.

Middle School Activities Programme

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

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.

Student Council functions directly under the student body constitution which provides direction for the Student Council. The Executive Council is composed of eight elected officers: President, Vice-President, Secretary, Treasurer, Activities Coordinator, Public Relations, Historian and Whip. The elections for Executive Council officers are school-wide. The Student Council further has two elected officials from each grade level (Grade Representatives). These Grade Representatives are elected from within their respective grades.

School Trips

Trips are of educational value and are linked to the student's class work. Any student participating in school trips will need permission from their 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: _____

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
Group 1:					
Group 2:					
Group 3:					

Group 4:					
Group 5:					
Group 6:					
TOK:					

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

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.