



مدرسة هارتفورد الأمريكية
HARTFORD AMERICAN SCHOOL

Parent-Student Handbook

AY 2024 -2025



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School Directory

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(Opposite to Al-Thumama Mall) Doha, Qatar

Telephone No.: +974 4444 3992 / 4445 4555

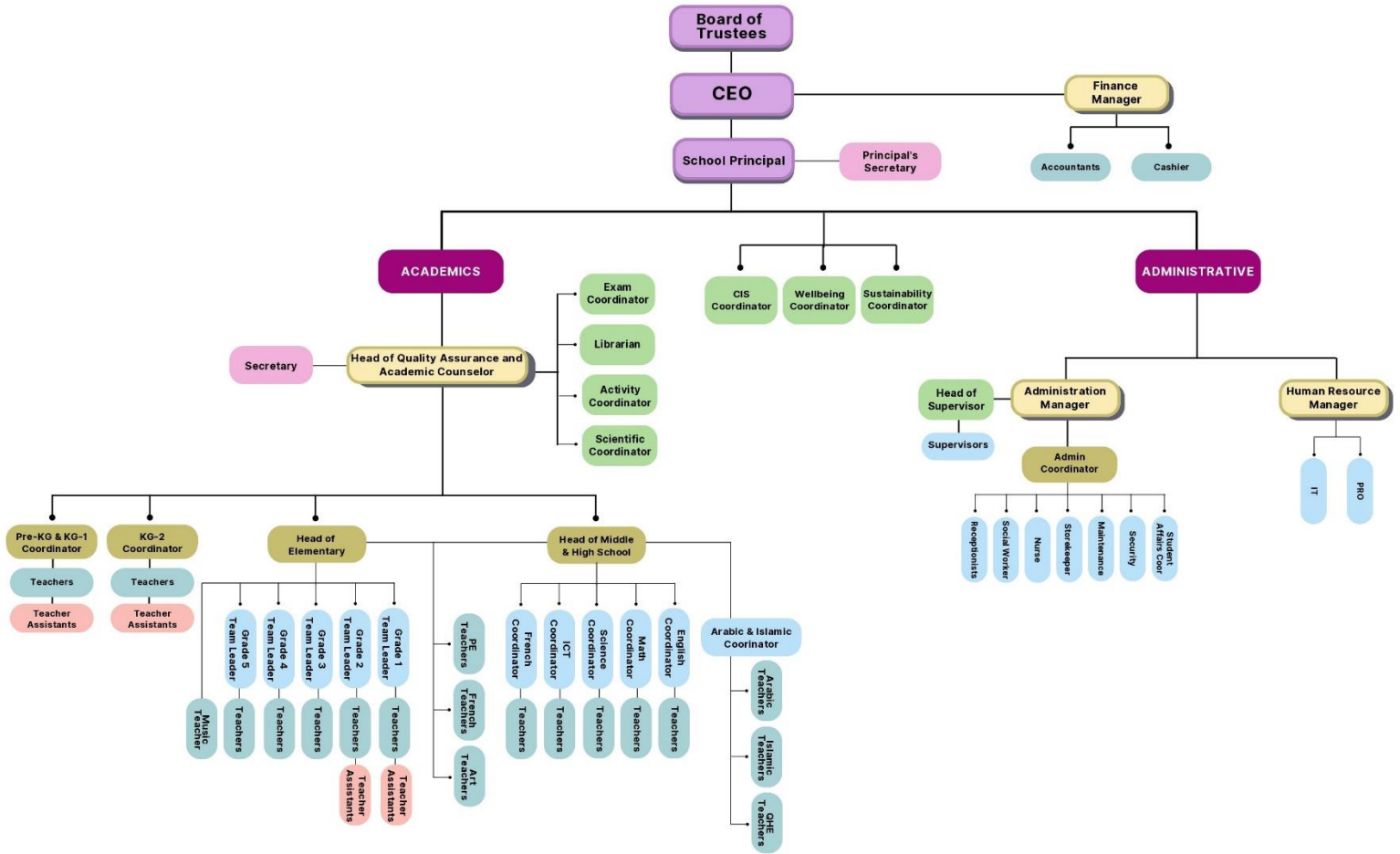
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Organizational Chart AY 2024-25





Board of Trustees

According to state of Qatar, The Ministry of Education and Higher Education provides BoT with a number of tasks and duties. The main duty is to provide counsel and advice to the school owner and its School Principal and to monitor the performance of the school while working closely with the school to raise standards for educational attainment.

All members of the BoT perform their duties voluntarily. They should represent the interests of parents and the school community and should always act in a sincere and honest manner. They should also always be prepared to justify their actions and decisions to employees, students, parents and any person concerned with the school on such matters as complaints and proposals. The governing authority adopts policies which are consistent with the school's mission and vision and support the achievement of the school wide learner outcomes, i.e., global competencies delegates implementation of these policies to the professional staff, and monitors results.

Role of the Board of Trustees

1. Support the goals and objectives of the school by providing advice, support and counsel on the policies developed to achieve those goals and objectives.
2. Monitor the work of the school by referring back to the strategic plan for the school and the requirements of the Ministry of Education and Higher Education.
3. Contribute to the evaluation of the quality assurance system in the school through field visits and learn about the school's improvement and development procedures.
4. Set and develop procedures to coordinate with parents to receive proposals and complaints and work to find solutions for them in cooperation with the school.
5. Review school policies periodically.
6. The BoT should monitor and evaluate the school in achieving its goals and objectives and to assist in the process of reviewing the development of the school in the light of that progress. The BoT should also act as a critic to the school in the performance of work and provide constructive criticism. According to state of Qatar, The Ministry of Education and Higher Education provides BoT with a number of tasks and duties. The main duty is to provide counsel and advice to the school owner and its School Principal and to monitor the performance of the school while working closely with the school to raise standards for educational attainment.



Principal's Message

Dear Parents and Students,

It is with great pleasure that I welcome you to our school.

We have absolute confidence that our mission and vision at H.A.S. will enable our students to become life-long learners and successful global citizens who contribute actively to their communities.

We are so proud to contribute to the overall success of the educational system here in Qatar and the implementation of Qatar Vision of 2030. This mission seeks to build an educational system that focuses on academic, social, cultural, physical, mental, and spiritual needs of our international student body.

Among the top of our priorities at H.A.S. is to develop students' social and emotional growth as well as their analytical and critical thinking. We also aspire to enhance student's creativity and innovative capabilities.

H.A.S. is committed to empowering its students through academic programs, and extra-curricular activities, school facilities, in addition to the strong emphasis on teaching languages.

I would like to take this opportunity to thank you all for your continuous support and encouragement, and I look forward to working with you closely throughout the upcoming academic years. Hoping that this year will be full of achievements and improvements, I assure you that we will grow together both personally and professionally.

Warmest Regards,

Ms. Fatine Najjar
School Principal



School Vision, Mission and General Educational Objectives

School Vision

Hartford American School QATAR aspires to prepare a generation with academic excellence, leadership skills, and openness to cultural diversity while maintaining national identity.

School Mission

Hartford School works to provide distinguished educational services to students and society, focused on preparing the educational climate to develop creative aspects of students to build a generation that maintains its values, absorbs the sciences of its time, and is ready to take on responsibility in all majors and at all levels and care to conserve nature to next generation.

General Educational Objectives

1. Contributing to meeting the educational needs and services of the community.
2. Graduating a generation of a critical, confident and creative thinker who is self-reliant, works hard and is dedicated, and is armed with the skills of the twenty-first century to succeed in his scientific and professional life.
3. Providing an attractive educational environment rich in educational activities and skills.
4. Directing students to play their constructive role in building society with commitment towards environment.
5. Excellence in providing educational services to students.
6. Preparing a generation that keeps pace with the requirements of the times to serve its society.
7. Inculcating good habits in the minds of students such as (order - hygiene - love of goodness - cooperation and others).
8. Developing the elements of success and creativity so that the educational process achieves its goals.



School Aims

I. School Environment

We aim to ensure an environment in which the students feel safe, secure, and respected, and in which effective learning can take place. At H.A.S while we embrace multi-culturalism, English is the language of instruction in all classes. Therefore, English should be the only language spoken in the school premises.

II. Academic Achievement

To help and encourage our students to achieve their highest level of academic success, by utilizing the best features of the American educational system set in an international environment.

III. Personal Development

We aim to ensure all HAS students recognize that hard work, resilience, and commitment are the key factors of success. We will also aim to establish a culture of proactive pastoral care which will focus on their mental and physical wellbeing.

IV. Employer of Choice

We strive to provide our staff with work culture and environment that attracts and retains employees of highest quality through our leadership style, employee engagement programs and benefits.

V. Social Commitment

Develop intercultural understanding by recognizing and celebrating the ethnic, religious, cultural, and linguistic diversity of our school community and promoting these aspects as positive features, foster equality of opportunity and a sense of fairness.

VI. Cultural Enrichment

To ensure that students can benefit from Qatar's culture, history, and aspirations towards the future.



Quality Assurance Department

Quality assurance carries out quality checks to ensure that a school develops and performs in line with the curriculum and standards in place. These standards can be assessed both internally and externally to ensure that the school follows quality assurance guidelines. The school is usually assessed on education and training. These assessments can involve school self-evaluation, external evaluation, evaluation of teachers, school leaders and student assessment to make sure they are reaching their targets. Teacher appraisals and observations by external inspectors play an important role.

Quality assurance ensure that the teachers follow the curriculum guidelines, help children flourish, deliver good-quality teaching and learning to meet the objectives of the school. Quality assurance assists the faculty to maintain and improve their efficiency, leadership and students' progress by self and external assessments. By working towards quality assurance standards, schools will be ensuring that both staff and students support high-quality inclusive teaching and learning.

The role of quality assurance:

- Quality assurance helps save time and creates a more efficient process to evaluate the school and its progress.
- Provides accountability.
- Supports ongoing development of schools, teaching and learning.
- Provides a school with a good source of external and internal accountability, allowing them to create a set of goals to work towards.
- Sparks improvement and innovation.
- Creates room for improvement.

Key focus areas of Quality assurance are:

- Teachers deliver sequencing, planning and delivery of the curriculum is in-depth and challenges children over time.
- Classroom management and overall behavior of students.
- The curriculum and how lessons are delivered in line with it.
- Good quality pedagogy.
- Expanding on children's previous learning and knowledge.
- Overall student progress.
- Opportunities for students to revisit and practice what they have learnt.
- Ensure consistency



School Admissions

Admission is inclusive and open to students of all nationalities, subject to seat availability. New applicants will be required to undergo entrance examinations in both English and Math.

Additionally, the school will carefully consider the applicant's previous school reports and behavior records when evaluating their application. The school administration retains the discretion to either accept or decline the applicant based on their academic performance and behavior.

Seat Reservation for the Next Academic Year

At the end of February every year, the school will forward the Seat Reservation Forms to the parents. If you intend to keep your child enrolled with us for the following academic year, please respond to our letter and settle the non-refundable seat reservation fee. This fee will be deducted from the first-semester tuition fee and will guarantee your child's seat reservation.

Classroom Lists

Each classroom has its own list of students. This list is to be treated as final. Parents are not permitted to change their child/children grade as per their desire during the school year. Only the school has the right to do that if necessary.

Withdrawal from HAS

In the case of withdrawing from HAS, the guardian needs to submit a transfer request to the Students' Affairs Department with the acceptance letter from the new school. In case of leaving the country, a cancellation request should be signed by the parent. The parent should settle all unpaid balance to be able to proceed and receive any requested documents from the school administration.

For more information you may refer to our Admissions Guide on our school website.

Fee Structure 2024-25

Grade Level	Registration Fee	Books Fee	Uniform fee	Seat Reservation	First Term tuition Fee	Second Term tuition Fee	Whole Year Tuition Fee
Pre-KG	1,000	1,500	800	1,000	7,700	7,700	15,400
KG1	1,000	1,500	800	1,000	8,800	8,800	17,600
KG2	1,000	1,500	800	1,000	8,800	8,800	17,600
Grade 1	1,000	1,500	800	1,000	10,450	10,450	20,900
Grade 2	1,000	1,500	800	1,000	11,000	11,000	22,000
Grade 3	1,000	1,800	800	1,000	11,550	11,550	23,100
Grade 4	1,000	1,800	800	1,000	12,100	12,100	24,200
Grade 5	1,000	1,800	800	1,000	12,650	12,650	25,300
Grade 6	1,000	1,800	800	1,000	13,300	13,300	26,600
Grade 7	1,000	2,000	800	1,000	14,300	14,300	28,600
Grade 8	1,000	2,000	800	1,000	14,300	14,300	28,600
Grade 9	1,000	2,000	800	1,000	14,850	14,850	29,700
Grade 10	1,000	2,500	800	1,000	15,350	15,350	30,700
Grade 11	1,000	2,500	800	1,000	15,350	15,350	30,700
Grade 12	1,000	2,500	800	1,000	15,850	15,850	31,700

- Registration fee is applied for new students only, (should be paid upon registration) even if the student was registered at HAS and transferred to HAS again registration fee should be paid. This fee is **non-refundable**.
 - Seat reservation fee should be paid before the end of the current academic year and are deducted from the tuition payment of the first term. As per school registration policy, these fees are **non-refundable** even with the case the student doesn't use the reserved seat.
 - Books, uniform fees **should be paid upon registration**, these fees are **non-refundable** once the student receive the items
 - In order to receive the books and the uniform, their fees should be settled upon registration in order to prepare the packages.
 - **Each term fee should be paid at the start of the term.**
 - Term tuition fees are paid in full regardless of the joining date of the student.
 - Tuition fees are not refunded in case the student is withdrawn from the school during any of the terms.
 - In case a seat has been reserved but the student has not attended school for any reason, half the amount of the term payment needs to be made.
 - In case of non-compliance with the aforementioned dates, the school reserves the right not to accept the re-registration of the student for the next academic year.
 - School fees are the right of the school and remain the obligation of the student after registration whether attendance is full time or part time.
- Any fees discount will be cancelled when:**
Withdrawal during the Academic Year / the withdrawal of one of the siblings.
- I _____ agree with the mentioned above for registering my child at HAS for the Academic year (..... /.....).

Student Name: _____/Grade: _____/Student#: _____
Parent's Signature: _____ Date: _____



School Timings

H.A.S. believes that being in school on time and attend regularly contributes to the child's achievement, well-being and overall development.

Assigned Gates

Gate Number Six (6)

- Drop off gate for the students from Pre-KG to Grade 12.

Gate Number Two (2)

- Pick up gate for the students from Pre-KG, KG-1 and KG-2.

Gate Number Six (6)

- Pick up gate for the students from Grades 1 to 12.

School Timings from Sunday through Thursday

- Pre-KG to KG-2 : 7:15am to 1:00pm
- Grades 1 through 4 : 7:15am to 1:30pm
- Grades 5 through 8 : 7:15am to 1:40pm
- Grades 9 through 12 : 7:15am to 1:45pm

Gate number six (6) will be open at 6:30am and will be closed at 7:15am.

Dismissal Procedure:

Dismissal schedule for students using personal transport:

- 1:00 p.m. for Preschool through Kindergarten
- 1:30 p.m. for Grade 1 through Grade 4
- 1:40 p.m. for Grade 5 through Grade 8
- 1:45 p.m. for Grade 9 through Grade 12

Note: Parents who have children in different stages including the higher grades should follow the time of dispersal for the oldest child in the school.

Key points:

- We have a safe area dedicated to taking students enrolled by bus.
- We have a secured area for parking parents.
- We have trained and qualified security guards to monitor students' safe exit.



Dismissal Procedure:

- Upon conclusion of the last-period, teacher will lead students in an orderly manner to the designated waiting area at exit gate No. 6 based on the assigned dismissal times for each grade level.
- Students of Kindergarten students will be picked up by their parents at 1:00 pm from Gate 3 through the side doors.
- The staff member in charge of the public address system will announce the name of the student whose family is waiting outside, and the on-duty assistants will escort the student to the exterior gate.
- All parents are required to wait in the assigned area and adhere to the guidelines provided by the supervisory staff present at the gate.
- Any guardian who violates or breaches the rules will be subject to legal accountability by the school administration.
- A specific area has been allocated for the entry of parents' vehicles for picking up their children, and security personnel will manage traffic flow during the dismissal period.

Students availing school transport:

- At 1:45 p.m. supervisors will direct students to the buses.
- Bus supervisors will oversee the movement of students in the designated area to ensure their safe boarding onto the buses, after which they will record the students' names on the attendance lists to confirm student numbers before the buses depart the school premises.
- Buses will be thoroughly checked by the drivers, bus assistants and the transport supervisors to ensure no child is left inside the bus at the end of the route.

Supervision of Students in the waiting area:

- Supervision of students will continue in the waiting area until 3:00 pm to ensure student safety. Beyond this time, any remaining students will be handed over to the school guard. Families of consistently late students will be contacted at the end of the school day.
- Under no circumstances will a student be permitted to leave the school unaccompanied without a written and signed authorization from their guardian.

Attendance

H.A.S. recognizes that regular school attendance is a major component of students' academic success. Through the implementation of this policy, the school expects to encourage full attendance by all students and to reduce the level of unexcused absences, tardiness, and early departures. In order to accomplish these objectives, it is recognized that:

- Regular school attendance is essential to a successful teaching and learning environment. Students' academic achievement and performance in school are directly related to their full participation in the educational process.
- Parents, school staff, and the students themselves, all have a responsibility to contribute to a pattern of



regular attendance.

- Parents must ensure that their child arrives at school each day on time, remain in school for the full day, and attend school consistently throughout the year.
- School staff must effectively communicate with parents and students regarding attendance patterns, especially when those patterns relate to ongoing absences, tardiness or early departures.
- Unexcused absences from school will result in disciplinary consequences that are intended to increase the likelihood of attendance and serve as a deterrent to future absenteeism, tardiness, or early departure from school.

HAS School Day hours:

Grade	School Day starts	School Day ends
Pre Kg to KG2	7:15 am	1:00 pm
G1-G4	7:15 am	1:30 pm
G5-G8	7:15 am	1:40 pm
G9-G12	7:15 am	1:45 pm



Absence and attendance codes:

Present at School

A student should be marked **present** when they arrive between (7:00 am to 7:15 am). Parents who drop and pick their child(ren) on their own or uses private transport facility should ensure to comply with the school timings.

Late Slip

Late students from Grade 1 to 12 should stop by first at the School Reception to provide the details needed from being late. Receptionist will provide filled the Late Slip to be given to those students who were late. Supervisors will be collecting the Late Slip.

 مدرسة هارفارد الأمريكية HARVARD AMERICAN SCHOOL		
Late Slip		
Date:	Arrival Time:	Grade: \ Sec:
Name:		
REASON:		
<input type="checkbox"/> Excused	<input type="checkbox"/> Unexcused	
Issued By	Supervisor Name \ Signature	



Procedure for late arrivals:

- The school gate (G6) closes at 7:15 am; late students cannot attend the first period.
- Late arrivals must enter through Gate No. 3.
- Students arriving after 8:00 am will be denied entry, and parents will be contacted for immediate pick-up.
- For medical-related delays, please submit the appointment slip to the reception so that the student can attend classes.
- Absences and lateness will be noted on the students' report cards.
- Frequent defaulters will be added to the de-registration list will be monitored (till student improve his attendance). Final decision will be made by the school principal to check the improvement in such area.

Punctuality: Students with 100% attendance in each term will be presented with a 100% Attendance Certificate in recognition of their positive behavior.

Leave Rules:

In case, a student is unable to attend school for a particular reason, the procedure given below is to be followed:

- A student must obtain prior permission from the Principal, in writing, before leave is availed.
- A student may take medical leave for a period only determined by his/her doctor, who must be a 'Registered Medical Practitioner' or in consultation with HMC. Any certificate from a non-recognized medical person will not be entertained.
- A student may take pre-sanctioned leave for a family function. A maximum of three days' leave would be granted apart from the time of travel (for outstation trips).
- A short leave may be availed in case of an emergency on a working day. A request letter for permission has to be submitted. It has to be granted by the Principal.
- Students who are absent on the first and last day of the term or unexplained absence from the school for seven consecutive days, without permission, may have their names removed from the register and will be re-admitted only if there is any vacancy and on payment of the usual admission fee. 75% attendance is mandatory for every student in order to qualify for assessments, exams or any school award or reward system. Lesser attendance than this will also make them liable for disciplinary action.
- Parents should inform the school authority through a phone call/ E- mail in case the child is absent under any circumstance. Long absence is not permitted. It might affect the promotion to the next grade.
- No leave will be granted during the examination period.
- If due to any reason (illness, injury etc.) a child is expected to be absent, the parent/guardian should inform the school the same morning via email (reception@hasqatar.com) or phone call (+974 5000 8366). The school will arrange work to be sent home if requested by the parent.



Excused Absence

A student should be marked with **Excused Absence** for the following cases:

- Sick note from the health center.
- Approved leave should be signed and approved by the school principal. (Leave should be for emergency circumstances).

Unexcused Absence

A student should be marked **Unexcused Absence** when they don't have a valid reason as mentioned above.

Consequences for Unauthorized Absences

Unauthorized Absences per Semester	Consequence
1 Day	Notify parents through the K12-NET portal (daily notification)
2-4 Days	Notify parents through K12-NET and will receive a call from Supervisor/Students Affairs Coordinator
5 Days or more	Parents should meet the administration and sign a warning letter
10 Days or more	The case will be referred to Senior leadership.
15 unauthorized consecutive/ non-consecutive absent days	Students will be on the De-Registration list/ student may be asked to repeat the academic year.

Please see the table below for more clarification:

Reason for absence	Excused	Unexcused
Illness	With sick note	Without sick note
Family emergency	With the provision of evidence	Without provision of evidence

In the realm of academia, the student is hereby forbidden from participating in the following assessments:

1.	Mid-Semester 1 Exams for all subjects	Should the student's unexplained absences stretch beyond seven school days, either consecutively or sporadically, from the start of the academic year.
2.	Final Exams of the First Semester in all subjects	They are off limits if the student's unexcused absences surpass ten school days since the commencement of the academic year.
3.	Mid-Semester 2 Exams for all subjects	Furthermore, the student shall not be allowed to take mid-semester 2 exams for all subjects if their unexplained absences reach a total of 13 school days, consecutively or intermittently, since the start of the academic year.
4.	The End-of-Second Semester Exams in all subjects	They are strictly prohibited if the student's unexcused absences reach a total of 15 consecutive or sporadic school days since the commencement of the school year.



Should a student be absent on exam days without a valid excuse and without prior notification from their guardian, they will be ineligible for a retake of the exam. Additionally, they may participate in the second round of exams with a maximum score of 100%.

Skipping and Late to Class:

A student who is present at school but fails to attend class is considered to have cut class. Students who do not go to class but sit in the other classes or school facilities will be considered to have cut class (skipping). This results in appropriate discipline action (Suspension) taken by the social worker. Students who are found outside the classroom without passes will be considered skipping.

To monitor and prevent skipping classes attendance is taken every lesson.

Number of Tardiness (Lateness)	Procedure	
1	First Verbal Warning	Informing the Parent
2-3	First Notification letter	Informing the Parent
4	First Warning letter	Meeting with the Parent
5	Second Warning letter	Meeting with the Parent
6	Student will be sent home	Meeting with the Parent and signing a pledge.

Children Leaving School Early:

- Any parents or guardians requesting to take their child from class should be directed to the front admin office first to discuss the matter and sign the early leave form. The signed note is then sent to the teacher and the child is released.
- For the sake of clarity, children who are marked as present in the morning registration period cannot be marked as absent for the afternoon period but will be marked down as leaving school early.
- Please note that to release students to a driver or nanny, the school must have written notification from parents or a guardian.
- Parents are requested to avoid making dental or medical appointments within school hours.

Car Park:

The front car park is very congested at the beginning and end of the day. While every effort is made to supervise and manage the flow of traffic, all parents, drivers, and other supervising adults are politely requested to exercise common courtesy and to follow the directions of the guards at all times. Please follow the car park guidelines below:

- Park only in designated areas.
- Do not leave any vehicle unattended if it is not in a designated parking space.
- Maintain a slow and safe speed at all times.
- Do not park or stop by the bus collection area.
- Be aware and vigilant of students and adults crossing the road.



Online Presence

A student should be marked **present online** when they have a valid reason for not attending regular class and they have an approved request/document by the school principal.

Notes:

- 10 days or more lateness or unexcused absence will impact the participation mark.
- In case of unexcused absence, it's the parent's responsibility to cover up lessons/assignments missed.
- Improving attendance at HAS is the responsibility of all stakeholders in the school community: students, parents, and all staff.

HAS Role:

- Staff will endeavor to encourage good attendance and punctuality.
- Keep an accurate record of the student's attendance.
- Create and follow an action plan for students with low attendance.
- Follow up on any concerns parents report to the school that may be affecting their child's attitude or feelings of well-being in school.
- Support students to re-integrate into school after illness or other individual circumstances.

Student's Role:

- All students are expected to attend school and all lessons regularly and punctually.
- Follow up on the missing classwork / homework while they were absent.
- Retake any exam they missed during their absence period.

Parent's Role:

- Parents are responsible for ensuring that their child attends school regularly, is properly in the school uniform and equipped and is in a fit condition to learn.
- If the student is going to be late or absent for any reason, parents should notify the school as soon as possible. A student's absence from the school must be considered unauthorized until a satisfactory explanation from the parent.

School Uniform

Aim of the policy is to ensure that all the students at H.A.S. wear the "correct school Uniform" at all times in school. School uniform promotes school spirit and a sense of belonging. It boosts morale and encourages students to do their best for the good of their school. School uniforms can also be used to promote a sense of pride, school unity, school spirit and self-confidence. These factors contribute to students' wellbeing, removing the additional pressures of deciding what to wear and added stress of meeting the expectations of their peers.

Implementation of the policy will be fair, firm and consistent for all the students at the school. Students, parents, teachers and all staff members are expected to understand and adhere to the uniform policy.

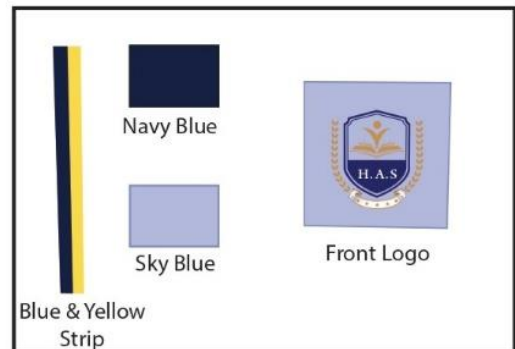
BOYS ALL GRADES	GIRLS	
	Kindergarten to Grade 6	Grades 7 to 12
Shirt	Shirt	Shirt
Navy Blue Pants	Navy Blue Skort	Navy Blue Long Skirt
Black Shoes	Black Shoes	Black Shoes
<ul style="list-style-type: none"> ✓ PE and sports uniform is common for boys and girls of all grades ✓ Sports Shoes (white or black only) ✓ Navy Blue Jacket during winter 		
<p>Note: School uniforms can be collected from the school or similar can be bought from outside school. The school logo will be provided by the school.</p>		

UNIFORM FOR BOYS OF ALL GRADES

BOYS FULL & HALF SLEEVES SHIRT AND PANT



Front



UNIFORM FOR GIRLS OF GRADE 7 to 12

GIRLS FULL & HALF SLEEVES SHIRT AND LONG SKIRT



UNIFORM FOR GIRLS FROM KINDERGARTEN TO GRADE 6

GIRLS FULL & HALF SLEEVES SHIRT AND SHORT SKIRT



SPORTS UNIFORM FOR ALL STUDENTS

HALF SLEEVES POLO SHIRT AND PANT



Back



Front



PE HALF SLEEVES ROUND NECK TSHIRT AND TROUSER



Front

Back



Front

Back

WINTER JACKET

FULL SLEEVES WINTER JACKET



The students are also expected to follow the below mentioned protocol:

- Make-up, nail polish, and long nails are prohibited.
- Jewellery should not be worn with the exception of a pair of plain earrings/studs may be worn by girls but there should be no other “body piercing” or other distracting jewellery. No visible tattoos.
- Wristwatch (no smart watch) may be worn by the students. However, the school will not be held responsible for loss or damage of the watch.
- Girls with long hair should tie their hair. Hair dye, highlights are not permitted.
- Boys must always have their hair cut short. Boys are not allowed to wear any jewellery, no visible tattoos. Hair dye and highlights are not permitted. For boys who wish to maintain beard should ensure that their facial hair is kept neat, clean, closely trimmed. Others are expected to come neatly shaved and well groomed. No Mohawks, spiky hair or eyebrow design.
- In case the uniform is ruined or accidentally damaged, etc. student will be asked to acquire a new one.
- P.E. uniform should be only worn on days those students have P.E. lesson. Students should adhere to the correct P.E. uniform in order to participate in the P.E. class.



Consequences

Students should attend school in complete school uniform at all times. Students who fail to comply with the school rules will be subject to consequences as mentioned below:

- First Offense:** Referred to the Supervisor for verbal warning
- Second Offense:** Parent will be informed by the Supervisor followed by an email
- Third Offense:** Written warning letter
- Fourth Offense:** Student will not be permitted in class.

Student will be allowed to enter the school only when he/she wears the complete school uniform.

Mobile Phones & Electronic Devices

A mobile phone and electronic devices policy for students should aim to balance the benefits of technology with the need for a productive and focused learning environment.

The purpose of this policy is to establish guidelines for the appropriate use of mobile phones and electronic devices by students within the school premises, during school hours, and at school-related events. This policy aims to promote a safe, focused, and respectful learning environment while recognizing the potential educational value of technology.

General Guidelines

Mobile phones will be permitted only for the High School Students of Grades 9 to 12 in compliance with the following guidelines.

- 1. During Class Hours** - Unless otherwise permitted by the School for specific educational purposes, mobile phones and electronic devices must be submitted to the Supervisors at the beginning of the day.
- 2. Use of Devices for Educational Purposes** - Students may use mobile phones and electronic devices for educational purposes with the explicit permission from the School Principal.
- 3. Distraction-Free Zones** - Certain areas of the school, such as the library, classroom hallways, and designated classrooms, may be designated as distraction-free zones where the use of mobile phones and electronic devices is prohibited.
- 4. Respect for Others** - Students are expected to use mobile phones and electronic devices in a manner that respects the rights of others to learn and work without disruption.
- 5. Prohibited Content** - Students are prohibited from accessing or sharing inappropriate content, including but not limited to explicit material, violence, hate speech, or illegal activities, using school-provided or personal devices.
- 6. Personal Responsibility** - Students are responsible for the security and proper use of their own devices. The school is not liable for any loss, theft, or damage to personal electronic devices brought onto school premises.
- 7. No Photo/Video** - Photography/Videography within and around the school premises is strictly prohibited.



Students of Middle School - Parents who find a necessity for their child to carry a mobile phone to the school should submit an application to the Principal for approval. Upon approval the student must submit his/her Mobile phone to the Supervisors at the beginning of the day and shall collect it while leaving the school premises.

Enforcement and Consequences

1. Enforcement of the policy will be the responsibility of Teachers, Staff and Administrators, who are authorized to confiscate devices being used in violation of the policy.
2. Consequences for violating the policy may include, temporary confiscation of devices, parental notification, and, for repeated or serious infractions, disciplinary action in accordance with the school's disciplinary policy.

- **First Offense**

The School Principal will keep the confiscated mobile phones and other electronic devices for **5 working days**. After five days, parents will collect mobile phone or any electronic device at the office of the School Social Worker and will be required to sign a pledge.

- **Second Offense**

The School Principal will keep the confiscated mobile phones and other electronic devices and will keep it for the **whole semester**. At the end of the semester, parents will collect mobile phone or any electronic device at the office of the School Social Worker.

- **Third Offense**

The School Principal will keep the confiscated mobile phones and other electronic devices and will keep it for the **whole academic year**. At the end of the academic year, parents will collect mobile phone or any electronic device at the office of the School Social Worker.

Important Note: The School Administration will not be held responsible for any damages that might occur to the devices in their custody.

Parental Involvement

Parents or guardians will be informed of the school's mobile phone and electronic devices policy and are encouraged to support the school's efforts to create a positive learning environment by reinforcing these guidelines at home.

Use of School Telephone

The school telephone is used by the school staff only. Students are not permitted to use the phone. In case they need to call their Parents, they need to seek permission from the Supervisor and permission from the Front Desk Staff member. If a Parent/ Guardian needs to convey any information to their ward or to a teacher, they can call on the school telephone number provided.



Communication between the Parents and School

Communication between the Parents and School

At HAS we do invite all Parents to join with us to meet our School Principal, this is done on specific dates and parent are notified accordingly. This is a great opportunity for Parents to sit down with our school Principal and discuss curriculum, assessment policy, philosophy and teaching focus at an informal gathering.

Parent-Principal Meetings

There are two Parent-Teacher Meetings (PTMs) throughout the year (one during the first semester and the other during the second semester). Parents will be notified before these meetings and are kindly requested to attend. Parents are given 5 minutes with each teacher. The goal of this meeting is to share information about Student's academic progress and growth. However, if there are any requests or queries before/ after these meetings, parents may request to schedule an appointment with the teacher and the Head of Department.

Communication with Parents

It is imperative that the school is in contact with the Parents when the need arises. School communicates with the Parents through memos, emails, SMS, MS Teams, and School App (K12-NET). Any meetings regarding discipline and/or academic issues either for teachers or Principal appointments must be booked in advance. Parents must fill in the appointment request online through the school website to arrange a meeting with the person concerned, then within two working days parent will receive a confirmation email with the date and time of the appointment. Parent should show the confirmation email to the security guard in order to be able to attend the meeting.

Complaints

As per the regulations of MoEHE we have an official email address for parents' complaints. If parents are having any issues, they can send an email outlining their concern/complaint to complaint@hasqatar.com. The assigned complaints committee will investigate the complaint and reach out to the parent within 3 working days.

Curriculum

The internationally accredited, differentiated curriculum offered at the H.A.S. is aligned to the Common Core standards in English and mathematics and Next Generation Standards in sciences and social studies, it follows state guidelines.

The curriculum is predicated on a student-centered approach for developing the whole child. The developmental pathways are psychological, emotional, academic, technical, and human values based driven.



Pre-Kindergarten Course Offerings		
English Language Arts	Arabic language	Art
Mathematics	Islamic Studies	French language
Science	Physical Education	

Kindergarten KG 1 & KG 2 Course Offerings		
English Language Arts	Arabic	Art
Mathematics	Islamic Studies	Music (KG2)
French	Physical Education	Science

Elementary Grades 1 - 5 Course Offerings		
English Language Arts	Arabic language	Art
Social Studies	Qatar History	Music
Mathematics	Physical Education	Global Citizenship
Science	ICT	French Language
Strategic Reading & Writing	Islamic Studies	

Middle School Grades 6-8 Course Offerings	
English Language Arts	French Language
Mathematics	Art
Science	Physical Education
Social Studies	Computer Science
Arabic Language	Islamic Studies
Qatar History	

The curriculum alignment enables the instructional staff to facilitate a spiral approach to instructional delivery. An integration of ICT skills through our technology applications course further provides an integration with real-life experiences related to the practical use of technology for our students. Additionally, our students are exposed to the Hartford social development program through physical education, art, dance, music, and theatre to meet the needs of a culturally diverse society. Finally, we provide a connection to the cultural identity and values of Qatar through our Qatar History, Islamic Studies, Arabic courses, student involvement in community activities, celebrations, and community partnerships.



GRADES 9-12 COURSE OFFERINGS

Hartford American School students will follow the Recommended Degree Plan for graduation. The following graduation requirements at the Hartford American School must be fulfilled to qualify students to be eligible to receive an accredited high school diploma based on the state requirements and compliance for high school students, and the MOEHE Arabic, Islamic Studies, and Qatar History requirements:

COURSE OFFERINGS GRADES 9 - 12
English Language Arts
Mathematics (Algebra 1, Geometry, Algebra 2, Pre-Calculus, Calculus)
Social Studies (Geography, World History, US History, Economics, Sociology)
Qatar History (Grade 9)
Sciences (Physics, Chemistry, Biology)
Arabic language
Islamic Studies
Physical Education
ICT
Yearbook (Grade 12)
Electives (Physical Education, Visual Arts)

For Grade 12 students HAS provides an opportunity to decide on the subjects the students can choose based on what they would like to pursue in their higher education. Hence four Pathways are offered at Grade 12.

PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4
AP	Pre Engineering	Pre Medical	General
AP English	English	English	English
AP Calculus	Calculus	Calculus	Pre Calculus
AP Physics	Physics	Biology	Sociology
AP Biology	Chemistry	Chemistry	Environmental Science
Economics	Economics	Economics	Economics
Arabic	Arabic	Arabic	Arabic
Islamic Studies	Islamic Studies	Islamic Studies	Islamic Studies
ICT	ICT	ICT	ICT
Year Book	Year Book	Year Book	Year Book



School Supplies

• Grades 1 to 6

Kindly check the welcome letters that we send with the children on the first day of school and note the following:

1. All the supply items that you will send to school MUST be labelled with your child's name and to be used by him/her in class throughout the year (These must be sent as soon as possible).
2. Welcome letters will be given out when the school opens in the new academic year, together with the supply list needed.
3. All the work sheets, revision sheets and tests/quizzes must be kept in the relevant subject folder.

• Grades 7 to 12

The students must come to school with a pencil case full of all the necessary stationery. We discourage borrowing stationery among students as it is usually disruptive. Kindly check the welcome letters we send for each grade as it includes all the necessary supplies. These must be ready with the students as of the second school day, all Students must have their own school diary. It is mandatory for all the students. It must reflect the student's school day as clearly as possible. Students must learn at the beginning of the school year that having the diary daily is a must, and that recording their work session by session is not an option. The date, the subject, the chapter/unit, lesson, and page numbers must be written in the proper place. There is room for Teacher's remarks and notes to the Parents, and for Parent's notes and requests to the Teacher as well.

School Assessments

What is Assessment and its importance in H.A.S.?

The term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

In assessment, evidence is gathered, analyzed, and reflected upon in order to make informed and consistent judgements to improve future student learning. H.A.S. Philosophy of Assessment is a continuous process, which will be used to improve teaching and learning.

H.A.S. believes that its assessment practices should be an integral part of its written curriculum and its program of instruction. Assessment methods are both formative and summative and should demonstrate what students know, are able to do and understand. A variety of assessment methods are used which are sensitive to different learning styles.

The assessment policy focuses on the premise that the students should adhere to the following:

- Attend class punctually, equipped and ready to work
- Work cooperatively
- Work independently
- Share learning goals with students
- Practice self-assessment



- Participate in classroom activities and discussions
- Actively listen in class
- Organize time effectively
- Complete assignments on time
- Concentrate
- Seek help when necessary
- Demonstrate effort

Types of Assessments

H.A.S. employs several different types of assessments integral to learning and teaching. These different types of assessments enable teachers to gain knowledge about their students' needs, achievements, and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every student.

- **Baseline assessments** - This provides information about students' performance on entry to a certain grade level.
- **Formative** - This is the ongoing process in which a student's progress can be recognized, discussed, and recorded. It is used by teachers, together with the student, to plan the next appropriate stage of learning.
- **Diagnostic** - This form of assessment identifies the level of the students and if there are any learning difficulties. The results of the test is used to ensure that appropriate support and guidance are provided.
- **Summative** - This provides a picture of the overall achievement of a student at the end of a particular topic /grade level/stage. It allows teachers to make overall judgments based upon evidence gathered through formative assessments over an extended period of learning.

The purpose of the formative and summative assessments:

- The diagnostic evaluation that is based on knowing the student's achievements, and the teacher uses the result of this evaluation to plan his/her lessons and the way he/ she works in the classroom. Sometimes the teacher might have one to one meeting with the parents.
- Evaluation through projects and researches that students are required to complete, either individually or collectively, and they are held accountable for their explanation and the way they are presented.
- Formative evaluation that the teacher evaluates during the education process with the aim of seeing the student's understanding of what is being explained. This in turn allows teachers to evaluate their progression with students "taste the food before you serve it."
- Report cards are issued four times a year, at the end of each quarter. 25% from the total mark of the whole year for each report, with the first and the third reports as check points. The first report is the Semester 1 Mid Term Report followed with End of Semester 1 Report. The same is repeated for the second semester.

Parent Teacher Meeting (PTM) will be held after each summative exam, to report and discuss each student's academic and emotional progress. In addition, parents are provided opportunities to communicate via informal meetings, MS Teams, emails, phone calls or whenever teachers or parents have concerns.

- The school provides extra support to students who are below expectations in Arabic, English or French, Science and Mathematics in order to work on filling the gaps that appear in the assessment, within school hours and after school hours at a rate of one hour per week for these subjects.



- As for the kindergarten students, the report cards are issued twice a year. At this stage Continuous assessments are done and feedback is shared with the parents. The continuous assessment depends on daily class observations, activities and one on one teacher student interaction.

Brief description of the types of assessments:

Diagnostic tests

Diagnostic test provides diagnostic information to ensure an appropriate program for students. Assessments should be valid, linked to defined standards and have reliability. H.A.S. will report results to the school community as appropriate and use them as a basis for dialogue between stakeholders.

Formative assessments

Formative assessment is applied on all students' levels starting from KG1, KG2, elementary, middle and high school as continuous daily assessment.

In addition to continuous and on-going assessment, teachers continue to modify their activities and directions with their students as part of day-to-day teaching. Formative assessment is also important for the teacher, as it would provide detailed feedback on the nature of the students' strengths and limitations. Essentially, the staff at H.A.S. are focusing on making the student a better judge of their own performance and then helping them develop strategies for improving it. Schools use a number of practices and instruments to support this, including:

- **Observational Assessment** - observing and noting a students' response to learning activities and unstructured situations, looking at the students' responses in the context of a specific learning task.
- **Questioning** - which enables a teacher to make a judgement about a students' degree of understanding.
- **Criterion referenced Assessment** - which measures a students' attainment against a list of skills or pieces of knowledge.
- **Formal Assessment** - where the students are asked to complete tests or a set of tasks or assignments which indicate his or her knowledge or approach to learning.

If students are absent on the day of the quiz without a valid medical certificate, they will receive a zero for that quiz and no retest will be given.

Summative Assessments

Summative assessments are used at the end of a unit, area of learning within a unit, or semester to determine what each student has achieved and learnt. The application of knowledge and skills over time requires clear criteria of which students are aware and involved. When assessment criteria are related to clearly developed learning expectations in an assigned task, students are able to think carefully about what is being assessed and the kinds of evidence that need to be provided to show their understanding.

Summative assessment is applied on students from grades 1 to 12 as formal tests/exams. The end-of-semester exams for English and Math will cover all the topics studied throughout the Semester.



Additionally, the MAP reading assessment (Grades K-12), which are based on scientific research, will be administered thrice a year to determine student reading and mathematical development. Additional assistance will be provided through tutorials for those students needing individual instruction in the extended day programs.

The benchmark years for American schools are grades 3, 5, and 8 to assess student readiness to move from elementary to middle and finally to high school.

Reading Assessment Program

The goal of Hartford American School's is for all students to read on grade level by the end of the first grade, and to continually read on grade level throughout their academic careers and lives. Our program recommends for Grades KG through 5 to allot 90 minutes daily for reading instruction and practice in the classroom.

The program is research-based and requires every classroom to have literature and language-rich activities with the following critical components: phonological awareness, print awareness, alphabetic and orthographic awareness, comprehension strategies, and reading practice.

The Senior Leadership Team will monitor the implementation of the required direct systematic instruction on a regular basis to ensure continuity. Parental involvement component that encourages parents to participate in the instructional lessons at home is also essential.

High School Graduation Requirements

During the high school grades 9-12, our curriculum will work on qualifying the students to achieve all the required credits to obtain the High School Diploma as the students will be engaged in multiple graded tasks, projects, seminars, and term exams with cumulative score 100%.

By grade 12 the students should have covered 28 credits which will be as the following:

Subjects	Credits
English	4.0
Mathematics	4.0
Sciences	4.0
Social sciences	4.0
Arabic Language	4.0
Economics	2.0
Islamic Studies	2.0
ICT	2.0
Physical Education/ Yearbook	2.0
Total credits	28



GRADE POINT AVERAGE (GPA)

The GPA, or Grade Point Average, is a number that indicates how high you scored in your courses on average throughout the semester and year. Using a scale from 1.0 to 4.0, your GPA tracks your progress during your studies. This number is used to assess whether you meet the standards and expectations set by the degree program or University.

The chart depicts how much each letter grade is worth in number of points to GPA:

Grade	%age	Credit Points
A+	97%-100%	4
A	93%-96%	4
A-	90%-92%	3.67
B+	87%-89%	3.33
B	83%-86%	3
B-	80%-82%	2.67
C+	77%-79%	2.33
C	73%-76%	2
C-	70%-72%	1.67
D+	67%-69%	1.33
D	63%-66%	1
D-	60%-62%	0.67
F	Below 60%	0

Hartford's Assessment Standards/ Requirements

Formative & Summative Assessments	MAP Diagnostic	PSAT, SAT, ACT, IELTS, and TIMSS, PISA, PIRLS
All students will be assessed formatively on classroom work, assignments; student portfolios, presentations for projects, subject enrichment activities (SEA), teacher generated quizzes, and summative exams. Student report cards will be generated as a reporting mechanism to parents.	All students in grades 4 - 8 must show improvement on the Measurement of Academic Progress (MAP) diagnostic tests for math, reading, and language usage, which are administered once in the spring semester and once in the fall semester.	Students are recommended to take the following assessments at various times during the school year: A. US College Board Tests: PSAT, SAT, ACT. B. MOEHE - Evaluation Institute: TIMSS, PISA, PIRLS and other international tests



Each semester the school issues two reports, consisting of Mid-term Report and End of Semester Exam Report.

First Semester		Second Semester	
Daily /Weekly Assessment	10%	Daily /Weekly Assessment	10%
Home Work	10%	Home Work	10%
Class Participation	10%	Class Participation	10%
Project /Research	10%	Project /Research	10%
Mid Semester Exam	30%	Mid Semester Exam	30%
End of Semester Exam	30%	End of Semester Exam	30%
Total of First Semester	100%	Total of Second Semester	100%

25 percentage (25%) of the overall grade is assigned to each report, with the first and third reports acting as checkpoints. A parent teacher meeting will be held after each report to discuss a student's academic and emotional progress. Additionally, informal meetings such as Microsoft Teams meetings, email and phone calls are encouraged whenever teachers or parents have concerns.

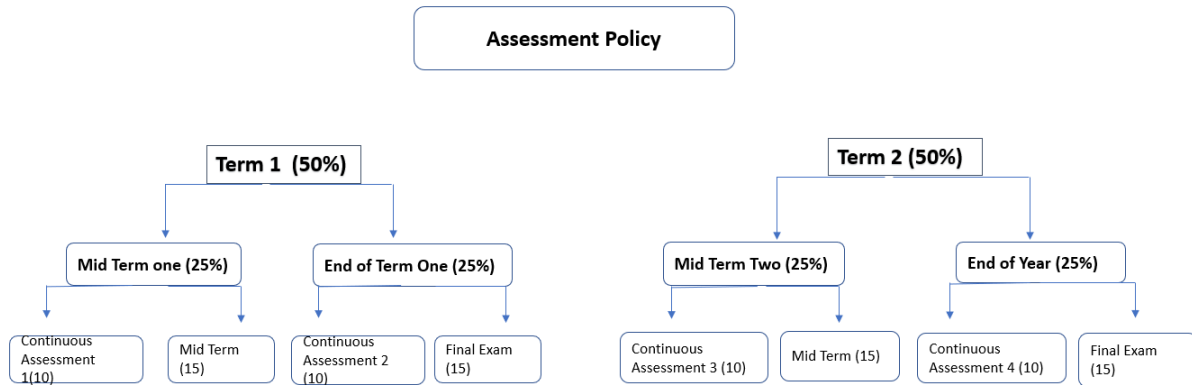
The school provides extra support to students who are below the standard in the subjects of Arabic, English or French, science and mathematics in order to work on filling the gaps that appear in the assessment, within school hours and after school hours for these subjects. Despite extra support and teacher assistance, if a student still cannot achieve a passing grade or improve learning attitudes, a meeting will be arranged with parents and administration to determine the best educational setting for the student.

Grading Scale Key

Grades 9-12	
Grading Scale Key	Achievement (%)
A+	97.0-100.0
A	93.0-96.9
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C +	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	0-59.9

Grade 1-8	
Grading Key	Scale Achievement (%)
A+	97.0-100.0
A	93.0-96.9
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C +	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	50.0-62.9
F	0-49.9

Term Wise Grade Distribution



Promotion Criteria

In order to be promoted to the next grade, the students from grades 1 to 8 should pass the formative and the summative assessments by the 50% of the total marks and grades 9-12 should pass by the 60% of the total mark of the subjects. If a student fails in three or more subjects, he/she will not be promoted to the next grade level.

Makeup Exam/ Test Criteria:

1. If the student can't reach the required percentage of the grade in one or two subjects he/she will sit for make-up exam.
2. After passing the make-up exam, a D- will be marked in the report card promoted to the next year.
3. INC - Incomplete is when a student has medical / support circumstances that shows they are behind with deadlines during the Semester but allows them to catch up with work at a later date.
4. Medical emergency- If the student has a medical emergency and has provided a valid medical certificate.



The makeup exam will be scheduled by the school administration and the students will be informed in advance.

Cheating in the Exam

If students are caught cheating during an exam, their parents will be notified, and the students will receive a zero in that particular subject.

Reporting of progress and monitoring of learning

Hartford American School will:

- Ensure that every student is making good progress and is appropriately challenged.
- Offer opportunities to guide and build on the student's successes.
- Promote excellent teaching and learning throughout the school.
- Contribute significantly to the creation of an atmosphere of open professional debate in the school.
- Ensure consistency of implementation of agreed policies throughout the school.
- Provide information to support self-evaluation, making judgments on the effectiveness of actions taken, based on their impact on the quality of the learning.
- Parents of students who are struggling academically or behaviorally will be called for a meeting to discuss the student's situation at the beginning of second semester. They will be asked to sign an agreement stating that if the student fails to improve in academics or behavior, the school administration reserves the right to take appropriate actions, including the possibility of expulsion.

Ensuring Learning Quality

Teachers, parents and communities usually use test scores to judge a student's academic strength and areas of improvement. Communities rely on these scores to evaluate the quality of educational system, but the truth is that no two children have the same way of thinking, growing, managing life, solving problems, nor possess the ability to express oneself.

Students have different goals, abilities to put enough effort and achievements and it manifests different ways. Skills such as teamwork, collaboration, and moral beliefs are not measured by typical tests, but are observed and witnessed over the years.

We measure the students learning through standards-based projects and assignments that require students to apply their knowledge and skills, such as designing a figure in the computer science labs or art lessons. Investigating and researching in sciences and math. Using clearly defined rubrics to facilitate a fair and consistent evaluation of students work. Teachers offer opportunities for students to benefit from the feedback of teachers, peers, and outside experts.



Assessment Features in H.A.S.:

Internal Assessments

Baseline Assessment- Entrance exams are conducted for potential students

Diagnostic tests

Formative Assessments:

- Quizzes
- Projects
- Subject Enrichment Activities (SEA)
- Assignments
- Homework

Summative Assessments:

- Midterm exams
- Semester end final exams

Rubrics have been created to guide the teachers to grade in-class and homework. The rubric consists of the components of Accuracy; Content and Legibility; Following Instructions; Effort and Assignment Completion. Teachers ensure that the students participate diligently in classwork and homework assignments. The rubrics are shared with the parents and students.

External Assessments

Harvard American School provides opportunities to students to sit for international exams. These are standardized tests given to students to assess their relative performance compared to other students in the country or other countries. It helps the students to know their areas of strength and areas where they need to improve.

a. SAT – Scholastic Assessment Test

The SAT is a globally recognized college admission test that is accepted at all U.S, UK, European, and Middle Eastern colleges. It measures the reading, writing, and math skills that students are learning in high school. Moreover, SAT scores help colleges interpret students' overall academic performance in relation to the national applicant pool, as well as meeting the Ministry of Education Graduation Requirements, by following testing institution which is College Board.

Measures Taken in School to prepare students to sit for SAT exam:

- H.A.S. English and Math Teachers for grades 11-12, meet once per week and cover a specific area of the SAT during each week of class.



- Teachers will adapt the course to best reflect student needs and performance, as well as students, learn new topics, strategies, and content in class, solidifying this knowledge through homework assignments, and then integrating this knowledge with a practice test.
- The course format allows students to spread out the work so that they understand it thoroughly before taking the actual exam.
- SAT materials used in classrooms vary, and they are expertly integrated into every class and are utilized for directed homework topics and practice tests.

Materials will be offered to students (Free of charge) from the College Board

Students will be regularly tested by providing them with the Practice exams before the actual exam HAS also conducts a Mock SAT exam to prepare the students for the actual exam. The results are shared with the students and parents.

The total score for SAT is 1600 – Math 800 and English 800. Students should at least get a total score of 800

b. PSAT – Preliminary SAT

PSAT is one of the best ways to prepare for the SAT, as it is the Preliminary SAT. The importance of this test is to familiarize the students with the SAT test questions and format. PSAT scores will highlight students' strengths and any areas of improvement that they need to work on before they take the actual SAT exam.

Measures taken in School to prepare the students to sit for PSAT:

- HAS English and Math Teachers for grades 9, meet once per week and cover a specific area of the PRE-SAT during classes.
- Teachers started to adapt the course to best reflect student needs and performance. As well as students will learn new topics, strategies, and content in class, solidifying this knowledge through homework assignments, and then integrating this knowledge with a practice test.
- The course format allows students to spread out the work so that they understand it thoroughly before taking the actual exam.
- Our PSAT materials used in classrooms vary and they are expertly integrated into every class and are utilized for directed homework topics and practice tests. Both Math and English Teachers will be responsible of offering our students all the necessary support to achieve better outcomes during the regular school hours. *It will be offered free of charge.*

H.A.S. also conducts mock PSAT to prepare the students for the actual PSAT exam. The results are shared with the students and parents.

The total score for PSAT is 1440. Math 720 and English 720. We urge the students to get a score of at least of 720.

c. PISA - Program for International Student Assessment

PISA is an international assessment of 15 years old students, conducted every three years, that measures how well students apply their knowledge and skills in solving problems in the subjects of science, mathematics, reading, and creative thinking. PISA presents problems that students are likely to encounter in the real world.



The teachers and students will be provided the syllabi for the subjects. The students will be provided the necessary materials/ practice to be prepared for the exam.

d. TIMSS - Trends in International Mathematics and Science Study

Since 1995, TIMSS has monitored trends in mathematics and science achievement every four years at the fourth and eighth-grade levels. The goal of TIMSS is to provide the best policy-relevant information to help improve mathematics and science teaching and learning. Part of the Field Test will include student, teacher, school questionnaires, and Early Learning Surveys by the parents.

How do we prepare the students for the TIMSS?

The teachers and students will be provided with the relevant materials for the subjects. The students will be engaged with interactive tasks and features that capitalize on the digital environment. For example, the students will create a range of data displays, move, and rotate objects on the screen to solve problems, and show their work with typed texts, equations, and freehand drawings.

Students will also be acquainted with Problem Solving in Inquiry tasks (PSIs). PSIs simulate real-world and laboratory situations to integrate and apply process skills and content knowledge to solve math problems and conduct scientific experiments and investigations. For example, students will design and carry out a virtual experiment to study plant growth.

The students will be guided to be prepared for the exam by providing the Assessment Frameworks and various questionnaires to enable them to practice. The assessment worksheets will be done during classes and as homework assignments for further practice. The parents and students may visit the websites mentioned above for more information and practice.

e. PIRLS – Progress in International Reading Literacy Study

PIRLS collects considerable background information from the assessed students, their parents, teachers, and school principals on how education systems provide educational opportunities to their students, as well as the factors that influence how students use these opportunities. Background data include information about national curriculum policies in reading; how the education system is organized to facilitate learning; students' home environment for learning; school climate and resources; and how instruction occurs in classrooms. Trend results across assessments permit countries to monitor the effectiveness of their educational systems in a global context.

PIRLS is recognized as the global standard for assessing trends in reading achievement in the fourth grade. Joining PIRLS is an opportunity to join a world-class assessment of reading comprehension which is recognized as providing valuable data for monitoring progress toward the Sustainable Development Goals.

f. MAP – Measure of Academic Progress

As part of student assessment, Harvard American School conducts a Measure of Academic Progress (MAP) assessment for both English and Math. The MAP assessment is used to determine the student's instructional level and skills mastery. MAP is given twice during the academic year to measure academic growth and

progress in the areas being assessed. The data from the student assessment results enables teachers to determine which research-based interventions they will use to target specific skills or learning gaps.

g. IELTS - International English Language Testing System

IELTS is conducted for people seeking educational and job opportunities in English-speaking countries so that their ability to overcome the linguistic gap and undertake communication efficiently in a foreign country can be assessed.

The ability to listen, read, write, and speak in English will be assessed during the test. IELTS is graded on a scale of 1-9. There is no pass or fail score in IELTS. The test results are reported in band scores from 1.0, the lowest, to 9.0, the highest, in half band increments. The students will receive an overall band score, as well as individual band scores for each test section - Listening, Reading, Writing, and Speaking.

Advanced Placement (AP)

H.A.S. offers AP for selected subjects in Gr12. Students have the option of choosing one or more AP subjects. Teachers will prepare the students for College Board exam by providing extra sessions and mock exams after the school hours.

Testing Components

Grades 1 to 5

A. English

Question Format
Unseen Comprehension (Reading Passage and Questions)
Writing
Grammar
Reading / Literature
Spelling & Vocabulary

B. Math, Science, Social Studies, ICT and Qatar History

Question Format
Multiple Choice Questions
Fill in the Blanks
Match the following/ Definitions
Short Answer Response
Long Answer Response
True or False
Diagram/ Map

C. Art, PE & Music

Subjects	Continuous Assessment Components				
ART	Design	Effort	Craftsmanship	Creativity	Participation
P.E.	Fitness	Focus	Movement & Motor Skills	Team Spirit	Flexibility & Agility
MUSIC	Rhythm	Confidence	Percussion Instrument	Syllabic Pattern	Over-all Performance



The Marking and Feedback Policy

The aim of this policy is to enable students to become reflective learners and assist them to narrow or close the gap between the current and desired performance. HAS believes that feedback needs to be constructive, focusing on success and improvement needs against the learning outcomes.

Purpose of Marking & Feedback

To help students understand the areas they have done well- To ensure students understand what they have done well and the reasons for it. This contributes in reinforcing good practices, boosts self-esteem and enhances learning.

To help students how to improve – To ensure students understand how to improve and what measure to be used for improving. This could be in the form of extra classes, extra assignments and will help the students to improve.

Teachers' assessment knowledge of each student – To ensure that the teachers have an action plan defining the next steps for students who need to improve and assessing the progress of their performance.

Evaluating the improvement / action plan– To ensure that the teachers follow up on the action plan and see visible improvement in the academic performance of the students.

The teachers should focus on ensuring that marking is meaningful, manageable and motivating. In order to achieve this the policy requires that

Feedback should:

- Be given to benefit the student by :
 - Addressing misconceptions
 - Consolidating skills
 - Deepening understanding
 - Providing opportunities to apply learning in new context
 - Reflecting learning
- Give recognition and appropriate praise for achievement
- Provide clear strategies for improvement
- Set targets for students

Types of feedback

Feedback can be provided in different ways as mentioned below:

- Live feedback within a lesson – This takes place throughout the lesson and is the most effective way of supporting students to make progress efficiently and accurately since the feedback is immediate, discussed and acted upon at the time of the lesson. This allows the teacher to check that each student is at correct level, misconceptions/ errors can be identified and addressed.
- Small group and one to one discussion post lesson – A discussion with a student or a small group of students proves beneficial in reinforcing the concepts.



- Written feedback – When verbal feedback cannot be provided, teachers provide written feedback in the assignments submitted by the students.
- Whole class feedback – Feedback is provided to the whole class to reinforce concepts, clear doubts and ensure that all the students are on the same page.
- Self-Marking – Students are given the opportunity to mark their own work and this helps them to reflect on the answers and mistakes done by them.
- Peer marking – Students are given the opportunity to mark the work of their peers and provide feedback to each other.

HAS Responsibility to Enhance the Students' Academic Performance

At HAS, our goal is to create and maintain a positive, supportive, and dynamic learning environment where all students feel both physically and emotionally safe. We aim to build the whole student's personality and to develop the moral and human values and the values of citizenship among the students, and we also align our expectations with the American system. We treat all our students, parents and staff with respect and equity.

We believe that:

To thrive in a social environment, a child requires clear and fair regulations to guide their interactions. Parents have an integral role in supporting the school by actively discussing this document with the children, signing commitment form, and reinforcing expectations beyond school grounds.

Expectations from Counselling and Student Affairs

The approach in the policy is holistic one and involves all members of the school community. The counsellors and the Student Affairs Coordinator are responsible for ensuring implementation by providing information sessions, guidance and advice. Also, these departments will be responsible for maintaining records and documentation pertaining to behavior for learning. This includes activities promoting empathy, giving, and well-being as well as sessions on life skills.

Expectations from Parents and Students

In order to achieve our goals in enhancing our students' academic performance parents and students have a major role such as attending the PTMs, following up with the weekly plan, responding to the teachers/supervisor's comments and feedback as we all work hand in hand to improve the educational level for all H.A.S. students.



HAS Student Life

As we are aiming to prepare a generation with academic excellence, students should get the full experience as H.A.S. student. Below we will show case some aspects of the students' life at HAS:

Students Council

Our Student Council is a representative structure for students only, through which they can become involved in the affairs of the school, working in partnership with school management, staff, and parents for the benefit of the school and its students.

The role of the student Council:

- Creating a positive school atmosphere.
- Allowing students to participate more fully in the school as a consultative body, providers of information and contributors to school policy.
- Supporting and including the student's views.
- Creating educational opportunities for students.
- Providing a better learning environment through the improvement of school conditions and facilities.
- Helping students to develop important life skills such as project and teamwork, problem-solving, communication and leadership skills, responsibility, and accountability.
- Developing a genuine partnership between the staff and students.
- Showing respect for the views of students.
- Raising awareness among the students of "bigger issues" such as poverty, environment, health and peer pressure.
- Establishing links with the local community.

For detailed information about the Student Council, you may refer to the school website.

The School Environment

Our expectation is that classrooms should be tidy and well organized as this has a positive impact on behavior. All of us should be proud of our interesting, well-resourced school. It is the responsibility of staff and students alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Students are expected to walk quietly around the campus at all the times. Students and staff should be keen to hold doors open for others showing politeness and consideration for others.

The Cafeteria Hall

The school has a Cafeteria dedicated for the students. Healthy food is available in the cafeteria during break time. Students are responsible for cleaning up all their food and trash within the designated eating areas.



Students are not allowed to take their break inside the classroom. At HAS we promote healthy food for a healthy mind. Please ensure that children carry healthy food to school. Fizzy drinks, chips, chewing gum, chocolate and fast food are strictly prohibited.

Students should line up quietly, be polite when receiving their meal and follow any directions of the staff in charge. After the meal Students should clear their eating area. Leave the eating area quietly and walk to playground or classroom.

Adequate supervision will be provided in the canteen/cafeteria to ensure student safety, maintain order, and address any issues that may arise.

Regular monitoring and evaluation of the canteen/cafeteria operations will be conducted to assess compliance with the policy, solicit feedback from students and staff, and make necessary improvements. Discipline actions will be initiated if any chaos is caused by students.

The Playground

Students are expected to respect the authority of the staff on duty in the same way that they would with the teaching staff. All students should feel safe outside and must be made aware of the playground rules and the importance of informing a duty in charge if they have been hurt, being bullied or harassed. The duty in charge is responsible for ensuring that a good range of play equipment is available for the children, that they are safe, that the playground rules are being adhered to and that any incidents are being properly dealt within the restorative framework. Any serious behavior incidents should be reported to the Social Worker for further investigation.

Transportation Service

At HAS, our priority is the safety of the children in our care and we strive to provide a friendly and caring environment designed to remove any stress and concern; we ensure that your children are safely transported from home to school and back.

Parents are responsible for making alternate transportation arrangements for their child(ren) when they are late for the bus. This applies to mornings, dismissal times, and after-school activities.

Parents are to wait at the bus stops each afternoon to receive their child(ren). Parents are responsible for the safety and security of their child(ren) once the child exits the bus.

If there is a change in home address, parents shall contact +974 77994100 and inform the school registrar, so that the child can be placed on the appropriate bus route (if there is space available). Notice should be given at least one week in advance to ensure proper arrangements can be made by the school for the student to have a spot on a bus.

H.A.S. doesn't allow students to switch buses. Parents must inform the supervisor in charge of your child's bus, if you want to take him/her from school in the morning or afternoon.



For the safety of our children below there is the list of the recommended/not recommended behaviours:

Must	Must Not
Respect other passengers and their possessions.	Speak to or distract the driver unless there is an emergency.
Follow the bus assistant's directions without argument.	Eat, drink in the bus.
Where necessary, allow other passengers to disembark before attempting to board the bus.	Use foul or abusive language on the bus.
Fasten their seatbelt at all times.	Bully, fight, spit or display aggressive behaviour. Throw items or damage the inside or outside of the bus.
	Block the aisle or seats during the journey.

In case of violating the list above, the school administration will assess the situation and will act accordingly. If the student continues to violate the rules of the bus it may lead to revoking his/her bus pass and will not be registered for the bus service for the upcoming semester.

Lost and Found Items

There is a designated place in every section for students to retrieve the items that have been lost by them. It is the responsibility of the parents to ensure that their child(ren) do not carry expensive belonging to school. The school will not be responsible for any loss or damage to such items in the school premises.

Library

The school has a well-stocked library, with a collection of books and resources, covering both fiction and nonfiction, reference books and magazines. Our collection of books is updated regularly, and students are encouraged to make full use of this facility to develop a love for books from an early age.

University Fair

Representatives from various universities showcase their majors and programs. This gives an opportunity to our high school students to get an idea on the options available.

Academic Counselor

Academic Counselor works to improve student outcome and maximize student success. Academic Counselor caters to the requirements of high school students. He/She guides and mentors high school students to choose their subjects, plan out their career, how to boost grades, apply to universities, prepare transcripts and recommendation letters.



The role of Academic Counselor:

- Provide courses suitable for students and in line with college/university requirements.
- Guide and mentor students and parents.
- Help students make educational and career decisions.
- Provide advice on course selection.
- Understand and prepare the graduation requirements
- Prepare and analyze transcripts.
- Liaise with the College Counselor and help students apply to universities.

College Counselor

The school has a dedicated College Counselor who provides insights into the University application timelines, shares strategies for successfully applying to both local and international universities and offers guidance on pursuing scholarships. The College Counselor maps the career aptitude of the students and guides them accordingly. He/She also guides the students on the international exams like SAT, ACT, IELTS, TOEFL, etc. Plans career fairs, career talks, summer and winter camps to international and local universities.

Career Program

We at HAS aim to achieve the following through our career provision:

1. To plan and provide a stable career program for our learners that is understood by the school community.
2. To provide students with relevant information pertaining to the labour market.
3. To appreciate the diverse backgrounds and educational aspirations within our school.
4. To link curriculum learning to careers, subject teachers consistently highlight the connection between subjects or topics and career paths.
5. To create opportunities for students to encounter employers and employees through school visits and career events.
6. To support students in obtaining work experience placements depending on local opportunities.
7. To provide opportunities for students to encounter further and higher education through university fairs, university visits, company visits, conferences, and other events.
8. To provide career guidance and support with university applications.

Activities for students include:

Introduction to Unifrog

What is a career?

What are skills?

What makes a great leader?

Interest quiz

Top 10 in-demand future careers



Updating your CV

International exams preparation

Useful Career Links

Start- Information for students and parents on IGCSE subjects and career pathways.

- <https://careers.startprofile.com/page/home-page>

Talking Futures- Resources to help parents develop career conversations with their children.

- <https://www.talkingfutures.org.uk/>

My world of work- Explore different types of careers within different industries.

- <https://www.myworldofwork.co.uk/my-career-options/job-categories>

Times Higher Education- World University ranking by region or courses.

- [https://www.timeshighereducation.com/world-university-rankings/2022#!/page/0/length/25/sort by/rank/sort_order/asc/cols/stats](https://www.timeshighereducation.com/world-university-rankings/2022#!/page/0/length/25/sort%20by/rank/sort_order/asc/cols/stats)

Extra-Curricular Activities

In School Activities

The school arranges in school activities for all students. This is to give importance to the overall development of the students. Parents will be informed in advance.

Subjects Fairs

Subject related fairs are conducted which give an opportunity to the students to showcase their talents and creativity.

Field Trips

Students get the opportunity to go out on educational and fun trips every semester. The Teachers arrange and supervise the conduct of such outings only after having made adequate arrangements and precautions. The details about the venue, time, contact number of the supervisors and other vital information about the trip will be shared with the parents. Prior that a written permission from the parents is secured, however, the Parents reserve the right whether or not to send their children for such outings.

Parties, Treats and Gifts

While we do not prohibit birthday celebrations at our school, we would like to introduce a revised procedure to ensure the smooth flow of activities and minimize disruptions. Please adhere to the following guidelines when a parent wishes to celebrate their child's birthday:

- a. **Permission:** The parent should seek permission from the Head of the Department prior to organizing the celebration.
- b. **Timing:** The parent should arrive at the school 10-15 minutes before the end of the day to distribute the birthday giveaways.
- c. **Giveaways:** The giveaways should be provided in bags, whether it's a cake, candy, or toys. It is important to ensure that the giveaways are not opened on campus.
- d. **Guardian's Decision:** The guardian of the student will have the final say on whether the student can consume the distributed items or not.



School Clinic

This policy outlines the guidelines and procedures for the operation of the school clinic. The clinic aims to provide a safe and supportive environment for students' health needs, promote well-being and ensure timely and appropriate medical assistance during school hours. The policy aims to uphold the highest standards of care, confidentiality and professionalism.

Clinic Staff and Qualifications

- The school clinic will be staffed by qualified healthcare professionals, such as registered nurses or licensed practical nurses, trained in first aid and emergency response.
- The clinic staff will maintain a valid license or certification as required by local regulatory bodies.

Clinic Hours and Accessibility

- The school clinic will be open during regular school hours to attend to students' medical needs.
- The clinic staff will establish and communicate clear procedure for accessing the clinic during school hours.

Medical Records and Confidentiality

- The clinic staff will maintain accurate and up-to-date records for each student, ensuring that confidentiality of all personal health information.
- Only authorized clinic staff and school administrators will have access to student medical records, following applicable privacy laws and regulations.
- Consent from parents or guardians will be obtained before any sharing of medical information with external parties, except in cases of emergency or legal requirements.

Health Emergencies

- The clinic staff will be trained in emergency response procedures and will be equipped with necessary medical supplies to handle common medical emergencies.
- In the event of a medical emergency, the clinic staff will follow established protocols, including notifying parents or guardians, contacting emergency medical services, and administering appropriate first aid until professional help arrives.
- The school will maintain emergency contact information for each student, updated annually and readily accessible to authorized staff members.

First Aid

If a student receives first aid treatment at school, he/she will be issued a School Clinic Form detailing the injury and treatment received. The nurse will advise parents to seek further medical advice if they have any concerns after receiving first aid treatment at school. First aid boxes are located throughout the school. It is the school Nurse's responsibility to check and replenish the boxes.



Medication Administration

Medication will be administered by the school nurse in emergencies. If medication is requested by the pupil or a parent, the school Nurse will follow a strict protocol.

- Signed/ Verbal permission to be obtained by the parent or guardian (telephone permission is acceptable).
- The nurse will ask the student / parent if any medication has been taken within the last 24 hours.
- All information will be filled up in on the School Clinic form and a copy sent home to parents.
- All medication given requires a signature from the parent and the school nurse.
- If a student requires their own prescribed medication in school for any reason, they must keep it in the nurse room.
- Clearly label the medication - students name, dose, date and number of times to be given.
- The parents must complete and sign a Medication Administration Form available at the Nurse's room.

Communication with Parents / Guardians

- The clinic staff will maintain open and regular communication with parents and guardians regarding their child's health concerns, medical needs and any incidents that occur within the clinic.
- Parents or guardians will be promptly informed of any significant health-related incidents or emergencies involving their child while at school.

Health Promotion and Education

- The clinic staff will actively participate in health promotion initiatives, such as organizing health education programs, promoting healthy lifestyles and providing resources on various health topics.
- The clinic will collaborate with teachers and other school staff to integrate health-related education into the curriculum, fostering a culture of well-being within the school community.

When should a student stay at home and will be sent home?

- Covid / Corona Virus.
- Influenza.
- Fever - with 37.5 high temperature.
- Any Communicable Diseases.
- Vomiting - Must not return to school for 48 hours after the last episode of vomiting, to prevent cross infection.
- Diarrhoea - Must not return to school for 48 hours after the last episode of Diarrhoea, to prevent cross infection.
- Impetigo - Children can return after 48 hours of starting treatment.
- Conjunctivitis - Children can return after 48 hours of starting treatment.
- Severe headache along with sensitivity to light.
- Unknown rashes.
- Hand, Foot and Mouth diseases can return after 7 days of starting treatment.



- Parent should be aware of their children's medical status before sending them to school.
- Any other reasons are the discretion of the school nurse.

Emergency Procedures for Injured or Serious Illness

When a student becomes seriously unwell or injured during school hours, the school nurse will be informed immediately.

- The school nurse will assess the environment to ensure safety for the injured / unwell student and by standers.
- The Nurse will carry out her medical assessment.
- If an ambulance is required, it will be called by the school nurse as soon as he/she has made that decision.
- The school nurse or a member of Administration will inform the parents or guardian, of the incident and inform them if an ambulance has been called.
- If an ambulance has been requested and the parents or guardian is not present, a member of staff will accompany the student to hospital and not the nurse.
- The nurse will stay with the injured/ill student until the ambulance arrives.
- The nurse will give a full medical hand over to the ambulance team.
- An incident report must be completed and kept as a reference.

Head Injuries

Children often bump their head; in most cases they have minor injuries and do not require any medical intervention. Very rarely children can suffer a serious head injury and do require medical assessment. If your child bumps their head during the school day H.A.S. will follow at strict Head Injury Procedure.

- All children that have bumped their head must be assessed by the school nurse in the first instance.
- The nurse will carry out her professional observations.
- The observations will be repeated after 30 minutes.
- If the nurse has no concerns about the child's health, she will inform the parents of the injury and observations carried out and will redeem them fit to return to class with the parents or guardian permission.
- The student will be sent back with form - informing the teacher and parents of the injury and advised to observe the student. If there are any concerns from the teacher after the students has returned to class, they must be brought back to the nurse immediately for further observations.
- If the nurse is concerned after making her assessment, she will inform the parent and ask for the student to be seen by specialist.
- All head injuries assessments are recorded and a first aid report clearly reporting a head injury is sent home with parents.

Head Lice

Head lice are very common especially in Primary schools; please report a head lice outbreak in your family as soon as possible to the school nurse. When the nurse receives a report of head lice she will issue a head lice letter to all the parents in that class. The letter will inform the parents there has been an outbreak of head lice and request all parents to check their Child's hair to prevent lice from spreading. The school nurse



will also send out an up-to-date information sheet explaining what lice are, how they can be treated and how to prevent them in the future.

Exclude your child from attendance at school until treatment is completed for **5 days** in case of severe infestation with a medicated head lice product (either over the counter or prescription). Any child found to have head lice lice/Nits, during a routine hygiene check the child will immediately be isolated and sent home. The child then can come to the school only after complete treatment.

Hygiene Control and Cross Infection Guidelines

It is important all staff and outside providers follow correct cross infection & hygiene guidelines to ensure a safe environment for all pupils and staff. Schools are at a higher risk of cross infection due to the population and time spent at school. We can't stop cross infection; however, we can educate all pupils and staff to prevent or lower the risk. If you require more information on the 'schools hygiene control & cross infection procedure, please contact the school nurse.

Crutches and Wheelchair Use

Students are only allowed to use a wheelchair or crutches in school with a signed medical certificate. Students can only use the school elevator with permission from the school nurse. If it is agreed with the school nurse, she will issue the student with a dated 'elevator pass' (start and end date).

Nut-Free School

Owing to the number of students having allergies to nuts, H.A.S. has a strict **NO NUT POLICY**.

Students Health and Immunization

Monitoring and Inspection:

Growth monitoring of students, recording and reporting annually according to MOPH.

Vision Screening:

Every year, there will be a vision screening for students. Vision screening serves to identify children who may otherwise have no outward symptoms of blurred vision or subtle ocular abnormalities that, if untreated, may lead to permanent vision loss or impaired academic performance in school. Furthermore, there is some evidence that myopia has increased among children during the pandemic. Personal prevention practices and environmental cleaning and disinfection are important principles to follow during vision screening, along with any additional guidelines from MOPH.

Individual Child Assessment:

There is direct link between a child's health and their ability to learn, therefore when you enroll your child we ask for information about your child's well-being. Health assessment form provided by the school upon enrollment should be filled and submitted. It is also important to tell us of any changes to your child's health. This information will be kept confidential.



Immunization:

It is Health Department regulation that records be kept of your child's immunization status. You will be asked to provide this before your child begins School. Any child who has not been immunized will be excluded from attending School in the event of an outbreak of a vaccine preventable disease.

Students Behavior Policy

Students Well-being and Safeguarding

To safeguard the students and to keep the environment safe, the following items are banned from HAS:

- toys, fireworks, matches, cigarette lighters, stink bombs, water pistols, skateboards, electronic games, gadgets, weapons of any kind, any smoking equipment. If a student brings these or similar items to school, they may be confiscated and kept in the Principal's Office until a meeting is held with Parents.
- Possession of a weapon or a facsimile of weapon will cause stern disciplinary action and will likely to result in immediate expulsion.
- Parents must advise/remind/inform their child or children to avoid running, fighting, climbing the fence, and/or touching any electrical wires.
- Students must not play outside the school gate at the end of the day.
- Students must wait for their transportation in a safe area.

Expectations for Students and Adult Conduct

We have expectations for the various areas within the school as well as for behavior during specific "Whole School" activities such as assemblies, and school trips, or any other functions where students represent the school.

HAS Social Workers

The social worker deals with students on an individual basis or in groups according to needs. She assesses students' situation and determines whether there is a need to refer parents to specialized organizations and outside services. These include referrals to evaluate special education and counselling services. She maintains the confidentiality and privacy of students' data when studying students' behavior. The social worker provides therapeutic plan for individual behavior based on reports received from specialists.

Reward System

At HAS, we use a wide range of strategies to promote good behavior and reduce the occurrence of any unwanted one. The positive reward varies between words of praise, friendly gestures and certificates of appreciation to students.

Reward System functions as follows:

- Certificate from administration praising their proper behavioral performance/ Star of the week.
- Weekly bonus represented in a free meal from the cafeteria.
- Voucher from the Principal.



Discipline Rules

We aim to provide a positive learning environment for all our students. Students should be aware of all school rules and expectations; thus, we will be monitoring students' behavior and we will not tolerate any misbehavior incident.

All students should abide to the following rules:

- **Students are not allowed to bring phones to the school premises. Only grades 9 -12 students are permitted to bring their phones. Mobile phones and electronic devices must be submitted to the Supervisors at the beginning of the day.**
- **Students are not allowed to use phones or take photos/videos inside school premises. (Penalty fee might apply).**
- **Students should respect the school timing and be inside the classroom by 7:15 a.m., as it will be counted "Late" after the mentioned time. Any late student will not be allowed to interrupt the class and will not attend the first lesson.**
- Take responsibility for their behavior, learning, and choices.
- Use appropriate language and speak politely to others, no racist remarks.
- Respect that all students have the right to learn without disruption in a safe environment.
- Respect all students, teachers, and all school staff no matter what nationality, religion, gender or color they are.
- Not to Bully others since Bullying will not be tolerated in our school.
- Not to discuss any inappropriate subjects that are not allowed (Politics – Sexual subjects).
- **The school management confirms that it is not acceptable to bring any prohibited substances that would threaten the safety of the students, such as (smoking materials, energy drinks, and sharp tools). If a Student is found smoking any dangerous substance, the student will be remove from the school's roll immediately.**
- Disturbing the classroom is totally unacceptable, the school will take deterrent measures as it deems appropriate.
- It is absolutely unacceptable for students to buy and sell items in the school Campus.
- During the school breaks and after school hours, school external buildings are out of bounds to students, students must stay in the playground or in the cafeteria area with the assigned supervisors.
- **No student is authorized to linger in or sit or pass through the administration or reception section during or after the school day.**
- No boys are allowed at any time in the area restricted for girls and vice versa.
- Middle school and high school students are not allowed to pass through KG and grades 1-4 areas during anytime.
- Adhere to correct school uniform at all times.
- Tattoos are not permitted.
- Students should refrain from wearing excessive or unconventional accessories.
- Unusual or extreme hairstyles, including but not limited to unnatural hair colors, are not allowed.
- Make up is not allowed.
- Long, colored, or decorated nails are not allowed.
- Fast food, Cola and other sugary drinks & smelly foods (e.g., fish, chips, strong-smelling snacks) are not

allowed.

- Make sure to bring water bottles made of stainless steel or BPA- free plastic. Plastic and glass bottles are not allowed.
- Only plain, closed-toe shoes are allowed at school. Colorful shoes, crocs, sandals, and slippers are not permitted.

Bullying

Bullying is the use of power to make the life of another person miserable. Example of Bullying are persistent name-calling or taunting, spreading rumors or making racist remarks about a student, verbal or physical abuse. The school does not tolerate bullying at school, or cyber bullying of classmates during or after school hours. All instances of Bullying and cyber bullying must be reported to the social worker. At HAS we follow a strict Anti-Bullying policy, where we expect the student to:

- Respect others and contribute to the school's efforts to establish a safe and collaborative environment characterized by integrity and mutual respect.
- Abide by the school's polices and values.
- Display a spirit of sportsmanship during activities.
- Take care of the school and its contents and maintaining the cleanliness of all its facilities.
- Wear School uniform all the time.
- Work to develop their own skills and knowledge and benefit from school programs to the full extent.
- Abide by school security and safety systems and procedures at the school.

Different Levels of Unaccepted Behavior

The school has a clear code of conduct that describes expectations, violations and all related sanctions and violations are divided into levels ranging from minor to very serious.

Based on the Ministry of Education and Higher Education behavior policy, any behavior listed below is unacceptable on school campus.

Procedures for Dealing with Unacceptable Behavior

It is the teacher's responsibility to monitor the student's behavior and to intervene if this specific behavior may cause concern during the classroom and record this violation.

Level one	Level two	Level three	Level four
<ul style="list-style-type: none"> • Morning delay/ Late attendance • Causing chaos in the classroom and school (tampering with water - loud sound - tampering with 	<ul style="list-style-type: none"> • Skipping classes • Non-compliance with school uniforms • Non-compliance with bus rules and regulations • Use of mobile phones or watches that perform the same mobile phone services 	<ul style="list-style-type: none"> • Escaping from school during the school day • Destroying learning resources • Using foul or improper language with teachers or staff 	<ul style="list-style-type: none"> • Possession, use or promotion of drugs • Possession or abuse of contraband (cigarettes - Sweika) • Abuse of manners with teachers, administrators and workers by beating • Gathering to harm others.

<ul style="list-style-type: none"> devices - side talk with colleagues) Eating food or drinks during class without permission Continuous interruption of the teacher during explanation Sleeping in class 	<p>during classes which must be handed over to the supervisor before class</p> <ul style="list-style-type: none"> Bullying or racial discrimination Quarreling with colleagues and uttering inappropriate words Damage to the classroom and school environment Leaving the class or entering without permission Failure to do homework. Not bringing books or school supplies 	<ul style="list-style-type: none"> Possessing dangerous materials or toys inside the school (fireworks, colored gas sprays, etc.) Physical violence with damage Rejecting the administrative procedures issued against him/her Faking signature of guardian 	<ul style="list-style-type: none"> Possession or use of weapons or any sharp objects (knives, etc.) Bringing and publishing indecent material Improperly using of mobile phones Filming and posting photos inside and outside the school Imitating the opposite sex Sexual harassment - Bullying
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How does Hartford School address behavioral issues?

- Initially, if a student commits a breach for the first time, they will receive a verbal warning from the teacher. Subsequently, if the breach is repeated, a written behavioral report will be generated and forwarded to the guardian.
- If the student garners two behavioral reports, the parent will be requested to attend a meeting with the administrative coordinator to pledge to prevent the recurrence of such violations. Following this, a formal warning will be issued.
- Should the student continue to violate the school's behavioral expectations, they will face a one or several-day suspension, depending on the severity of the infraction.
- In the event that a student incurs two or more suspensions, a final warning indicating possible non-renewal of registration for the following year will be issued by the school administration.
- If a student accumulates five behavioral reports throughout the academic year, the school administration reserves the right to decline their registration for the subsequent academic year.

Disciplinary sanctions determined by Disciplinary Committee:

- Verbal warning with a record of the violation through the behavioral report.
- Written pledge from the student.
- Pulled out of class and get engaged in extra worksheets.
- Break/PE Detention.
- After school detention.
- Deprivation of a trip or participation in a public activity.
- Written pledge from the guardian.
- First and second warnings.
- Internal temporary suspension.
- External temporary separation.
- The days of suspension from school range from **1 day to 5 days** maximum.



- In case the student exhibits behaviors that disrupt the classes, the school has a right prevent the student from attending school until the guardian brings the necessary medical report that enables us to deal with his child properly.
- Expulsion from school. ***The school principal is the only member who can impose the penalty of permanent expulsion from the school after obtaining approval from the Ministry of Education and Higher Education and the need to officially notify the guardian.***

Sanctions will be determined by the school administration according to the incident.

Student Behavioral Discipline Committee

The members of the committee monitor the behavior of the students enrolled with it, and these members meet periodically to discuss each case and make decisions based on determining the optimal method of interventions.

1. School Principal
2. Heads of Departments
3. School Social Worker
4. Head of Supervisor
5. A member from the board of trustees.

Respect and Protect the School Property:

Students are provided with best of facilities to support their learning outcomes. It is the responsibility of all students to make effect use of school property and avoid damage of the same. Any damage caused to the school property will lead to administrative procedure for necessary action. Compensation to the loss will be implied as applicable.

Anti-Bullying Policy

Statement of Commitment:

- The school is committed to providing a safe, inclusive, and respectful learning environment for all students, free from bullying, harassment, and intimidation.
- The school acknowledges that every student has the right to learn and thrive in an atmosphere that promotes positive relationships, empathy, and mutual respect.

Definition of Bullying

- Bullying is defined as any repeated, deliberate, or hurtful behavior directed towards an individual or group with the intent to intimidate, hurt, or cause distress.
- Bullying can occur in various forms, including physical, verbal, social, emotional, or cyberbullying.

Prevention Strategies

- Parents-Students Handbook



The school will implement proactive measures to prevent bullying, including:

- Providing ongoing education and awareness programs on bullying prevention for students, staff, and parents/guardians.
- Promoting a positive school culture that values respect, empathy, and inclusivity.
- Encouraging open lines of communication among students, staff, and parents/guardians to report and address bullying incidents promptly.

Reporting and Response

- Students, staff, parents/guardians, and community members are encouraged to report any incidents of bullying to a designated staff member or through a confidential reporting mechanism.
- Reports of bullying will be taken seriously and addressed promptly, ensuring the safety and well-being of the individuals involved.
- Anonymous reports of bullying will also be investigated to the extent possible, while respecting the rights and privacy of all individuals involved.

Investigation and Intervention

- All reports of bullying will be thoroughly and impartially investigated by trained staff members.
- Support will be provided to the victim, as well as the individuals involved in the bullying incident.
- Appropriate disciplinary measures will be taken based on the severity and nature of the incident, in accordance with the school's behavior policy.

Support and Follow-Up

- Victims of bullying will receive support services to address their emotional and physical well-being.
- Students who engage in bullying behavior will be provided with interventions, counseling, and educational programs to promote understanding, empathy, and positive behavior change.
- Follow-up actions will be taken to monitor the effectiveness of interventions and ensure the safety of the victim and the school community.

Awareness and Education

- The school will conduct regular educational programs and initiatives to raise awareness about bullying, its impact, and strategies for prevention.
- Staff, students, and parents/guardians will be provided with resources, training, and guidance on recognizing, reporting, and addressing bullying incidents effectively.

Collaboration and Community Involvement

- The school will collaborate with parents/guardians, community organizations, and relevant stakeholders to promote a comprehensive and community-wide approach to bullying prevention.
- Community involvement, guest speakers, and partnerships will be encouraged to enhance the effectiveness of bullying prevention efforts.



Confidentiality and Non-Retaliation

- All reports of bullying and subsequent investigations will be treated confidentially to the extent possible, respecting the privacy of individuals involved.
- The school will enforce a strict policy against retaliation, ensuring that individuals who report bullying or provide information will not be subjected to any form of retaliation.

School Child Protection Policy

The Importance and Logic of Policy:

At H.A.S., staff and management are committed to protecting our students. We recognize that all members of the school community have a role to play in promoting a safe and stimulating environment in order to achieve our goals of physical, intellectual, social, and emotional well-being and the health of students.

Child protection policy should be read in line with other TIDE policies such as:

- Monitoring and evaluation policy
- Employment policy
- Health and safety policy
- Crisis and emergency response policy
- Field trip policy
- Behavioral control policy
- Complaints policy
- ICT and Internet policy
- Attendance policy and late arrival
- Supervision policy
- Food policy

Policy Objectives:

The main objectives of this policy are:

- Create a safe working environment in which students feel safe and supported to learn to reach their best abilities.
- Ensure that all staff are fully aware of their responsibilities in protecting our students as well as the professional codes of conduct of staff.
- Practice clear recruitment procedures that include good conduct and good conduct screening to ensure that staff are fit to work with children.
- Raising the level of understanding and guidance of all members of the school community with regard to child protection and protection issues.
- Implement procedures to monitor, identify and report any concerns and ensure that all members of the school community are aware of these procedures.



- Encourage joint curriculum activities that help children develop skills to protect themselves from any form of abuse such as violence and bullying.
- Follow clearly defined procedures for registering and responding to any complaints, noting any form of ill-treatment.

Procedures:

1. Administrative care:

- The school's management will ensure that qualified social worker is provided with care for our students.
- The social worker will monitor and review the implementation of child protection and policies in reading and proposing improvements or additions where appropriate.
- The Social worker /specialists act as role models so that students, parents, and staff feel comfortable discussing matters related to student protection with them.
- The social worker must have a good knowledge of child protection policies and guidelines provided by the Ministry of Education or any other relevant government body.
- The social worker will keep up-to-date and speedy records of all documents relating to child protection and confidentiality concerns.
- The social worker immediately informs the Principal if any complaints or concerns relating to the safety of the child are reported or ill-treated in any way by any member of the school community; the Principal appoints the investigation team if necessary and a confidential investigation report will be prepared by the designated person/persons.
- The Social worker will organize activities and workshops for staff, students, and parents to raise awareness of child protection.
- The social worker builds links with external organizations related to the protection and safety of children and helps parents and schools in the event of a referral to any organization within the scope of the child protection policy.
- The senior leadership team is also expected to play a role in implementing child protection policies in reading and advising employees, students, or parents where appropriate.

2. Attendance, late arrival, or collection:

All staff at H.A.S. is required to follow the attendance, late arrival, and student assembly policy. The class teachers and social worker are required to monitor attendance and contact parents in case there is a concern.

3. Measures to protect students on campus:

- All staff members is expected to follow the Staff Code of Conduct at H.A.S., This is also included induction program at the beginning of academic year, and staff is constantly reminded of their duties and responsibilities in this context through memos and staff meetings.
- Lists of shifts and adult supervision are prepared at all times.
- All members of the school community are informed of the conduct policy, which is implemented at all times to ensure the safety of students and in the event of any violation of the conduct policy, immediate action is taken.



- All other school policies related to student safety such as health and safety, crisis response, field trips, playground supervision, food, and information technology policy are implemented at all times.
- The school gates are confirmed to be closed during school hours and monitored by security guards when students arrive and exit times.
- Bus passengers are monitored on arrival and departure and absence from the bus is reported directly by the supervisor.
- All school districts, classrooms, playgrounds, and halls are monitored through monitors.
- Visitors must log in to the visitors' log book at reception and are provided with a visitor's card if they need to enter the school building. The staff member accompanies visitors if they need to go to the school building during teaching hours.
- Students are not allowed to leave during school hours without an exit card and are only allowed to be accompanied by parents or any authorized person. Early check-out is recorded and monitored by management staff.
- Parents are not allowed to communicate with any other students on campus.
- The principal must agree to parents' request for class visits and parents can attend classes after an appointment has been made by the department.
- Employees are not allowed to disclose the names or contact statements of any other students to parents.
- In the event of any disputes between more than one student, a separate meeting date must be given to the parents.
- The school has a health and safety team that ensures a safe school environment at all times and any necessary repairs or maintenance are dealt with by the business manager.
- All student trips require the approval of the Ministry of Education, students are not allowed to go on a trip without the written permission of their parents, and employees are not allowed to take any student with them on their transportation. The field trip policy must be implemented to ensure the safety of students.
- Firefighting exercises are conducted regularly and the school ensures that a sufficient number of staff receive first aid training.
- A qualified nurse is present in the school building at all times, conducting regular hygiene tests and parent alerts and/or school management where necessary.

4. Raising anxiety:

- Staff are advised to be aware of the fact that any child can be abused, and therefore his or her responsibility must be taken care of through established procedures. Child abuse can be physical, verbal, emotional, sexual, or negligent. Some indicators include:
 - Unexplained injuries, such as bruises, fractures, or burns
 - Unexplained or sudden changes in behavior - such as aggression, anger, hostility, or changes in school performance.
 - Depression, withdrawal from friends or usual activities.
 - Anxiety or sudden loss of self-confidence.
 - Frequent absence from school or reluctance to return home.
 - Explicit sexual behavior, inappropriate awareness, or attempted inappropriate sexual intercourse with other children.



- Sudden weight loss or increase.
- Signs of self-harm.
- Poor growth or weight gain.
- Lack of cleanliness.
- Eat other students' meals without permission, eat inappropriate meals or not eat at all.
- Lack of attention to medical, psychological, dental problems, or lack of follow-up care.
- Seek the sympathy of other.
- Staff needs to alert social workers if any of the above signs are observed by any student.
- The social worker will notify the Principal and act in accordance with her advice. Confidential investigations of such cases must be conducted by all relevant staff.

5. Abuse against employees:

If the school administration receives any complaint against an employee in relation to child abuse, the complaint procedure guidelines must be followed and the relevant staff will be formally notified and will be prevented from contacting this student or his or her parents during the investigation.

If the complaint is filed and confirmed, HR and School's Senior Leadership Team will be notified and actions will be taken in accordance with Qatar's labor law. Parents are informed of the school's decision on this complaint.

Parents Conduct Towards Staff

H.A.S. actively encourages to partner with Parents/Guardians. H.A.S. knows that the students will benefit if the school and the parents are in sync with each other. The H.A.S. staff are willing to listen to parents concerns and are keen to resolve them. H.A.S. seeks to address concerns and resolve matters in an amicable manner and maintain cordial relationship.

The School fosters one of their key values- RESPECT, therefore rude, aggressive and abusive behavior towards any staff member will not be tolerated. If such behavior occurs, the school has laid down the following procedures:

Types of Unacceptable Behavior

Types of behavior that are considered serious and unacceptable and which will not be tolerated in relation to members of staff, include but are not limited to:

1. Shouting, either in person or over the telephone.
2. Swearing, either in person or over the telephone.
3. Emails which are sarcastic, combative or aggressive in tone and language.
4. Constant emails and/or phone calls which amount to threat, harassment and intimidation, despite the school's best efforts to address a situation.
5. Inappropriate electronic activity including publishing abusive or inappropriate content with regards to



the school, teachers or students on school portal like MS Teams or in any social networking websites such as Facebook, Instagram, Twitter or in Email communication.

6. Any form of physical violence, such as pushing or hitting.
7. Physically intimidation, e.g., standing unnecessarily close to her/him.
8. The use of rude or aggressive hand gestures, including shaking or holding a fist towards another person.
9. Allegations that turn out to be vexatious or malicious.

Procedure to be followed when behavior is unacceptable

1. Informal Complaint

- If a parent, guardian or visitor behaves in an unacceptable way towards a member of the school, the School Principal and/or appropriate senior staff will seek to resolve the situation through discussion and mediation. Records will be kept.
- Such discussion will highlight how the behavior of the parent/guardian did not meet the school's expectations and a request will be made that future communications with the school are modified in the light of this.
- A letter will normally be sent to the parent/guardian to confirm this request. Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints. Concerns ought to be handled, if at all possible, without the need for formal procedures and in the spirit of shared respect and willingness to find a mutually acceptable resolution. The requirement to have a formal complaints procedure need not in any way undermine efforts to resolve the concern informally.

2. Formal Complaint

Following any interaction with a parent/guardian or visitor, a member of staff does retain the right to submit a formal complaint about the incident to the School Principal.

- Should such a formal complaint be made, then the School Principal or designated member of the Senior Leadership Team will investigate the complaint, by speaking with the parent/guardian and the member of staff. Records will be kept.
- During the investigation, any contact with the school will be through a designated member of staff and by prior appointment only.
- The Parent/ Guardian will be informed of the outcome of the investigation by a letter.
- The School Principal will determine any action to be taken in response to the findings of the investigation.

Actions that could follow such an investigation:

Following the completion of the investigation, the Principal, or member of the school's senior leadership team in their absence, will decide the level of action to be taken.

- A request to meet with the Principal to discuss events
- A letter clarifying to the parent/guardian what is considered acceptable behavior by the school.
- The designation of one member of staff to act as the conduit for communication between the parent/guardian and the school.



- As a last resort, withdrawing permission for the parent/guardian to enter the school site and/or buildings without prior appointment

Removal from school:

Parents/Guardians/visitors who have had permission to enter the school premises withdrawn and continue to cause a nuisance, will be deemed to have committed offence. They will be considered as trespassers.

- In these circumstances, the individual(s) may be removed from the school grounds.
- This may be carried out by a police officer or person authorized by the school. Legal proceedings may be brought against the individual(s) in this situation.

De-registration

If the parent/ guardian continues to exhibit unacceptable behavior, the school reserves the right not to register his/her ward for the next academic year. The school will provide the supporting documents to the Ministry of Education & Higher Education (MoEHE).

The school administration has the right to take the appropriate action while dealing with any incident.

Code of Ethics Issued by Ministry of Education & Higher Education

CODE OF ETHICS FOR STUDENTS:

Article 16: Ethical responsibilities of students towards school

- Adhere to positive behaviors and deal with everyone in a kind and respectful manner.
- Comply with school's rules and regulations.
- Interact positively with other classmates during school time.
- Preserve school property and facilities.

CODE OF ETHICS FOR PARENTS:

Article 17: Ethical responsibilities of parents towards school

- Spread awareness amongst their children of the importance of education and respect those in-charge of the educational process.
- Show positive manner and behavior and deal respectfully with other school staff.
- Wear a decent and appropriate outfit while visiting the school.
- Never abuse your position or your social status to influence school's decisions.

Note: School Rules, Regulations & Policies are subject to change constantly as per the Directives of the Management and to be in accordance with the local guidelines issued by the Ministry of Education and Higher Education.