

Authorised by the International Baccalaureate to offer the Primary Years, Middle Years and Diploma Programmes. Accredited by the Council of International Schools and New England Association of Schools and Colleges.

# STUDENT & PARENT GUIDE

2022-2023

A PANTHER PUBLICATION



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# WELCOME

## Photo 4

Welcome to the new academic year. Every day, over 800 people from 37 different countries come into our school; a place where we value each person's happiness and well-being. We believe it is the quality of the relationships within our community that engage and empower us all to become active, compassionate lifelong learners who understand and value each other's differences.

As a fully authorised IB Primary Years, Middle Years and Diploma Programme school, we respond to the individuality, passions and talents of each of our students. This is achieved whilst simultaneously building a reflective and open-minded culture that thrives on our ability to collaborate and innovate. Our Council of International Schools (CIS) and New England of Schools and Colleges (NESAC) accreditations assure our community that QA Sidra provides a rigorous high-quality international curriculum. Our experienced and highly qualified faculty and staff ensure that all students are engaged and empowered to be academically and personally successful.

The Qatar Academy Sidra campuses are hives of exploration, creative and critical thinking and are places where the joy of learning can be seen on smiling faces. The Qatar Academy Sidra experience is unique.

We challenge, inspire and empower all in the pursuit of learning to ensure that together, as a kind learning community of parents, faculty and staff, we give each individual child "roots to grow and wings to fly".

Qatar Academy Sidra is more than just a school; it is a student-centered hub of inquiry, it is a kind, dynamic and responsive learning community.

We look forward to playing, learning, growing and celebrating with you this school year.

In kindness,

Carolyn Mason Parker

Director

## Our Vision

**Leading Learning** to ensure QA Sidra graduates are kind, responsible citizens who achieve their academic and personal potential to live meaningful lives in service of the well-being of humanity.

## Our Purpose

In a dynamic world, we must challenge the learners of today and empower them to be the change-makers of tomorrow. We believe there is a leader in everyone so we **empower** our learners with strong skills and a sense of self for a life filled with opportunity and meaning.

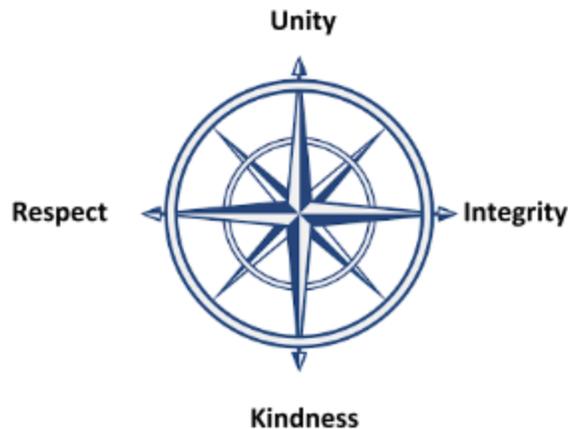
## Our Path to Purpose

1. We are a **dynamic and responsive** learning community that **engages and challenges** our learners, through concept-driven inquiry-based learning, so that they are academically successful.
2. We **inspire and empower** our learners so that they are equipped as **future change agents for a sustainable world**.
3. Our **community of kindness** is an **inclusive safe haven** where all learners build self-confidence to be the best they can be. We celebrate **diversity, growth, and authentic action**.
4. We develop **civic responsibility, social engagement, and stewardship** by forging strong positive **community connections** and **growth mindsets** in our learners.
5. As diverse, highly qualified and internationally experienced education professionals we are **committed to each child's personal success**. We are united in a passion to challenge and lead learning.
6. In everything we do, our children's **well-being** always comes first

PHOTO 2

## IB LEARNER PROFILE CORE VALUES

At QA Sidra we are committed to creating and maintaining a positive school environment for everyone. All students, teachers and parents are expected to actively create and maintain this environment through the development of the IB Learner Profile characteristics and the QAS Values. The QAS values are represented in the form of a compass to remind us of their importance in guiding our behaviours and actions.



Our core values enable us to realise our Mission at QA Sidra and are demonstrated by our learners through the IB Learner Profile. These values provide our community with the behaviours, skills and attributes that will enable all to have ‘roots to grow and wings to fly’.

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Therefore as IB learners we strive to be:

**Inquirers:** We develop their natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** We explore concepts, ideas and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes **of communication**. We work effectively and willingly in collaboration with others.

**Principled:** We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for **their** own actions and the consequences that accompany them.

**Open-minded:** We **understand and** appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the **physical and natural** environments.

**Risk-takers:** We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

**Balanced:** We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for **ourselves** and others.

**Reflective:** We give thoughtful consideration to **our** own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**Photo 3**



Learning is entered through concepts. Students are supported through independent inquiry and more directly guided through units that are concept-driven. Concepts are used to frame student learning and support students to make connections to big ideas that transcend time, place and context. Our teachers develop students' critical thinking skills and their ability to explore other perspectives, in addition to building a wide range of approaches to learning skills.

The International Baccalaureate programmes provide a framework to support the development of inquiring, knowledgeable and caring students through collaboration and teamwork. Intercultural understanding and respect are built through the programmes as this competence is vital for the future success of our young people so that they are able to create a better and more peaceful world.

In today's world, one cannot underestimate the importance of schools that are prepared to listen to research and adjust their pedagogy to reflect new ideas and concepts. It is no longer applicable for schools to solely focus on the acquisition of knowledge and content. Great schools focus on the skills of how to learn; how to think; how to take control of one's life; how to care and understand about the social and emotional well-being of others; how to build a sustainable future and how to flourish in the 21st century.

#### **Photo 11**

### **Arabic and Islamic Studies**

All students throughout the school participate in Arabic. This may be as a language and literature programme, or for non-Arabic speakers as a language acquisition programme. In the Secondary School all students study Spanish as a third language. While English is the language of instruction, **QAS strives to encourage students to recognize their common humanity and shared guardianship of the planet**, and to help support the development of each child's home language.

QAS provides Islamic Studies in either Arabic or English instruction to all Muslim students beginning in Pre-4. Non-Muslim students will participate in Cultural Studies which is a course that further develops the concept of international mindedness.

Qatar History & Heritage courses increase students' knowledge and understanding of Qatar. **History & Heritage** before independence and after it was founded by its founder Sheikh Jassim bin Mohammed Al Thani (c. 1825 – 17 July 1913). It also aims to increase the students' belonging to their homeland or host country and **make them aware** of Qatar **history, heritage, and** culture. **All students engage in learning the history, heritage and culture of Qatar.**

# PRIMARY YEARS PROGRAMME

The Primary Years Program (PYP) supports students from Early Learners-Pre 3-to PYP (Grade) 5. In finding a core of knowledge relevant to all students in international settings, the PYP bases its curriculum framework around Units of Inquiry(UOI) that follow Transdisciplinary Themes.

Our Early Learners (Pre 3 - Grade 1) learning is arranged around four units of inquiry. In all other year levels in the primary school there are six units. Each unit falls under a different one of the six transdisciplinary themes. The transdisciplinary themes are globally significant for all students in all cultures, are supported by knowledge, skills and concepts from the traditional subject areas, and are revisited **each year** as the student **moves** through the school.

Who we are - Where we are in place and time - How we express ourselves - How the world works - How we organize ourselves - Sharing the planet

The units of inquiry are usually four to six weeks long. They are based around a central idea and provide opportunities for further inquiry. Using a constructivist approach (constructing new understanding by building on the students prior knowledge) traditional subjects are integrated and connected to support learning. Each unit includes structured, purposeful inquiry that engages students actively in their own learning. The students **make connections** between life in school, life at home and life in the world. **Connecting learning** to the world is key to being effective life-long learners and developing international-mindedness.

The curriculum framework within the PYP includes 5 Essential Elements:

**Knowledge** - What do we want students to know?

**Concepts** - What do we want students to understand?

**Approaches to Learning Skills** - What do we want students to be able to do?

**Attitudes** - What do we want students to feel, value and demonstrate?

**Action** - How do we want students to act?

An inquiry approach **encourages** students to construct knowledge in units of learning and stand alone lessons. This means that teachers are facilitators of opportunities where children: inquire, **make connections**, develop conceptual understandings, think critically, work collaboratively, consider multiple perspectives, construct meaning, reflect, and take action.

Further information can be accessed via the [Primary Years Programme Handbook](#)

**Photos 36, 37, 38**

# MIDDLE YEARS PROGRAMME

The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Program (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme and the IB Career-related Certificate.

The IB Middle Years Programme addresses students' intellectual, social, emotional and physical well-being and; enables students to understand and manage the complexities of our world. It provides them with the skills and attitudes they need in order to take responsible action for the future and ensures breadth and depth of knowledge and understanding through the study of eight subject areas. At QAS the program requires the study of at least three languages to support students in understanding their own culture and that of others.

The MYP Programme consists of eight subject groups integrated through six interactive areas providing global contexts for learning. Students study at least three languages (as part of their multilingual profile), Individuals and Societies, Sciences, Mathematics, Arts, Physical Health Education, and Design. In their final year, students will also undertake an independent Personal Project into an area of personal interest to demonstrate the development of their ATL skills.

In MYP 5 (Grade 10) students will sit the IB MYP eAssessment. This is an external body of examinations and offers an internationally recognized qualification.

Further information can be accessed via the [\*Middle Years Programme Handbook\*](#)

**Photo 39, 40**

# IB DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme is a curriculum framework for students aged 16-19. It is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. In addition, three core elements, the Extended Essay, Theory of Knowledge and Creativity, Activity and Service are compulsory and central to the philosophy of the programme. The six chosen subjects are studied over two years, three of them will be studied at higher level and three at standard level in order to earn the full Diploma. Fewer courses or HLs can be chosen for the IBDP Courses certificate of results.

The DP is a rigorous course for motivated students. Students who succeed are well-organized and

determined to do their best and are committed to learning in and beyond the classroom. Students will take written examinations at the end of their two years of study as well as submitting internal assessment pieces that are externally moderated, for each subject. Each subject can be awarded up to a maximum of 7 points, up to three additional points can be awarded for a combined result of Extended Essay and Theory of Knowledge. To be awarded the Diploma a student needs to achieve a minimum of 24 points and fulfill a number of other requirements, including completion of the creativity, activity and service component. The maximum possible points is 45, and the global average is 30-31.

Subjects offered at QAS include:

**Group 1: Language and Literature** - available in Arabic and or English (completion of both could earn the Bilingual Diploma),

**Group 2: Language Acquisition** available in Arabic, English, or Spanish; at beginners level or Language B

**Group 3: Individuals and Societies** - Global Politics, Business Management, Environmental Systems and Societies (can also count as a science), or possibly online Economics or Psychology.

**Group 4: Sciences** - Environmental Systems and Societies, Biology, Chemistry, Physics,

**Group 5: Mathematics**- two courses are available, Analysis and Approaches or Mathematics Application and Interpretation

**Group 6: The Art** - Visual Art. Or students can take a second subject from group 2, 3 or 4, schedules permitting.

Further information can be accessed via the [\*QAS and IB Diplomas Courses Guide\*](#)

**Photo 32 and 21**

## ACADEMIC STANDARDS

QA Sidra uses internationally recognized academic standards as the basis for teaching and learning. The standards are based on current research and global best practices to provide the highest quality education. The strands of the programme include;

Our curriculum is aligned to North American standards and to the Qatar Ministry of Education requirements. The curriculum also takes into account the International Baccalaureate Programme and

the unique needs of an international school.

Arabic Islamic Studies and Qatar History follow the standards from the Ministry of Education in Qatar. All Qatari and Muslim students are required to take **Arabic and Islamic Studies**.

American Education Reaches Out (AERO) Standards are used for English Language / Literacy skills, Mathematics / Numeracy

21st Century Science Standards are used for Science

The curriculum is constantly monitored for appropriateness, alignment, and rigor. Teachers create units that are focused clearly on what we want students to know, understand and **be able to do** by the end of a unit.

A variety of standardised assessments is undertaken over the course of the year to measure each child's growth. This includes PM (Progress for Meaning) Benchmarks, Measure of Academic Progress (MAP), specialised Arabic language assessment, WIDA - English Acquisition assessment, along with external examinations in MYP 5 (Grade 10) and DP 2 (Grade 12).

Individual student data is available for parents through conferences and parent meetings. Workshops are hosted where parents are supported in understanding what the data **shows about** their child's learning.

Individual student data is used to measure student **growth**, inform teaching and learning and guide interventions or additional support.

- Each child's data is reviewed regularly during the school year by their homeroom teacher and the grade level team.

# ACADEMIC QUALIFICATIONS

At QA Sidra there are different qualifications that students **are able to** achieve. These qualifications are intended to best meet the needs of **each individual student** and their passions. It is expected that all QA Sidra students strive to complete the full IB Diploma

## International Baccalaureate Diploma

QA Sidra is committed to supporting learners in their pursuit of an IB Diploma. The International Baccalaureate Diploma is an external qualification that is authorized by the International Baccalaureate Organisation. The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

To achieve the IB Diploma students must achieve

- 24 points in total, at least 12 of which are at Higher Level (HL)
- No Standard Level (SL) may be at a Grade 1
- No HL may be at a Grade 2 or lower
- No more than two subjects can be awarded a grade 3
- A grade of A-D in ToK and the EE

## QA Sidra (American) High School Diploma

The High School Diploma is accredited by the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC). The American High School Diploma qualification is recognised by universities around the world (predominantly the USA and Qatar).

To achieve the High School Diploma students must

- have completed Grade 9 and 10 prior to commencing Grade 11
- achieved a minimum number of credits from Grade 9 and 10 to be eligible for the High School Diploma
- earn at least 24 credits over the course of Grade 9 - 12
- maintain 90% attendance rate

There are no rules about the combination of Standard Level (SL) and Higher Level (HL) courses, although some students may want to take an HL class in the hope of attaining a grade 4 or higher because some colleges may credit this as a first- year college equivalent.

Students take between three and six IB Diploma Courses; the exact same classes, syllabi, assessments and exams as IB Diploma students, and receive a certificate of results from the IB for their selected courses. The QAS school profile and the transcript show that our students take these rigorous IB courses. They give our students a distinct advantage over other high school graduates who do not complete IB Certificates as part of their schooling.

The High School Diploma qualification requirements ensure the inclusion of the Ministry of Education - Qatar requirements.

## THE LEARNING HUB

### Photo 12

To ensure we all know and understand the expectations for the use of the Learning Hub / Library resources, important information from our QA Sidra policies can be found below:

#### **Borrowing Books**

Throughout the year, students are encouraged to borrow books from the Learning Hub/Library. In Primary, students can borrow Arabic and English books for a 2-week period and return them when they visit the Learning Hub with their classes, or before/after school. In Secondary, students can borrow up to five resources for a two week period as well. Resources can be renewed one time for another two week period. In cases where another person has placed a HOLD on the resource, the renewal may be declined.

#### **Overdue, Lost and Damaged Books**

At the end of the academic year, all QA Sidra library books are collected and returned to the Learning Hub/Library in preparation for the inventory of all Arabic and English resources. After the inventory is completed, parents will receive an individual email reminding them about their son/daughter's overdue books. If overdue books aren't returned or outstanding fines haven't been paid, students will have their end of year school report cards **held back** by QA Sidra until the books are returned or the fine has been paid.

At the end of each semester, overdue notices will be sent to parents. If any library resources are lost or damaged the following procedure applies:

The student is given a printout from the Librarian stating the book(s) that they must pay a fine for. The fine is 150 QR per book.

The student/parent will pay the money directly to the QA Sidra cashier (office is located upstairs in the Administration area of the Secondary campus). The cashier will send an e-receipt to the Librarians. Upon receiving the payment/e-receipt, the students may resume borrowing books.

If at a later date the student finds the lost (and undamaged) resource, the **fine can be refunded**. The student must return the book to the Learning Hub/Library and the Librarian will email the QA Sidra cashier to ask for a refund. The fine will be refunded via a bank e-transfer. Parents will need to inform the cashier of their bank transfer details. This will be possible only for the books lost /damaged and paid for during the current academic year.

- It is not possible for students to purchase a copy of a lost/damaged resource from another source and bring it to the Learning Hub/Library in lieu of paying a fine.
- Students should not attempt to fix damaged books at home, but rather inform the Librarians when the book is returned.

## CO-CURRICULAR

The Co-Curricular programme provides opportunities for students to develop socially, emotionally and physically within a caring and supportive framework; discover and nurture individual interests, passions and talents whilst **sharing** intercultural perspectives. Fostering new social networks and friendships. The programme also provides experiences for growth in **both developmental skills**.

Arts & Creativity	Sports/Athletics	Week Without Walls/Overseas Travel
Academics	After School Activities	Field Trips
Global Awareness	Action for Impact	Service as Actions

The After School Activities programme operates across the Primary and Secondary Schools. Activities in the primary school operate across three sessions and in the secondary school students elect activities each semester. Information is provided to parents and students via the co-curricular Expos hosted at the beginning of each session. For more information please contact [lalghadid@qf.org.qa](mailto:lalghadid@qf.org.qa)

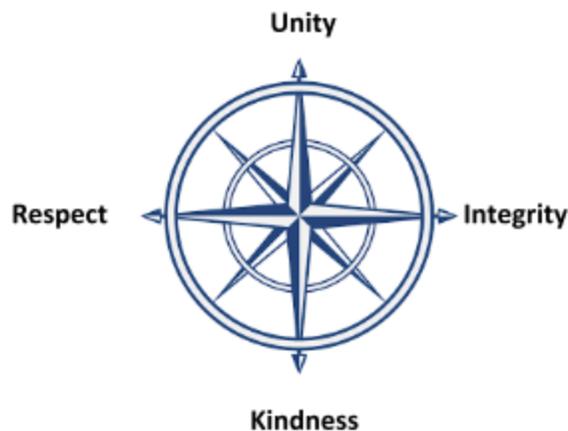
## FIELD TRIPS & OVERSEAS TRAVEL

Field Trips occur on multiple occasions during a school year and students will have opportunities to participate in learning outside of the classroom. For experiences that require students to travel to a location in the local environment or Qatar community, parents will be required to complete an electronic permission form. It is expected that ALL students participate in local field trips as these are critically selected to support the teaching and learning in the classroom. These experiences provide opportunities for students to develop an awareness of global issues on a local scale.

Overseas travel opportunities are part of the ‘Week Without Walls’ programme. During the Week without Walls week, it is expected that ALL students participate in the overseas programme offered. Other opportunities for overseas travel arise from the co-curricular programme with MUN, ROTA, Destination Imagination, World Scholars Cup and many more.

## CODE OF CARE

At QA Sidra we are committed to creating and maintaining a positive school environment for everyone. All students, teachers and parents are expected to actively create and maintain this environment through the development of the IB Learner Profile characteristics and the QAS Values. The QAS values are represented in the form of a compass to remind us of their importance in guiding our behaviours and actions.



We believe that learning involves human interactions; We believe in educating the whole person. Therefore, we organize our school to promote academic excellence alongside the growth of social responsibility, nurturing the emotional development of each individual, and encouraging the development of personal values.

Our core values enable us to realize our Mission at QA Sidra and are demonstrated by our learners through the IB Learner Profile. These values provide our community with the behaviours, skills and attributes that will enable all to have ‘roots to grow and wings to fly’.

QA Sidra believes that our Code of Care (expectations and positive interventions, support and restorative actions) provide a cooperative, supportive and safe environment where the individual feels respected, valued, secure and recognises that all of our choices contribute to our learning and our growth as compassionate humans.

The Code of Care (expectations and positive interventions, support and restorative actions) are designed to foster holistic well-being and compassion within the QAS community along with empowering learners to take responsibility and develop understandings of the implications of their decisions and actions.

The following principles underpin our practices;

- We foster social environments that facilitate effective learning and healthy self-esteem;
- We encourage the peaceful resolution of conflicts at all levels;
- The development of responsible action is essential;
- Members of the QAS community are expected to assume responsibility for their learning and to understand the need for positive action to support their responsibilities;
- We integrate Islamic values where appropriate;
- We implement support structures to create opportunities to learn and grow as individuals and members of the QAS community.

The Code of Care is the framework used to guide students, staff and parents in their understanding and application of the QA Sidra values. This framework includes expectations for; self, others, and the environment

# CODE OF CARE ACTION MATRIX

## Interventions, Support, and Restorative Actions

The Code of Care Action Matrix provides guidance for QA Sidra decision making in response to behaviors and actions.

The Code of Care Action Matrix provides opportunities for individual student growth, maintains a focus on the student at the center of the process and relies on strong partnerships with parents.

Level	Who	Intervention & Support	Evidence & Records
<b>Level 0</b>	Teacher / Student	Teachers apply positive behavior interventions and/ or support.	Teacher records
<b>Level 1</b>	Teacher or Homeroom Teacher and Student	<p><b>Teacher has an Effective Conversation with the student;</b></p> <p>Questions to prompt effective conversation;                      - What behaviors are being demonstrated?                      - Who are they affecting?                      - What strategies / actions can you, as the student, put in place moving forward?</p> <p>Monitored by the teacher</p>	Conversation recorded by teacher on Reflection Sheet (Secondary) or Teacher Anecdotal (Primary)
<b>Level 2</b>	Teacher and / or Homeroom Teacher and Student	<p><b>Face-to-face conversation with student</b> to determine strategies that can be applied to support improved approaches to learning or behaviors.</p> <p><b>Face-to-face conversation with parents</b> for the student to share their Think Chart or Growth Profile</p> <p>Monitored by the teacher and / or homeroom teacher</p>	<p>Interventions and strategies are documented in a <a href="#">Think Chart</a> or <a href="#">Reflection Sheet</a> (Secondary)</p> <p><b>Think Chart</b> is uploaded to the students Team Drive file.</p> <p><b>Think Chart</b> is shared with parents.</p> <p>Email sent to parents.</p>
<b>Level 3</b>	Teacher and / or Homeroom Teacher and Grade Level Leader and Student & Parents  (Counselors involved as necessary)	<p>Engage in a <b>face-to-face family conversation</b> to;</p> <p>- reflect on the effectiveness of the previous intervention and support strategies applied, and</p> <p>- determine further intervention and support strategies that can be applied.</p> <p>Monitored by the Homeroom Teacher</p>	<p><i>This student may have previously developed a 'Think Chart' or completed a Reflection Sheet and meeting".</i></p> <p>Interventions and strategies are documented in a <a href="#">Learning or Behavior Agreement</a> between the parents, student and school.</p> <p><b>Learning or Behavior Agreement</b> is uploaded to the students Team Drive file.</p>

<b>Level 4</b>	<p>Teacher and / or Homeroom Teacher and Grade Level , Assistant Principal, Student &amp; Parents</p> <p>(Counselors involved as necessary)</p>	<p>Engage in a <b>face-to-face family conversation</b> to;</p> <ul style="list-style-type: none"> <li>- reflect on the effectiveness of the previous intervention and support strategies applied, and</li> <li>- determine further intervention and support strategies that can be applied.</li> </ul> <p>Monitored by the Homeroom Teacher &amp; Grade Level Leader</p>	<p><i>This student may have previously had a 'Learning or Behaviour Agreement' and has not made the required improvement.**</i></p> <p><a href="#">Behavior Incident Report</a></p> <p>Interventions and strategies are documented in a <a href="#">Learning or Behaviour Contract</a> between the parents, student and school.</p> <p><b>Learning or Behaviour Contract</b> is uploaded to the students Team Drive file.</p> <p><i>* A Learning and Behaviour contract is intended to offer a cyclic process of reflection and growth, therefore students may engage in a review and re-development of a contract.</i></p>
<b>Level 5</b>	<p>Homeroom Teacher and Grade Level , Assistant Principal, Principal, Student &amp; Parents</p> <p>(Counselors involved as necessary)</p>	<p>Engage in a <b>face-to-face family conversation</b> to;</p> <ul style="list-style-type: none"> <li>- reflect on the effectiveness of the previous intervention and support strategies applied, and</li> <li>- determine further intervention and support strategies that can be applied.</li> </ul> <p>Monitored by the Homeroom Teacher &amp; Grade Level Leader</p>	<p><i>This student may have previously had a 'Learning or Behavior Contract' and has not made the required improvement.**</i></p> <p>Interventions and strategies are documented in a <b>Learning or Behavior Probation</b> between the parents, student and school.</p> <p><b>Learning or Behavior Probation</b> is uploaded to the students Team Drive file.</p>
<b>Level 6</b>	<p>Principal, Director, Growth Development Coordinators, Student &amp; Parents</p>	<p>Engage in a <b>face-to-face conversation</b> to;</p> <ul style="list-style-type: none"> <li>- reflect on the effectiveness of the previous intervention and support strategies applied,</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>- determine ongoing enrolment / expulsion</li> </ul>	<p><i>This student may have previously been on <u>Learning or Behavior Probation</u> and has not made the required improvement.**</i></p> <ul style="list-style-type: none"> <li>- If return is determined the student will re-enter at Level 5 with a letter signed by parents that further ongoing behaviors will result in the parents withdrawing the student from QAS and finding an alternative pathway</li> </ul> <p>OR,</p> <ul style="list-style-type: none"> <li>- QAS will provide support to the student and family with the transition to a new school.</li> </ul>

**Notes**

*\* A family conversation must include both mother and father.*

*\*\*The point of entry onto the Code of Care Action Matrix may vary depending on the nature of the incident and the severity of an individual incident*

## **CHILD PROTECTION /SAFEGUARDING**

The Child Protection Policy sets forth the specific guiding principles for child protection at QF schools. The Child Protection Procedures Manual is intended to provide more precise procedures and detailed processes that are uniformly expected among all QF Schools. The values, principles and expectations for safeguarding in QF School's is based on the United Nations Convention of the Rights of the Child (UNCRC), and guidance provided by the International Task Force for Child Protection (ITFCP) and are underpinned by the following principles;

- All children have equal rights to be protected from harm and abuse.
- Everybody has a responsibility to support the protection of children.
- All QF schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.

All actions on child protection are taken with the best interests of the child, which are paramount. In keeping with the mission and values of the Qatar Foundation, we believe that every child and young person, regardless of age, has at all times and in all situations a right to be able to grow physically, emotionally, socially and academically and feel safe and protected.

We are committed to safeguarding processes which include protecting students from abuse and neglect; preventing risk of harm to children's health or development; and ensuring children grow up with the provision of safe and supportive care.

QF Schools expects all individuals and groups affiliated with the school community to act with integrity and to take responsibility for keeping students safe. Whether they are a staff member, service or activity partner, volunteer, intern, contractor, guest, parent or visitor, it is our expectation that they will support our students and act with their well being in mind at all times.

Children's and young people's concerns are at the center of this Child Protection Policy and their views will be taken seriously if they seek help from a member of our staff. However, staff cannot guarantee confidentiality if concerns are such that a referral must be made to the appropriate agency or agencies in order to safeguard the child's well-being. If QF schools have concerns about a child's physical, sexual or emotional well-being, or that they are being neglected, the school will take appropriate action.

QF Schools must abide by all relevant laws of the State of Qatar pertaining to the welfare, safety and

security of children. Among these laws is the requirement that school staff, teachers and administrators report suspected child abuse or neglect. Therefore required QF Schools have procedures that facilitate, guide and ensure compliance to the legal requirements of the State of Qatar.

Policy and the Procedures Manual set out the requirements for identifying, reporting and managing the following types of child protection issues:

- Physical abuse or non-accidental physical injury.
- Emotional abuse or ill-treatment
- Sexual abuse or exploitation
- Neglect
- Domestic violence
- Commercial exploitation

## **Recruitment**

Thorough background checks are undertaken for all potential new employees, faculty, or staff through safer recruitment practices.

## **Security and Campus Access**

Security practices are to be followed by ALL members of our community. Access to the campus will only be allowed with the appropriate identification.

## **Disclosure and Response**

Practices are included in training and learning programmes so that students, parents, teachers, staff and volunteers all know how to respond to a disclosure of abuse. If you notice anything that makes you feel uncomfortable please report it to your child's homeroom teacher or email the principal (Primary: [rcarter@qf.org.qa](mailto:rcarter@qf.org.qa) | Secondary: [hmenand@qf.org.qa](mailto:hmenand@qf.org.qa)) or contact **Secondary School: 4454 2561 Primary:4454 2322.**

## QA SIDRA ADVISORY BOARD

The Board of Advisors acts as an advisory board and communicates with the Executive Directors of QF Schools and with the President of PUE, when necessary. Its primary function is to help build relationships between its school and the local community and to support, criticize, advise or endorse issues placed before them. The Board of Advisors does not have any fiduciary responsibility or authoritative power and is strictly an advisory and a community connection body. The QA Sidra Director convenes the QA Sidra Advisory Board on four occasions during the school year. Prior to the Advisory Board's scheduled meeting, the Director meets with the Advisory Board Chairperson to share growth and development plans at QAS, establish priorities for the Advisory Board to discuss and to define the agenda.

QA Sidra is fortunate to have committed and passionate Advisory Board members. Each member of the Advisory Board is dedicated to supporting our community to grow and thrive.

### **Dr. Amal Mohammed Al-Malki (Board Chair)**

Founding Dean of the College of Humanities and Social Sciences at Hamad bin Khalifa University, Qatar Foundation.

### **Mr. Hamad Al Kuwari**

Executive Director City Operations Qatar Foundation

### **Dr. Asmaa Al-Fadala**

Director of Research and Content Development at the World Innovation Summit for Education (WISE)

### **Mr. Essa Ali Al Mannai**

Executive Director for Children's Museum

### **Mr. Danny Harrison**

Executive Director of PUE Academic Affairs

### **Mr. Hamad Dalmouk**

Workforce and Compensation Director

## OUR TEAM

Our school community is filled with many people who care about your children and their success. Our teaching faculty, support staff, instructional assistants, helpers, cleaners, security, food services, IT team, Human Resources, Finance and many more. Without the support of all of these amazing people, our parents and our students and our school would not be able to operate successfully.

**Each and every member of our community is responsible for our success as a school community.**

**Everyone is responsible for the well-being and academic achievements of our children. What will you do to build our positive and kind school culture this school year?**

With all of the different people who are part of our school community, it can be hard to know whom to contact. You are always encouraged and welcomed to address issues and concerns about your child(ren)s' programme within the school. You are strongly encouraged to take the first step by scheduling an appointment to talk directly with the classroom teacher. Concerns are most often resolved when teachers, parents and students work in partnership. A teacher or parent can request a leader or translator be present to facilitate communication if requested. General school concerns should be discussed with the appropriate Principal (Primary: [rcarter@qf.org.qa](mailto:rcarter@qf.org.qa) | Secondary: [hmenand@qf.org.qa](mailto:hmenand@qf.org.qa)).

Please email the primary and secondary school offices and we will help you connect with the correct person.

**Primary:** [rzarandah@qf.org.qa](mailto:rzarandah@qf.org.qa)

**Secondary:** [mfadel@qf.org.qa](mailto:mfadel@qf.org.qa)

## PARENT TEACHERS ASSOCIATION (PTA)

The Qatar Academy Sidra (QAS) Parent Teacher Association (PTA) is a representation of parents or guardians of QAS students collaborating alongside delegates from QAS faculty and staff. Our goal is to build community through initiating and promoting fundraising events and educational activities that support QAS. The PTA is led by an Executive Committee.



### **The PTA:**

Develops a partnership between school and home, - Provides a forum for parents to have a voice in the school conversation (Advisory Conversations), - Encourages engagement by all parents and teachers, - Funds, plans, and carries out activities throughout the year, - Establishes forums through which parents and teachers can exchange information.

### **Parent Volunteer Opportunities include:**

PTA Events, - help organise an event (or part of an event) in collaboration with QA Sidra - Welcome Team, - Sponsorship and Fundraising - sharing your talents and passions as part of the co-curricular programme & after-school activities, - engaging in Advisory conversation with the QA Sidra school leadership

**ALL QAS Parents are members of the Parent Teacher Association**

Are you connected to the PTA?

How can you be involved? [halyafai@qf.org.qa](mailto:halyafai@qf.org.qa)

# SCHOOL EXPECTATIONS (Practices & Procedures)

## ABSENCES

Parents are requested to report their child's absence the same day to the homeroom teacher and school secretary (Primary: [mpereira@qf.org.qa](mailto:mpereira@qf.org.qa) | Secondary: [mfadel@qf.org.qa](mailto:mfadel@qf.org.qa) by email.

A student who has been absent due to his/ her illness shall bring a written excuse signed by his/her parent or guardian to the homeroom teacher. If the absence is more than two consecutive days, the parent/guardian note shall be accompanied by a report from a physician. In certain extenuating circumstances (long-term illnesses, hospitalisation, death in the immediate family) parents will be required to submit documents.

All absences (medical, explained, unexplained etc) will contribute to the overall attendance data. Unexplained absences are not acceptable. A note for all student absences is expected.

## LATE ARRIVALS

Parents are requested to report their child's late arrival the same day to the homeroom teacher and school secretary (Primary: [mpereira@qf.org.qa](mailto:mpereira@qf.org.qa) | Secondary: [mfadel@qf.org.qa](mailto:mfadel@qf.org.qa) by email . Repeated late arrivals will result in conversations with families, agreements and / or contracts and may potentially place re-enrolment at QA Sidra at risk.

## PICK UP

Parents who wish their child to change his/her usual daily routine (such as to leave school early or to leave with the parents of another student or a relative) are requested to notify the homeroom teacher and the school secretary via email ahead of time with the details of the pick-up, including the name of the person collecting the student. Any person other than those regularly authorised by the parent to pick up a child must show proof of identity. The parent will then be contacted by phone to authorise the release of their child.

# ACADEMIC INTEGRITY

**Academic Integrity is a key attribute of being a principled learner.**

**By applying academic integrity to all learning and in all assessment we are demonstrating the attributes of the IB Learner Profile.**

Academic Honesty is a set of values and skills that promote personal honesty and good practice in teaching, learning, and assessment. Academic Honesty is the responsibility of all schools, administrators, teachers, parents, and students.

Intellectual Property includes different forms of property rights, such as patents, registered designs, trademarks, moral rights and copyright. Forms of intellectual and creative expression must be respected and are protected by law. Academic misconduct includes but is not limited to the following:

**Intentional** - when a student plans to be dishonest, is aware of the nature of their actions, and may even take measures to disguise or cover their dishonesty.

**Unintentional** - when a student is dishonest without realizing what is expected and required, or cannot manage the appropriately honest processes.

**Copying** - reproducing someone else's words, ideas or work in one's own assignment.

**Duplication** - use of one's own assignments for more than one task.

**Plagiarism** - taking the words, ideas or work of another individual and presenting it as one's own. Most often this is in the form of directly copying text without acknowledging the source, but it can also include the indirect copying, using, rephrasing or re-presenting of the ideas or work of another person without due acknowledgement or reference.

**Fabrication** - the creation of false, fake or invented data, research, images, or other source material. This could also take the form of omission of source data.

**Collusion** - when two or more students work together, thus making attribution of ideas or words that are difficult to determine, whether intentional or unintentional.

**Copyright infringement** - the acquisition or use of copyrighted work without appropriate authorization, license or permission.

**Tutorization** - when a student gains too much guidance or support from a home tutor, whether by the provision of prompts or coaching, or by producing a complete assignment on behalf of the student.

**Exam malpractice** - could be in the form of taking notes or forbidden items into an examination session, or copying from a neighbouring classmate.

**'Contract cheating'** - a form of collusion or tutorization in which a student pays for someone else to produce an assignment on their behalf; whether a friend, a classmate or an online service provider.

**Unauthorized or malicious interference** - with another student's work, or with teacher or school records.

The Modern Language Association (MLA) formatting style is used at QA Sidra to format written papers and cite sources. Qatar Academy recognises that students' progress in understanding their responsibility concerning academic honesty and plagiarism comes with age and experience in a school setting. To this end all teachers are committed to educating the students in how to produce assignments which are properly prepared.

Academic Honesty is expected in all classes and in all learning; therefore students' will be acquainted with plagiarism through the individual subject classes and their homerooms at the beginning and during every school year. Academic, dishonesty, plagiarism and/or cheating incidents will be tracked across all classes. Homeroom teachers and Grade Level Leaders will monitor incidents of academic dishonesty and apply grade appropriate restorative actions. Academic dishonesty has an impact on academic achievement and in the higher grades can place external qualifications at risk.

# ADMISSIONS

## Application Process

The **full application process** is to be completed online and all supporting documents shall be submitted online via the admissions portal **OpenApply**. The URL is: <https://qas.openapply.com/>

Supporting documents include:

- Passport, Birth Certificate and Residency Permit (QID) copy of the child
- Passport and Residency Permit (QID) copies of the parents,
- The child's 3 most recent end of year school reports and the report from Semester 1,
- any standardized testing you have e.g. MAP, ISA, WIDA
- any other relevant documentation e.g. IEP, ILP, Accommodation Plans
- Completed QAS Medical Form and copy of immunization card
- Copy of letter of employment from the parent's workplace

In addition to specific documentation, you will be required to;

- pay QAR 500 to activate your application, and
- pay a QAR 3000 non-refundable deposit on acceptance.

Both payments are to be completed online via the **OpenApply** portal.

Besides section 1-4 of the application form, please be reminded to submit the **Confidential School Report**.

An online screening and family interview with our school counselor will be arranged after all required documents and Confidential School Reports are received.

On acceptance you will be provided the following agreement:

- Conditional Acceptance - QAS and Family Agreement
- Conditional Acceptance Letter of QF Schools
- Payment Policy

If you have any questions, please feel free to contact QAS Admission Officer [rsmohammed@qf.org.qa](mailto:rsmohammed@qf.org.qa)

## **Re- Enrollment Process**

Annually QAS will send a re- enrollment form for the parents of the existing students in the school. The parents are expected to notify the school of the students intention to continue or withdraw for the next academic year. Along with this, the school also sends a finance form for the information of the parents.

Re-enrolment for all students at QA Sidra is conditional upon the child's commitment to;

- the QA Sidra Core Values (Respect, Integrity, Unity and Kindness),
- the school policy regarding attendance (90% attendance requirement),
- demonstrating satisfactory academic progress and growth, and
- demonstrating appropriate approaches to learning and behaviours as prescribed by the International Baccalaureate (IB) learner profile and the QA Sidra Code of Care (expectations and actions for behaviour).

# ATTENDANCE

## SCHOOL DAY

The attendance policy is based on the understanding that attendance is a prerequisite to high academic achievement. Attendance is taken each day and for class periods in the Secondary School. This information is kept electronically. The official attendance policy for QA Sidra is based on four fundamental understandings:

1. The best way for any student to learn is to be in class,
2. The responsibility for ensuring attendance is firstly held by the student and parents,
3. Students are expected to attend at least 90 percent of their scheduled classes in order to receive credit for the school year and to ensure promotion and re-enrolment into the new school year.
4. Students are expected to attend their scheduled classes in order to receive credit for the school year. Given that the school year is usually 180 days, students are expected not to be absent for more than 18 school days in any given school year to receive credit for a course or class. All records of absences are available to students and parents/guardians through Managebac or PowerSchool.

Attendance at school is vital to a child’s success. Parents of students with excessive attendance issues will be asked to meet with school administrators to find a solution to attendance issues.

Attendance that exceeds 10% has a negative impact on a student's learning. It may also result in the school's inability to provide semester grades, promote a child to the next grade or offer re-enrollment.

Tuesday is an early release day across all QF Schools to create opportunities for teacher professional learning.

### Regular Student Hours

Grades	Students Start	Students End
Pre 3 - Pre 4	7:00 am	12:00 pm
KG– Grade 12	7:00am	2:00pm

### Early Dismissal Days (Tuesday) for Students

Grades	School Ends
Pre 3- Pre 4	12:00 PM
KG – Grade 12	1:00PM

## COMMUNICATION

Clear, regular and consistent communication is important in building positive and strong partnerships. Communication requires all members of our community to actively engage with each other positively.

QA Sidra and our teaching team have a responsibility to ensure that information about your child's learning and school operations is accurate and timely.

As a parent, it is your responsibility to ask questions and engage directly with your child's Homeroom teacher if you need help or if you need further clarifications.

For teachers and parents, it is important to communicate early. When we are working together to support your child's learning we can have the greatest impact and provide the best opportunities for your child's success.

Full participation in hopes and concerns, parent conferences, three-way conferences, student-led conferences is expected.

Participation in parent forums, parent workshops, information sessions, coffee mornings and PTA Advisory sessions is also expected however it is recognised that your participation may be face to face or virtually.

Email communication is an effective way to ask questions or request information directly from your child's Homeroom teacher. As our teachers are in the classroom working with your child(ren) throughout the day we know you will appreciate that you may not receive an immediate response. All teachers, leaders, and parents are expected to acknowledge email communication within 48 hours of receipt. If you have not received a response after 48 hours please send a reminder and cc' the divisional Principal.

When there are questions or clarifications that are required and are urgent please indicate this in your email. When there are questions for clarifications that require a more complex response please anticipate an invitation for an appointment.

## CLASS PLACEMENT

### Secondary School Class Placement

#### Arts

All students in MYP 1- MYP 3 (Grade 6 – 8) participate in a yearly rotation of Performing Arts /Drama and Visual Arts each school year. The student's core class determines the rotation. In MYP 4-5 (Grade 9 and 10) students will elect one discipline (Visual Art or Drama) which will be studied for the full year. Selection for these subjects is completed at the end of the previous school year or on enrolment to QAS.

#### Design

Design in MYP 1-4 (Grade 6 - 9) students engage in learning in their core classes. In MYP (Grade 10) students will elect one discipline (Robotics or Design ) which will be studied for the full year. Selection for these subjects is completed at the end of the previous school year or upon enrolment to QAS.

#### Languages

In MYP 1- MYP 5 (Grade 6 – 10) all students pursue three languages, English, Arabic and Spanish. English Literature or Language Acquisition, Arabic Language and Literature or Language Acquisition, or Spanish Acquisition, class placement is determined by language proficiency.

#### Mathematics

MYP 1- 3 (Grade 6 – 8) classes are mixed ability. The student's core class determines the composition of the classes. MYP 4-5 (Grade 9 -10) students may be placed in either Standard or Extended Mathematics. Their level of achievement determines this and their demonstrated ability to problem solve in mathematics as determined by assessments and participation in mathematics classes.

#### Core Classes & Homeroom

This process is applicable to all primary classes and secondary core classes. The core classes determine the class placement for these subjects. Where and when appropriate PHE is gender separated. The Homeroom Class Placements are reviewed annually. The Principal facilitates the overall process in collaboration with the teaching team.

All classes from Pre 3 - Grade 12 are mixed ability classes and we ensure a balance is met within each grouping by considering the following criteria;

- gender
- EAL/ SEN,
- talented and gifted,
- academic ability,
- social dynamics,
- student's voice.

As the teaching and leadership teams take into consideration many factors when constructing the annual class groupings it can be anticipated that requests for changes will not be possible.

## Diploma Programme

Selection for all courses completed as part of the Grade 11 Course Selection process is facilitated over the course of the Grade 10 school year.

**October** - Early indication of subject interest by Grade 10. This early indication is to get a general gauge of student interest and to inform staffing.

**January** - Overview of the Post-16 and DP Programme & College Pathways. This provides an overview of the Post-16 and DP Programme Requirements, pathways and potential college pathways. Students select subjects to inform the timetable lines and potential combinations of subjects that will be available for final selection.

**March / Early April** - Subject Selection Expo & Final Subject Selection. This subject Expo has teacher representatives available to provide information on courses, subject group overviews, and assessment. This is the final subject selection and requires a parental signature.

Throughout this process students seek advice from teachers about their capacity to take Higher Level or Standard Level courses, and about the appropriate level of Mathematics to opt for. However, final decisions about HL or SL courses do not have to be made until the end of the first semester of 11th Grade.

All students select their courses in consultation with the IB Diploma Coordinator after consulting with the College Counselors. Courses and levels chosen in the 11th Grade will continue into 12th Grade.

## EMERGENCY DRILLS

The safety of our students is our number one priority. The buildings meet current codes of safety that include smoke detectors and fire alarms in the event of fire.

When the fire alarm sounds, all occupants are required to evacuate the building immediately and not return until the fire warden gives the “all clear” signal.

In the event of a lockdown all students and visitors should follow the directions of the teachers and remain silent and hidden until the Principal gives the "all clear".

A number of fire drills are conducted annually for students and staff. Students and visitors on the campus are required to follow the directions of the teachers in the building during an emergency evacuation or lockdown .

Specific information regarding evacuation protocols can be found behind the door in each room on each campus

## EVACUATION PLANS

In the event of an emergency where students need to evacuate the QA Sidra buildings and the immediate areas; principals and teachers will assume full responsibility to see that all students are safe. After students have been moved to a safe area, parents will be notified immediately by SMS informing them of the emergency and giving them follow-up details.

## HEALTH AND SAFETY

Each campus has a Health and Safety team. If you would like to participate on these teams please email: [lgalvez@qf.org.qa](mailto:lgalvez@qf.org.qa) to express your interest.

There is ongoing development of the roads around the campuses which means that some areas are narrow. As the tram lines become activated it will be especially important for traffic to observe all road signs and directions. Violations of road rules in Education City will result in your details being shared with the traffic department resulting in fines and the potential impounding of your vehicle

## FINANCE & SCHOOL FEES

School Fees are invoiced twice in a school year. In September and January. All families must sign a financial agreement for their child to be able to attend the school. This agreement is a commitment to pay the school fees by the due date. School fees that are not paid by the due date result in the child not being able to attend classes. Any families with outstanding school fees will not be offered re-enrolment for the following school year. If school fees are paid by an organisation or employer it is the parent's responsibility to ensure fees are paid. School fees can be paid to the QA Sidra Cashier [fmassoud@qf.org.qa](mailto:fmassoud@qf.org.qa) (Secondary School Campus) or at QF Headquarters Finance Office - Level 1.

## GIFTS & SOLICITATION

In order to maintain a high degree of professionalism in the relationship between staff members and students, it shall be the policy of QAS that staff members, employees, and administrators do not accept from (students, parents, businesses etc.) gifts of monetary value such as jewelry, apparels, and prepaid activities. Small tokens of appreciation (less than 100QR) such as cards, flowers, or treats are acceptable.

## HOME LEARNING

The purpose of home learning is to:

Supplement class work and consolidate learning

Practice skills development; and - Develop private, unsupervised study, research habits.

We strongly encourage all students to participate fully in after-school activities, family activities and to get the recommended amount of sleep each evening. The time required for home learning depends on the student's pace and level of performance and further information will be provided by each division.

## LEAVING SCHOOL GROUNDS

Students are expected to attend for the full school day.

No student shall be allowed to leave the grounds of QAS during the school day without the explicit written or confirmed telephone permission of his/her parent or guardian. The Homeroom teachers shall make reasonable effort to contact the parent of the student to verify all verbal and written permissions.

On the rare occasions a student needs to leave during the school day, the student will stay in class until the end of the period or until an assessment is completed.

## LOST PROPERTY

Students and school personnel are requested to turn in any items found and report missing items to the school office. The school is not responsible for items left behind after school hours and during weekends.

## MEDICAL CARE

QA Sidra has a full-time nurse, on each campus, to work with teachers and students. The nurse evaluates students, administers emergency care, and first aid, and identifies health.

To help our community to stay healthy and safe please ensure you have reported any health needs to your school nurse and provide us with any updates regarding medication or current health needs throughout the school year.

## **Allergic reactions and dietary needs**

A number of our students and teachers are allergic to nuts. Coming into contact with nut products can cause problems, serious and in some cases, life-threatening health issues.

Please ensure that students do not bring and share at school any product containing nuts., especially birthday cakes. Please inform the school nurse if your child has a particular food sensitivity or food allergy.

Students who are ill during the school day will be required to see the school nurse for an evaluation before a decision is made as to whether they will be sent home. The final decision as to whether to send a student home from school or have the student stay will be made by the division principal in consultation with the school nurse.

## **Medical Records**

Medical records of each student are kept in the health room and handled confidentially. They are available to staff on request. A list of students with medical conditions is given to each child's teacher to help them provide the best possible care while at school. Please feel free to discuss any medical issues with the nurse. We expect that you make the nurse immediately aware of any medical issues which may have an impact on your student's learning, health or safety. Medication can be brought to school if it is essential to the health of the student. The medicine, with accompanying written consent, must be clearly marked with the student's name, correct dosage, and parent's signature. Medicine will be kept in the nurse's office during school hours and will only be administered by the school nurse. Parental consent is required for any medication given at school. Students should not be in possession of or self-administer any medication. The school nurse must administer medication. Exception: Some students may have permission to carry their asthma inhalers by prior arrangement with the school nurse.

## **Accidents & Medical Emergencies**

If an accident or sudden serious illness occurs at school, every effort will be made to contact parents, but the immediate treatment of the injured student is our first concern. The school's Registered Nurse or trained first aid personnel, will administer first aid.

If the situation is serious enough to require other treatment, **999** will be contacted immediately and an ambulance will transport the student to the hospital.

The school will request that students be taken to the closest hospital. School staff members will accompany the student. Parents will be notified of the hospital location and should immediately go to the hospital, where the staff member will be waiting to meet them.

## **Who do I contact?**

Lead Nurse- Cherine Sabra – Registered Nurse( Office Hours: 7:00 AM – 3:00 PM

Phone: +974 445 45625 email: [csabra@qf.org.qa](mailto:csabra@qf.org.qa)

## PARKING & TRAFFIC

It is important that ALL drivers and parents follow the directions of the traffic security team. These directions are given to ensure the safety of ALL children. The speed limit around the campuses must be observed. The speed limit in the parking lots is 10km.

Health and Safety is the responsibility of all members of our community. If you observe unsafe behaviours please ensure you report these to your Principal.

## POSSESSIONS & SCHOOL BAGS

It is very important that all student possessions are clearly marked with the student's name. Such items include backpacks, pencil cases, jackets, physical education clothes, uniforms, workbooks and notebooks. In an effort to reduce the weight of students' bags, the teachers constantly remind students to bring to school only the books and materials that they need for that day according to their schedule.

## PROMOTION REQUIREMENTS

Students are expected to show growth and to meet grade level attendance expectations over the course of the year in order to be promoted to the next grade.

This decision is based on grade levels, teacher recommendation, evaluation of work completed during the school year, and attainment of the minimum skill levels.

## SCHOOL SUPPLIES

### **Uniforms:**

All students from Pre3 to Grade 12 are required to wear a school uniform. These uniforms can be purchased through Noble House: <https://noblehouse.qa/index> The School Code is: INT18759

### **Primary School**

Primary School School supplies for classroom use in Pre - 3 to Grade 5 are provided by QA Sidra. Students are responsible for providing:

Backpack and lunch/snack bag

Refillable Water Bottle

Sunhat (for outdoor play)

## Secondary School

Students in Grade 6 to 12 are expected to provide the following supplies:

Backpack and Lunchbag

Refillable Water Bottle

Writing Pencils, Eraser, Pencil Sharpener, Pens

Highlighters, Markers

12 inch/ 30cm Ruler

Tape, Scissors

USB Flash Drive

Calculator (Scientific for Grades 6-8 and TI-84 Graphing for Grade 9-12)

Ruled Index Cards, Folders

One Subject Spiral Notebooks, Composition Notebook, Loose Leaf Filler Paper Wide Rule

## SHARING BIRTHDAY CELEBRATIONS

QAS recognizes the joy of celebrating a student's birthday. In order to continue to promote healthy eating, parents should only bring a small celebratory treat to celebrate their child's birthday. This treat should be individual and NUT FREE for example a cupcake, fruit kebab, small bag of popcorn.

## STUDENT GUESTS

Student guests to our school require the prior approval of the level Principal one week in advance of the visit. Students who bring guests to school without prior approval will be asked to phone their parents and make arrangements for the guest to be picked up. Students shall not use the premises, grounds, or facilities of QAS as a means to solicit others whether for personal reasons or on behalf of other organizations without the written permission of the Director.

## TECHNOLOGY USE

We expect our students to be guided by our school values in all decisions they make – particularly those involving access to the Internet and the acceptable use of technology as a learning tool. Our school computers and wireless access are provided for educational purposes. The school has taken active measures to block access to controversial sites. However, it is impossible to restrict access to all questionable materials. Students are expected to make appropriate, responsible decisions with regard to Internet access. When in doubt, students are requested to seek guidance from a responsible adult. Students who use their Internet access for anything other than acceptable use may lose their access. The school reserves the right to limit the number of devices accessing our Internet services at any one time.

The school reserves the right to monitor all school Internet traffic. Remember nothing is ever completely erased from the Internet. Phones are not to be used by students in classes unless the use is approved by the teacher. It is not appropriate for students to post to or use social media during the course of the school day.

## WITHDRAWAL

### Academic Records

QA Sidra releases academic records to students and parents on a regular basis as per the reporting and assessment timelines. These records include;

- Mid Semester Progress Reports and Semester Reports
- Measure of Academic Progress reports (*Note: Parents must attend the MAP workshop to obtain this report*)
- Individualised Accommodations Plan(IAP) Individualised Learning Plan(ILP) or Individualised Advanced Learning Plan(IALP), where appropriate

QA Sidra only provides one copy of these records and it is strongly advised that parents ensure that they maintain a secure record of all of their children's academic records. QA Sidra will provide additional copies of academic records as per the withdrawal practices.

### Leaving Qatar Academy Sidra

Although we regret that you may withdraw your child(ren) from Qatar Academy Sidra, we wish you and your child(ren) continued success in your future endeavors. Should a student withdraw a minimum of **30 days** written notice is required to the Admissions office.

For further details please refer to the withdrawal practices outlined below

### Notice of withdrawal

Formal written notice is considered to be the submission of a completed withdrawal form to the Admissions team at [rsmohammed@qf.org.qa](mailto:rsmohammed@qf.org.qa)

## Release of academic records

On receipt of a formal withdrawal form, QA Sidra will provide **one (1)** set of academic records, per student within **ten (10)** working days.

An academic record set includes:

- Copies of the previous three semesters (Mid Year and End Year) report cards
- Transcript (Grade 9 - 12 only)
- A copy of the most recent Measure of Academic Progress (MAP) report
- A copy of any supporting standardized assessment e.g. WIDA, where appropriate and recent
- A copy of Individualised Accommodations Plan (IAP) Individualised Learning Plan (ILP) or Individualised Advanced Learning Plan (IALP), where appropriate

## Request for Recommendations

**On receipt of a formal withdrawal form**, a parent can request a recommendation letter from QA Sidra by emailing the Admissions team at [rsmohammed@qf.org.qa](mailto:rsmohammed@qf.org.qa)

This written request should indicate:

- the need for a recommendation
- the purpose of the recommendation
- the preferred people to complete the recommendation

The Admissions team will share the request (by forwarding the email to the appropriate Counselors who will facilitate the completion of the recommendation)

Parents can share the recommendation form by delivering the hardcopy recommendation form to the Admissions Office (on the Secondary Campus). Or as directed by the Counselor the parent may send an electronic form directly to the appropriate teacher(s)

Teachers are under no obligation to write a recommendation.

Recommendations will not be released directly to parents, however if contact details are provided QA Sidra is happy to forward the recommendation directly to a registered school.

QA Sidra assures that the recommendation will be completed and forwarded to the appropriate school within **ten (10)** working days.

In the case that another school directly sends a recommendation request to a teacher at QA Sidra, the request will be forwarded to the Admission office. If there is no withdrawal form on record the

Admission team will ring the family and invite them in to meet with our leadership team so that we can best understand how to support your needs.

### **Leaving Students final report/transcript**

Final semester reports/transcripts will not be released until all outstanding fees are paid and all school materials and books are returned. Students will be required to complete a check out form. A check form will be issued on receipt of a withdrawal form which is issued at the end of a school year. On a students last school day they will receive;

- a Certificate of Attendance
- a copy of the final semester report
- a copy of an adjusted transcript (Grade 9 - 12)
- School Reference

### **PUE Finance Withdrawal Policy**

Tuition fees for the first semester will be refunded as per the PUE Finance Policy

<b>Notice of Withdrawal Date</b>	<b>The amount owed for tuition/fee refund</b>
Notification of withdrawal after payment of application or registration fee	No refund is granted for application or registration fee
Notification of withdrawal within 10 school days from the start date of the academic year	No payment is required
Notification of withdrawal within 11-20 school days from the start date of the academic year	The family is invoiced for 50% of semester fees

Notification of withdrawal after 20 school days from the start date of the academic year	The family is invoiced for 100% of semester fees  No refund for semester fees granted
If a student attends Semester 1 and any part of Semester 2	The family is invoiced for 100% of school year fees  No refund for school year's fees granted