



مدرسة هارتفورد الأمريكية
HARTFORD AMERICAN SCHOOL

Parent-Student Handbook

AY 2026 -2027

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School Directory

**Street 420, Building No. 18 Zone 50,
F-Ring Road
(Opposite to Al-Thumama Mall)
Doha, Qatar**

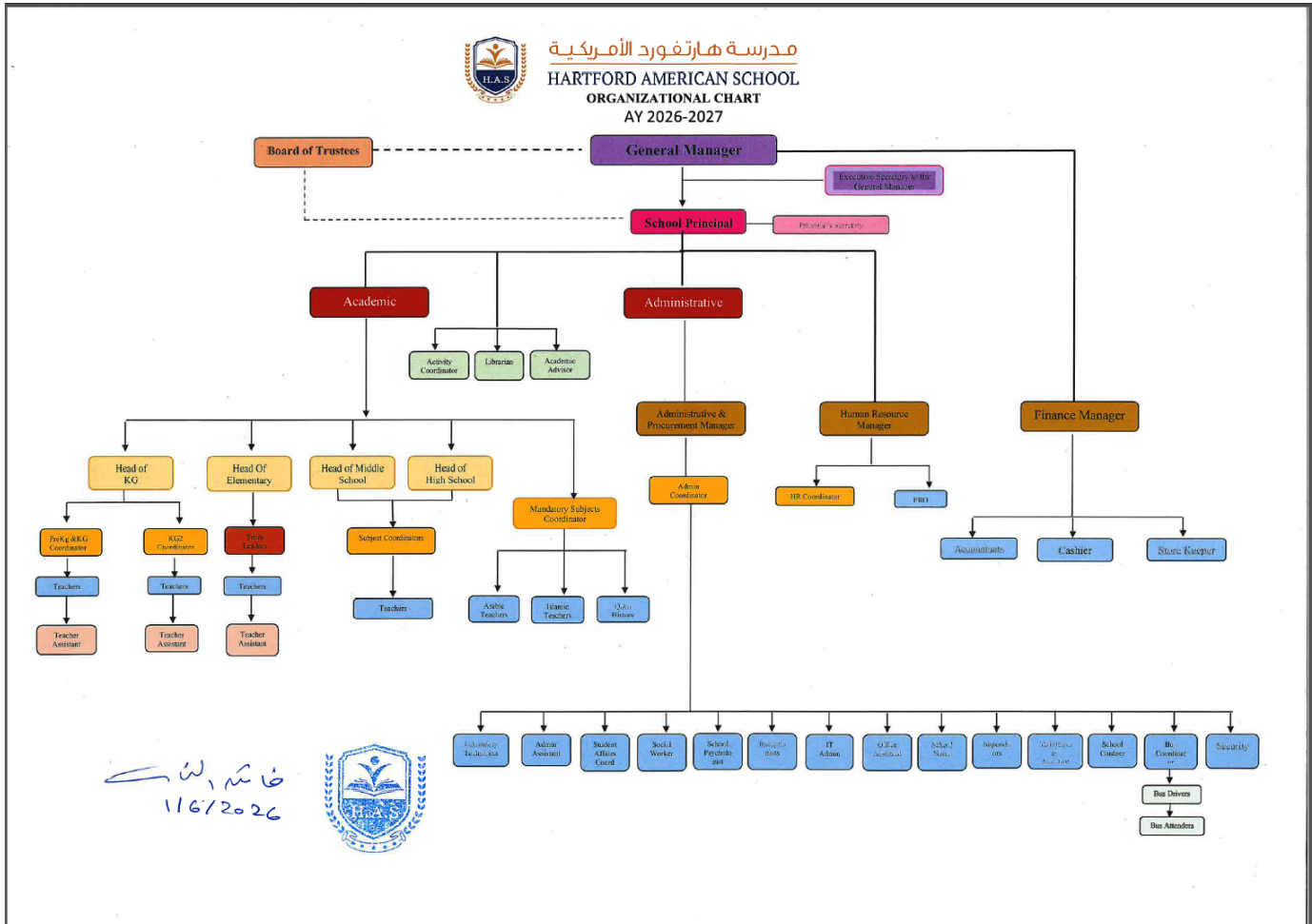
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Organizational Chart AY 2026-27



Board of Trustees (2025-2026)

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

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 them 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 Calendar



مدرسة هارتفورد الأمريكية

HARTFORD AMERICAN SCHOOL

2026-2027

Academic Year Calendar



August 26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

August	
23	Back to school for Staff AY (26-27)
24-27	Staff Orientation
27	KG Open Day
30	Student's First day (K.G's & Elementary)
31	Back to School For all Students
September	
15	Elementary parents's orientation
16	Middle School Parent's Orientation
17	High School Parent's Orientation
October	
13-21	Semester 1 Mid Term Exam
22	Holiday for Students
25-29	Mid Semester Break for school
November	
1	Back to School (Staff and students)
18	Parent Teacher Meeting 1
December	
8-16	Semester 1 Final Exam, Semester-1 Assessment for KG
20-31	Mid Year Break
January	
3	Mid Year Break (For Students)
3	Back to School (Staff PD Day)
4	Back to school For students
February	
9	National Sports Day
March	
7-11	Eid ul Fitr Holiday
14	Back to school(For staff and Students)
21-29	Semester-2 Mid Term Exam
31	Holiday for students (Long Weekend)
April	
1	Holiday for students (Long Weekend)
4	Back to School
20-29	Grade 12 Final Exam
28	Parent Teacher Meeting 2
May	
16-20	Eid -Al Adha Holiday
23	Back to School (Staff and Students)
23-31	Final Exam Grade 1 & 2
25-31	Final Assessment for KG
June	
9 - 17	End of Year Exam(3-11)
8	Orientation for High School
17	Last day for students
20-30	Working Days for Staff
30	Last day for Staff
22-Aug-27	Back to School For AY 27-28(Staff)
24-Aug-27	Make up Exam
29-Aug-27	Back to School For AY 27-28 (Students)

October 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 26						
Su	M	Tu	W	Th	F	Sa
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 27						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 27						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 27						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June 27						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Total Instruction Days=180

Updated on 4/6/2026



School Vision, Mission and General Educational Objectives

❖ School Vision

Hartford American School aspires to prepare a generation that excels academically, demonstrates leadership, embraces self-directed learning, and is open to cultural diversity, while maintaining its national identity.

❖ School Mission

To provide high quality education to students and society, foster well-being and build a generation that cares for the environment in partnerships with the community.

❖ 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 provide a safe, secure, respectful, and inclusive environment. At H.A.S while we embrace multi-culturalism and value students' diverse linguistic backgrounds, English is the language of instruction in all classes. Therefore, students are obliged to use English as primary language of communication in the school premises.

II. Academic Achievement

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

III. Personal Development

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

IV. Employer of Choice

We aim to provide our staff with a work culture and environment that attract and retain employees of the highest quality through our leadership style, employee engagement programs, and benefits.

V. Social Commitment

We aim to develop intercultural understanding by recognizing and celebrating the ethnic, religious, cultural, and linguistic diversity of our school community we promote these aspects as positive features, foster equality of opportunity and a sense of fairness.

VI. Cultural Enrichment

We aim to ensure that students can benefit from Qatar's culture, history, and aspirations for the future.

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 cancelation 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. (<https://hasqatar.com/>).

Fee Structure 2025-2026

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 attending 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 hours from Sunday to Thursday.**
- Pre-KG to KG-2 : 7:15am to 1:00pm
- Grades 1 to 4 : 7:15am to 1:30pm
- Grades 5 to 8 : 7:15am to 1:40pm
- Grades 9 to 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 eldest 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 1:40 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 Policy

Academic Year 2025–2026 Hartford American School

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
Kindergarten	7:15 am	1:00 pm
G1-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 use 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 هارتفورد الأمريكية HARTFORD AMERICAN SCHOOL Late Slip		WE ARE A CIS MEMBER SCHOOL
Date:	Arrival Time:	Grade: \ Sec:
Name:		
REASON:		
☐ Excused	☐ Unexcused	
Issued By	Supervisor Name \ Signature	

❖ Procedure for late arrivals:

- The school gate (6) closes at 7:15 am; late students cannot attend the first period.
- 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 watchlist and will be monitored until their attendance improves. The final decision will be made by the School Principal after reviewing the student's improvement in this 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 specific reason, the procedure below is must be followed:

- The student must obtain prior written permission from the Principal before leave is taken.
- Medical leave may only be taken for the period determined by his/her doctor, who must be a Registered Medical Practitioner, or a practitioner recognized by HMC. Any medical certificate issued by a non-recognized medical professional will not be accepted.
- A student may take pre-sanctioned leave for a family function. A maximum of three days of leave will be granted, excluding travel time for out-of-station trips.
- Short leave may be availed in case of an emergency during a working day. A written request for permission must be submitted and approved by the Principal.
- Students who are absent on the first or last day of the term, or who remain absent for seven consecutive days without permission, may have their names removed from the school register. Re-admission will only be granted if a vacancy exists and upon payment of the standard admission fee.
- A minimum of 75% attendance is mandatory for every student to qualify for assessments, examinations, awards, or reward systems. Attendance below 75% may also result in disciplinary action.
- No leave will be granted during the examination period.
- If a child is expected to be absent due to illness, injury, or any other reason, the parent/guardian must inform the school on the same morning via email (reception@hasqatar.com) or phone call (+974 5000 8366). If requested, the school will arrange for classwork to be sent home.

❖ 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	Parents will be notified through the K12-NET portal (daily notification).
2-4 Days	Parents will be notified through the K12-NET portal and will receive a follow-up call from the Supervisor/Student Affairs Coordinator.
5 Days or more	Parents will be notified via email from the Student Affairs Coordinator.
10 Days or more	Parents must meet with the administration and sign a warning letter.
15 unauthorized consecutive/ non-consecutive absent days	The case will be referred to Senior Leadership. Students will be placed on the De-Registration list and 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 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 (All Subjects)	Students will not be permitted to take the Mid-Semester 1 exams if their unexplained absences exceed seven school days , whether consecutive or non-consecutive, from the start of the academic year.
2.	Final Exams – First Semester (All Subjects)	Students will be prohibited from taking the First Semester Final Exams if their unexcused absences exceed ten school days since the beginning of the academic year.
3.	Mid-Semester 2 Exams (All Subjects)	Students will not be allowed to take the Mid-Semester 2 exams if their unexcused absences reach thirteen school days , whether consecutive or non-consecutive, from the start of the academic year.
4.	End-of-Second-Semester Exams (All Subjects)	Students will be strictly prohibited from taking the End-of-Second-Semester exams if their unexcused absences reach fifteen school days , consecutive or non-consecutive, since the commencement of the academic year.

If a student is absent on an exam day without a valid excuse and without prior notification from their guardian, they will lose the right to retake. The student may only sit for the second-round exam, and the maximum score attainable will be 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	Parent Informed
2-3	First Notification letter	Parent Informed
4.	First Warning letter	Meeting with Parent
5.	Second Warning letter	Meeting with Parent
6.	Student Sent Home	Meeting with Parent and signing of pledge.

❖ **Children Leaving School Early:**

- Any parent or guardian requesting to take their child from class should first report to the front administration office to discuss the matter and sign the early leave form. Once signed, the note is sent to the teacher, and the child may be released.
- For clarity, students marked as present during the morning registration cannot be marked absent in the afternoon; however, they will be recorded as leaving school early.
- To release students to a driver or nanny, the school must have written authorization from the parent or guardian.
- Parents are requested to avoid scheduling dental or medical appointments during school hours whenever possible.

❖ **Car Park:**

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

- Park only in designated areas.
- Do not leave any vehicle unattended unless it is in a designated parking space.
- Always maintain a slow and safe speed.
- Do not park or stop in the bus collection area.
- Be aware of and vigilant toward 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.

- 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 concern's 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.



Proof of Review and Approval

Policy Name : Attendance Policy(2025-2026)

Policy Review Date : Jun-2025

Effective Date : 31-AUG-2025

Version No. : 3

Next Review Due : May-2026

Approved Date : 31-AUG-2025

Approved By:

Name	Position	Signature
Mrs. Fatine Al-Najjar	School principal	
Mrs. Wejdan Khalil	Administrative Coordinator	
Mrs. Zakie Mazen	Primary School Head	
Mrs. Wadad Jihad Hamadeh	Middle School Head	
Mrs. Ghiwa Mohammed	High School Head	

School Uniform

Our 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.

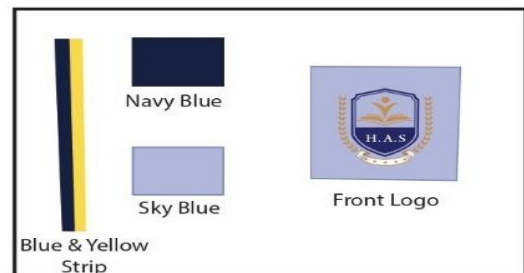
BOYS ALL GRADES	GIRLS	
	Kindergarten to Grade 6	Grade 7 to 12
Shirt	Shirt	Shirt
Navy Blue Pants	Navy Blue Skort	Navy Blue Long Skirt
Black Shoes	Black Shoes	Black Shoes
✓ PE and sports uniform is common for boys and girls of all grades		
✓ Sports Shoes (white or black only)		
✓ Navy Blue Jacket during winters		
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.		

UNIFORM FOR BOYS OF ALL GRADES

BOYS FULL & HALF SLEEVES SHIRT AND PANT

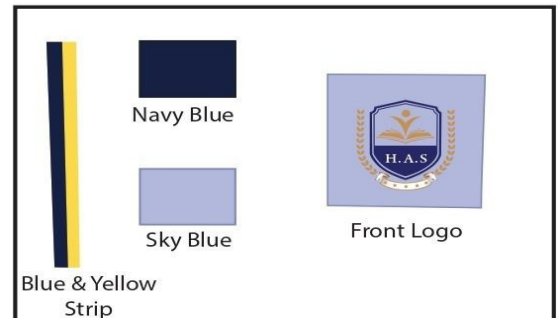


Front



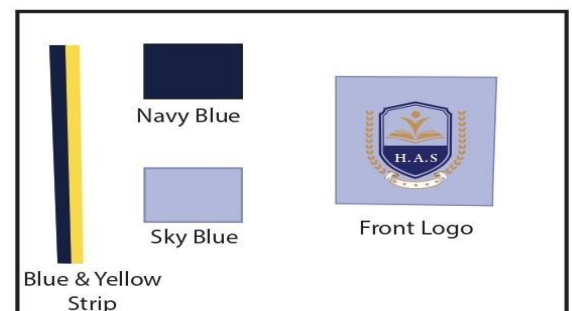
UNIFORM FOR GIRLS OF GRADE 7 to 12

GIRLS FULL & HALF SLEEVES SHIRT AND LONG SKIRT



UNIFORM FOR GIRLS FROM KINDERGARTEN TO GRADE 6

GIRLS FULL & HALF SLEEVES SHIRT AND SHORT SKORT



BACK VIEW SKORT

SPORTS UNIFORM FOR ALL STUDENTS

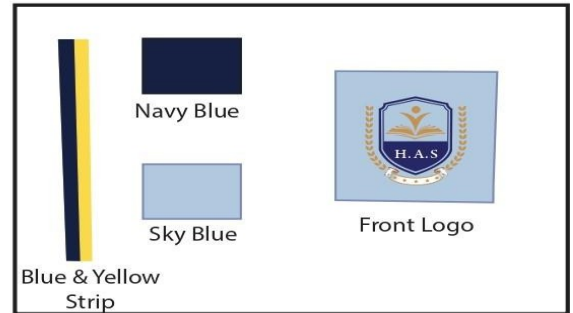
HALF SLEEVES POLO SHIRT AND PANT



Back



Front



Front

Back



Front

Back

WINTER JACKET

FULL SLEEVES WINTER JACKET



Front

Back

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

According to the policy of the Qatari Ministry of Education, students at all grade levels are prohibited from bringing their mobile phones to school. If a mobile phone is found, it will be confiscated and kept at the school.

❖ 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 meet 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.

Communication Channel

Dear Parents/Guardians,

At Hartford American School, we value clear and efficient communication with our parent community. Below is a breakdown of these channels and their respective uses:

- I. **K12 Platform:** This platform is dedicated to administrative matters. Here, you will find report cards, incident reports, memos, school policies, class schedules, and other essential school-related information.
- II. **Direct Text Messages (One-Way Communication):** Direct text messages will be used for urgent notices or important messages from the administration. This is a one-way communication channel meant for quick updates only.
- III. **Microsoft Teams:** Microsoft Teams is used for academic-related communication. Parents can communicate with teachers, access learning resources, and stay informed about their child's academic progress through this platform. Parents will receive a response within 24 hours of reaching out to teachers.
- IV. **Support Through Email:**
 - (a) **Student Support:** Parents can send their issues or concerns related to Microsoft Teams or K12 portal to studenthelp@hasqatar.com for assistance.
 - (b) **Heads of Department (HOD) Support:** Parents may also directly contact the respective Heads of Departments (HODs) for any academic concerns:
 - HOD of Pre-KG and KG1: nour.alhabbaT@hasqatar.com (Ms. Nour Alhabbal)
 - HOD of KG2: sharifa.belum@hasqatar.com (Ms. Sharifa Begum)
 - HOD of Elementary: zakie.mazen@hasqatar.com (Ms. Zakie Mazen Elbaf)
 - HOD of Middle school: Wadad.jihad@hasqatar.com (Ms. Wadad Jihad)
 - HOD of Middle & High School: ghiwa.mohamad@hasqatar.com (Ms. Ghiwa Mohamad)
- (V) **Appointment Requests:** For meetings with school staff, appointments can be requested in two ways:
 - (a) Through our website: <https://hasqatar.com/appointment/>
 - (b) By collecting and submitting an appointment request form at the reception.
- (VI) **WhatsApp Groups:** WhatsApp groups are reserved for sending important messages or circulars by school staff. This platform is used only for essential updates and urgent communication. Please note, it is not intended for parent discussions or casual communication.
- (VII) **Suggestion and Complaints :** A suggestion and complaints box is available at the reception or through: complaint@hasqatar.com

We kindly request that you use each platform for its designated purpose to help maintain clear and efficient communication.

Thank you for your cooperation
The Principal,
Ms. Fatine Najjar



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.

High School 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, Environmental Science)	
Arabic language	
Islamic Studies	
Physical Education	
Computer Science	
Yearbook (Grade 12)	
Electives (Physical Education, Visual Arts, Photography, Robotics, Business Studies, Public Speaking, Foreign Languages, Digital media & Yearbook)	
AP Courses	
AP Calculus	
Ap Biology	
AP Physics	
AP Chemistry	
AP Computer Science (Principles)	
AP US History	
AP Pre-Calculus	

* The availability of electives is determined by the number of students opting for each subject.

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 -AP Calculus -AP Pre-Calculus -AP Physics -AP Biology -AP Chemistry -AP Computer science Principles -Economics -Arabic -Islamic Studies -Year Book	-English -Calculus -Physics -Chemistry -Economics -Arabic -Islamic Studies -Computer science -Year Book	-English -Calculus -Biology -Chemistry -Economics -Arabic -Islamic Studies -Computer science -Year Book	-English -Pre-Calculus -Sociology -Environmental Science -Economics -Arabic -Islamic Studies -Computer science -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.

Assessment policy Academic Year 2025-2026

Brief Introduction:

Hartford American School is a private school for students from all nationalities.

It serves students from pre-kindergarten through grade 12 and offers opportunities in academics, languages, arts, music and athletics. The school follows the American Common Core Curriculum based on the California Standards.

It is a curriculum that is the best for its analytical ability, problem solving skills, creativity and flexibility on how material is taught and assessed. It encourages curiosity, research, trains students on how to use information in logical reasoning (knowing, remembering, thinking, judging and problem-solving). The curriculum offered at the Hartford American School is balanced and differentiated according to the American approach in teaching and learning, which is consistent with the school educational philosophy.

The Educational Philosophy at Hartford American School:

The purpose of Hartford American School is teaching and learning. This purpose is predicated on the educational philosophy that all students can learn and have the right to a standard- based education.

We believe that education is an art and a science. The art of education is the innovation, creativity, values, self-beliefs, and other developmental pathways that the organization utilizes to support the child as a whole and brings to fruition the hopes, dreams and aspirations of the families and communities that Hartford American School serves.

The sciences are research-based, implementation of 21st Century best practices, organizational structures, performance management frameworks, sound fiscal management, responsible policies and operating procedures, and data driven decision making, which are the very foundation of the institution.

Our goal is to prepare students to become engaged citizens who will give great respect for differences in a world that is full with different ethnic backgrounds, religious traditions, culture, living styles, traditions and citizens who will contribute to safeguarding our nature. We really believe that all students are valued and included, and can make a difference.

School wide learning objectives:

1. Contributing to meeting the educational needs and services of the community.
2. Graduating a generation of critical, confident, and creative thinkers who are self-reliant, self- directed learners, hardworking and dedicated, and equipped with the twenty-first-century skills needed to excel in both their academic and professional lives.
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 time to serve its society.

7. Inculcating good habits in the minds of students such as (order - hygiene - love of goodness - cooperation).
8. Developing the elements of success and creativity so that the educational process achieves its goals.

Curriculum and Resources:

HAS offers internationally accredited, differentiated curriculum aligned to the Common Core California State standards in English and Mathematics and Next Generation Standards in Science and Social Studies. The curriculum is predicated on a student-centered approach for developing the child as a whole. The developmental pathways are psychological, emotional, academic, technical, and human values based driven.

Course Offerings at HAS:

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

Elementary Grades 1-5 Course Offerings		
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Mathematics	Islamic Studies	Music
Science	Qatar History	French Language
Social Studies	ICT	
Strategic Reading & Writing	Physical Education	

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

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Qatar History (Grade 9)	
Sciences (Physics, Chemistry, Biology, Environmental Science)	
Arabic language	
Islamic Studies	
Physical Education	
Computer Science	
Yearbook (Grade 12)	
Electives (Physical Education, Visual Arts, Photography, Robotics, Business Studies, Public Speaking, Foreign Languages, Digital media & Yearbook)	
AP Courses	
AP Calculus	
Ap Biology	
AP Physics	
AP Chemistry	
AP Computer Science (Principles)	
AP US History	
AP Pre-Calculus	

* The availability of electives is determined by the number of students opting for each subject

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Self-Learning

Self-learning is an integral part of the HAS curriculum, encouraging students to take ownership of their education. Through guided resources, project-based tasks, and independent study opportunities, students develop critical thinking, research skills, and personal responsibility. This approach fosters a lifelong love of learning and prepares students to succeed in both academic and real-world settings.

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 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. At H. A. S, we conduct the baseline assessment for all grade levels in English, Math and Arabic.
- **Diagnostic** - This form of assessment identifies the level of the students and if there are any learning difficulties. The results of the test are used to ensure that appropriate support and guidance are provided.
- **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.
- **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.

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.

- **Self-Learning:** H.A.S places a strong emphasis on developing students' self-learning abilities. As part of this vision, students will be assigned tasks and activities designed to foster independence, responsibility, and ownership of their own learning process.

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 assessment (Grades K-12), which are based on scientific research, will be administered twice 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. MAP scores will contribute to the continuous assessment reflected in end-of-semester report cards.

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 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.

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 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.

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 the end of Grade 12, students are expected to have successfully completed a minimum of 22 academic credits and at least 10 hours of community service over the four years of high school.

Students attending high school at H.A.S will earn their credits according to the following distribution:

Subjects	Credits
English	4.0
Mathematics	4.0
Sciences	4.0
Social sciences	3.0
Arabic Language	4.0
Islamic Studies	2.0
ICT	2.0
Electives	2.0
Total credits	25

Students joining high school starting from grade 10, are required to submit a transcript from their previous school as a part of admission process.

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, and

1.0 to 5.0 for AP, 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	Grade Points (GP)	AP Grade Point (GP)
A+	97%-100%	4	5
A	93%-96%	3.8	4.8
A-	90%-92%	3.67	4.67
B+	87%-89%	3.33	4.33
B	83%-86%	3	4
B-	80%-82%	2.67	3.67
C+	77%-79%	2.33	3.33
C	73%-76%	2	3
C-	70%-72%	1.67	2.67
D+	67%-69%	1.33	2.33
D	63%-66%	1	2
D-	60%-62%	0.67	1.67
F	Below 60%	0	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 - 10 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

Report Card Issuance and Communication

Each semester, the school issues two formal academic reports: a **Mid-Term Report** and an **End-of-Semester Exam Report**, both accessible through **K12Net**, the school's official parent portal. At the end of the academic year, a **cumulative report card** reflecting overall performance is uploaded to **NSIS**, the Ministry of Education's reporting system. For the graduating students of Grade 12 the cumulative report card, Transcript and diploma will be uploaded to NSIS.

Each report card is finalized following a thorough review process involving subject teachers, academic coordinators, and a designated **Control Committee** to ensure accuracy and consistency of reported grades.

Assessment Distribution Per Semester

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.

Academic Support and Intervention

The school is committed to supporting students who demonstrate academic challenges in core subjects including Arabic, English, French, Science, and Mathematics. Targeted interventions are provided both during and after school hours to help address learning gaps identified through assessments. These sessions focus on reinforcing foundational skills and improving overall academic performance.

If a student continues to struggle despite receiving additional support and consistent teacher guidance, the school will arrange a collaborative meeting involving the parents and school administration. The purpose of this meeting is to review the student's progress and determine the most appropriate educational setting or strategies to effectively support their learning needs. Additionally, if a student fails in one or more subjects, the parents will be notified through a low academic performance notification issued via the school's parent portal.

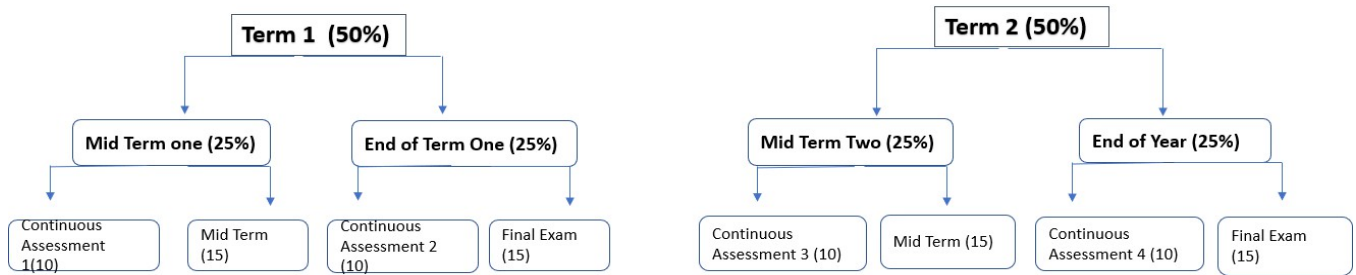
Grading Scale Key

*The passing percentage for high school will be 60% while elementary and Middle school will be 50%.

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 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-	50.0-62.9
F	0-49.9

Assessment Policy



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.

Absence During Formal Examinations

Maintaining the integrity and fairness of formal assessments is essential. Therefore, prearranged absences will not be permitted during the official examination period. In the case of illness or emergency, a valid medical certificate or official documentation must be submitted within 2 days of the absence.

Students with unexcused absences will not be permitted to take a makeup exam and will receive no Grade or '0' for the missed assessment. All make-up examinations for excused absences will be scheduled in coordination with the school administration.

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 and 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.
5. Failure to attend a make-up exam will result in a grade of '0'.

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 mark in that particular assessment.

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 test .

Formative Assessments:

- Quizzes
- Projects/ Personal Project (Cross Curricular Project) for High school
- 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

Hartford 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.
- To meet the school's academic expectations, **students are required to achieve a minimum total score of 800, with no less than 400 in each section (Math and English).** This benchmark ensures a balanced proficiency across core academic skills essential for college readiness. **As per the MOEHE passing an international test with minimum score is mandatory for both graduation and obtaining a high school diploma equivalency, which is necessary for university applications in Qatar and abroad.**

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&10, 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.
- 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 PSAT Scores will contribute to the continuous assessment.

The total score for official 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.

a. 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.

a. 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.

a. MAP – Measure of Academic Progress

As part of student assessment, Hartford American School conducts a Measure of Academic Progress (MAP) assessment for both English and Math from Grade 4 to 10. 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. MAP scores will contribute to the continuous assessment reflected in end-of-semester report cards.



a. 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)

At HAS, we are proud to offer a range of **Advanced Placement (AP)** courses designed to challenge students academically and prepare them for college-level studies. These rigorous courses allow our students to earn college credit while still in high school, gain a weighted GPA for a competitive edge in college admissions, and explore subjects in depth with the support of expert faculty.

Our AP Course Offerings:

1. AP English Language and Composition

Course Overview: This course helps students become skilled readers and writers in diverse genres and rhetorical contexts. Through critical analysis of nonfiction texts and persuasive writing exercises, students learn to craft compelling arguments and develop a strong command of the English language.

2. AP Biology

Course Overview: AP Biology is an intensive course that explores the principles of biology through topics such as genetics, evolution, cellular processes, and ecology. With a focus on inquiry-based learning and hands-on lab work, students develop a deep understanding of life sciences.

3. AP Physics 1

Course Overview: This algebra-based course introduces students to foundational principles of physics, including motion, energy, waves, and electricity. Through experiments and problem-solving, students gain critical thinking skills and a solid grasp of physical concepts.

4. AP Chemistry

Course Overview: AP Chemistry delves into the structure and properties of matter, chemical reactions, and thermodynamics. Laboratory investigations, data analysis, and real-world applications prepare students for further studies in science and engineering fields.

5. AP Calculus AB

Course Overview: This course is designed for students with a strong foundation in mathematics. It covers topics such as limits, derivatives, integrals, and the Fundamental Theorem of Calculus, providing the groundwork for college-level calculus and STEM pathways.

6. AP Pre-Calculus

Course Overview: This advanced math course prepares students for the rigor of AP Calculus by covering key concepts in algebra, trigonometry, functions, and analytical geometry. Emphasis is placed on problem-solving and mathematical reasoning.

7. AP Computer Science Principles

Course Overview: Perfect for beginners and tech enthusiasts alike, this course introduces the fundamentals of computer science. Topics include programming, data analysis, the internet, and the societal impact of computing. Students also create innovative projects to showcase their skills.

8. AP US History

Course Overview: AP U.S. History is a **college-level course** offered in high schools that explores the history of the United States from **1491 to the present**. It focuses on developing critical thinking skills, analyzing historical sources, and constructing historical arguments.

Roles and Responsibilities

The Assessment Policy and its implementation within and across departments are monitored and evaluated by:

A. School Principal and Head of Departments are responsible for:

- Ensuring that the assessment policy is followed within the school.
- Ensuring that information on assessment is shared with stakeholders, including parents, in a timely fashion.
- Monitoring the administration of assessments.
- Checking that the integrity of the internal and external assessments is maintained.
- Overseeing and monitoring assessment outcomes of the school.

B. Heads of Departments

In all departmental policies good practice will be clearly identified through:

- Consistent departmental planning.
- Assessment tasks are fully integrated with the Schemes of Work.
- Shared learning outcomes.
- Standardized marking.
- Constructive feedback.
- Assessment data is used to inform teaching and learning.
- Assessment data is regularly and consistently recorded.
- Assessment data is used regularly for reporting.
- Regular self-assessment by pupils and teachers.
- Effective organization of setting/ producing and marking internal examinations.
- Monitoring and evaluation of all departmental assessment practices and outcomes.

C. Homeroom/Subject Teachers:

It is the responsibility of Teachers to:

- Implement As the assessment policy and evaluate its implementation.
- Mark in accordance with the departmental policy in a positive, accurate, meaningful, and diagnostic way.
- Compile and maintain individual student records.
- Report to students, parents, teachers, coordinator, and Head on individual and group progress.
- Liaise with the Head of Department on individual student support as required.

D. Subject Coordinators/Team Leaders:

It is the responsibility of the Key stage/ Subject Coordinators to:

- Liaise with teachers concerning individual student progress.
- Report to parents as required.
- Lead student progress meetings.

Testing Components

❖ **Elementary**

A. English and Qatar History

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

B. Math, Science, Social Studies, ICT

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	Melody	Lyric	Rhythm & Tempo	Interest & Engagement	

❖ **Middle School**

A. English and Qatar History

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

B. Math, Science, Social Studies, ICT

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

Subjects	Continuous Assessment Components				
ART	Design	Effort	Craftsmanship	Creativity	Participation
P.E.	Fitness	Focus	Movement & Motor Skills	Team Spirit	Flexibility & Agility

❖ High School

A. English

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

B Math, Science, Social Studies

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. Visual Art, & PE

Subjects	Continuous Assessment Components				
ART	Design	Effort	Craftsmanship	Creativity	Participation
P.E.	Fitness	Focus	Movement & Motor Skills	Team Spirit	Flexibility & Agility

- The other elective subjects will be assessed using rubrics specifically designed for each subject, ensuring that evaluation criteria align with the learning objectives and nature of the course.

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.

The purpose of assessment for Stakeholders

A. Students

The purpose of assessment for our students is:

- To identify strengths and areas for development and enable differentiated work to be developed for the individual student.
- To measure the progress and attainment of students.
- To help students take responsibility for their own learning and encourage discussions with teachers about their progress against targets.
- To enable students to have a clear understanding of their progress in all subject areas.
- To record achievements and experiences both in and outside school, which builds a whole picture, so that detailed and accurate records are kept for each student.

B. Staff

The purpose of assessment for our staff is:

- To use assessment which will inform effective lesson planning.
- To inform our planned learning outcomes for lessons.
- To enable staff to feedback to students on progress and to record achievements gained by students.
- To inform staff as to the individual student's progress in relation to expected curriculum objectives/outcomes and in relation to students of similar ability in other American schools in Qatar and external standardized benchmarks.
- To ensure continuity and progression across all grade levels and to make sure that work given to newly arrived students is sufficiently challenging for them.
- To make the statutory target setting procedures more accurate.
- To enable different groups of students' progresses to be monitored closely.
- To enable teachers to set specific targets for the students they teach.
- To enable departments to set targets for their subject area.
- To enable underperforming students to be identified quickly and intervention put in place.

C. Parents and the wider community

The purpose of assessment for parents and the wider community is:

- To keep the parents posted on their child's progress and areas of improvement.
- To provide information for parents and students in preparation for subject choices to be made when reaching High School.



To provide employers, universities, and colleges with an accurate record of each student's positive attainment.

To facilitate accurate forecasts for the end of elementary stage / Middle & High School stage or Grade 12 in terms of exam performance.

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.

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:

Student and Parent Representation Program

Hartford American School values student and parent voices as essential partners in building a positive and supportive school community. To strengthen collaboration and leadership, the school has established a **Class Representation Program**.

Student Representatives

- Students in every class vote to elect **two class representatives** who exemplify responsibility, respect, and leadership.
- The elected representatives act as a **bridge between students and the school**, helping to communicate classmates' needs, ideas, and concerns.
- After the election, the **Head of Stage** meets with all class representatives to explain their roles and assign specific tasks and responsibilities.
- Class representatives are encouraged to promote teamwork, peer support, and school spirit within their class community.

Parent Representatives

- Each class also has a **Parent Representative**, selected through an open call where parents may volunteer by submitting their interest via a link shared by the school.
- Parent representatives collaborate with the **Principal and the Board of Trustees** to share insights, feedback, and suggestions from the parent community.
- A meeting is held at the start of each semester to explain the role of parent representatives and outline how their contributions will support the school's continuous improvement.

Through this program, Hartford American School ensures that **students, parents, and staff work together** to create a nurturing environment where every voice is valued and heard.

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 behaviors:

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 behavior. 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. Academic counselor 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. 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 labor 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

University

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/stas

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.
- Diarrhea - Must not return to school for 48 hours after the last episode of Diarrhea, 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 inform the school nurse of any head lice outbreak in your family as soon as possible.

Upon receiving a report of head lice, **the nurse will:**

1. Send a letter to all parents of students in the class.
2. The letter will inform parents of the lice outbreak and ask them to check their children's hair to prevent its spread.
3. Provide parents and teachers with clear and factual information about what lice are, how to treat them, and how to prevent them in the future.
4. Promote awareness that lice infestation is not related to personal hygiene.
5. Remind students not to share personal items such as combs, hair accessories, hats, and scarves.

To manage the situation:

1. All affected children should receive treatment at the same time using approved over-the-counter medications.
2. This should not affect children's attendance unless advised otherwise by their doctor.
3. Parents should have their children re-examined and, if necessary, send them back to school if live lice are still present. Parents are advised to visit the health center if further assessment or guidance is needed.

Environmental and Health Measures

1. Regular cleaning of classrooms is sufficient. Lice cannot survive for more than 24 hours away from the scalp.
2. Encourage washing hats, scarves, and bed linens used within the last 48 hours in hot water ($\geq 55^{\circ}\text{C}$) and drying them on a high temperature.

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.



Student Wellbeing

“A whole-school approach to wellbeing, student support, and positive conduct.”

At Hartford American School, we believe that wellbeing and positive behavior are the foundation of a happy and successful school life. This policy is designed to support students in developing resilience, confidence, and respect for others, while also providing guidance on how we celebrate positive choices and respond to challenges. Together with staff and parents, we are committed to creating a school community where every student feels valued, safe, and encouraged to achieve their best. Student voice is highly valued at Hartford American School. We offer various platforms for students to express their views, share their concerns, and take part in shaping their school experience. For those facing challenges or needing extra support, we provide increased check-ins and personalized attention to help them stay engaged and connected with school life.

Engaging Our Parents

We believe that strong collaboration with parents enhances the emotional and mental wellbeing of our students. Hartford American School works to foster this partnership through our wellbeing events, regular school wellness newsletter, and parent workshops and meetings that aim to educate and empower families. Our Parent-Teacher-Staff collaboration continues to play a vital role in bringing our community together by organizing events and maintaining open communication between parents and the school.

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 Wellbeing Team:

Our wellbeing team deal with students on an individual basis or in groups according to needs. They assess students' situation and determine whether there is a need to refer parents to specialized organizations and outside services. These include referrals to evaluate special education and counselling services. They maintain the confidentiality and the privacy of students' data when studying students' behavior. The wellbeing team provide 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.
- As a way to recognize achievements, the wellbeing team/ supervisor will reach out to parents to congratulate students on overcoming behavioral challenges.
- Weekly bonus represented in a free meal from the cafeteria.
- Voucher from the Principal.
- Hartford Shop.

Trauma-Informed Safeguarding Approach

At Hartford American School, the safety and wellbeing of every child is at the heart of everything we do. We recognise that some students may experience distress or trauma, and we are committed to responding in a way that is sensitive, supportive, and respectful.

Our trauma-informed safeguarding approach ensures that when concerns arise, they are handled carefully to protect students while minimising any additional stress.

Our Approach to Supporting Your Child

When supporting students, we focus on the following:

1- Safety First

We always prioritise both the physical and emotional safety of your child, ensuring they feel secure and cared for at school.

2- Building Trust

We explain things clearly and appropriately, so students understand what is happening and feel reassured throughout the process.

3- Listening to Your Child

We make sure students feel heard and respected. Where appropriate, they are given choices and a sense of control.

4- Working Together

Our staff work closely as a team—and with external professionals when needed—to ensure your child receives the best possible support.

5- Familiar and Trusted Support

Whenever possible, students are supported by adults they already know and trust.

Providing Safe and Supportive Care

To reduce stress and provide meaningful care, we:

- Avoid asking children to repeat difficult experiences unnecessarily
- Respond promptly while also giving students time and sensitivity
- Take into account each child's age, communication needs, background, and experiences
- Use calm, supportive, and non-judgmental communication

Staff Training and Responsibility

All staff members are trained to recognise and respond to signs of distress or trauma. They are expected to act with care and professionalism and report any concerns to the school's Designated Safeguarding Lead (DSL).

Working with Parents and Professionals

In some situations, we may work with external agencies to ensure a child's safety and wellbeing. Any information shared is done carefully and only when necessary.

We are committed to working in partnership with parents and carers, keeping your child's best interests at the centre of every decision.

Ongoing Commitment

We regularly review our safeguarding practices to ensure they remain effective, supportive, and aligned with best practice.

HAS Safeguarding Policy and Procedures

Safeguarding Vision:

To ensure every student feels safe, respected, supported, and empowered to succeed.

Safeguarding Mission:

Ensuring every student's safety and wellbeing through a culture of care, protection, and responsibility. Hartford American School is committed to safeguarding and promoting the welfare, safety, and well-being of all students. The school recognizes its responsibility to provide a safe, secure, and supportive environment in which children can learn and thrive.

The Designated Safeguarding Lead (DSL) at Hartford American School is committed to ensuring the safety, protection, and well-being of all students. This Safeguarding Policy outlines the school's commitment to protecting children and young people from harm while promoting their welfare within a safe, secure, and supportive learning environment.

This policy applies to all employees, volunteers, contractors, vendors, and individuals associated with Hartford American School.

Safeguarding refers to the proactive measures taken to protect children from abuse, neglect, exploitation, bullying, and harm, while supporting their overall well-being and development. Safeguarding is a shared responsibility of every member of the school community.

1. Policy Objectives

Hartford American School is committed to:

- To place the welfare, safety, and best interests of every child at the center of all decisions and actions.
- To protect children from abuse, neglect, bullying, exploitation, and any form of harm, while ensuring concerns are addressed through effective safeguarding procedures and support from the Wellbeing Team.
- To ensure that safeguarding information is handled confidentially and shared only with those who have a legitimate need to know.
- To implement safeguarding practices that respect the cultural values, traditions, and legal requirements of the State of Qatar.
- To promote effective collaboration among staff, parents/guardians, students, and relevant external agencies to safeguard children and young people.
- To provide all staff, volunteers, and contractors with appropriate safeguarding training and guidance to identify concerns and respond effectively.
- To establish and maintain clear, effective, and confidential reporting procedures for safeguarding concerns.
- To ensure safeguarding procedures are well designed, consistently implemented, and regularly reviewed to protect the safety and well-being of all students.
- To provide timely and appropriate support and intervention for students and families affected by safeguarding concerns.
- To ensure that all safeguarding decisions and interventions take into account the child's lived experiences, developmental needs, and emotional well-being, and are implemented in a supportive, respectful, and child-centered manner that promotes the best interests of the child.
- To encourage curriculum activities and awareness programs that help students develop the knowledge, skills, and confidence to protect themselves from abuse, violence, bullying, exploitation, and other forms of harm.

2. Roles and Responsibilities

2.1 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is responsible for overseeing and coordinating all safeguarding matters within the school.

Responsibilities include:

- Acting as the primary point of contact for safeguarding concerns.

- b. Recording, monitoring, and managing safeguarding cases confidentially.
- c. Liaising with external agencies, including child protection services and medical authorities.
- d. Providing safeguarding guidance and support to staff.
- e. Ensuring timely and appropriate action is taken in all safeguarding cases.
- f. Delivering or coordinating safeguarding training for staff.
- g. Identifying potential safeguarding concerns through counseling sessions or student interactions and reporting them accordingly.
- a. Conducting research to ensure safeguarding practices remain current and culturally appropriate

2.2 Deputy Safeguarding Lead

The Deputy Safeguarding Lead supports the Designated Safeguarding Lead and assumes safeguarding responsibilities in the DSL's absence, ensuring the effective implementation of safeguarding procedures and the protection of all students. Following are the responsibilities include:

- a. Support the Designated Safeguarding Lead (DSL) in all safeguarding matters.
- b. Act on safeguarding concerns and referrals when the DSL is unavailable.
- c. Listen to and respond appropriately to disclosures from students.
- d. Maintain accurate and confidential safeguarding records.
- e. Work with parents, staff to support student welfare.
- f. Help monitor the safety, well-being, and protection of all students.
- g. Promote a strong safeguarding culture throughout the school.
- h. Assist in safeguarding training and awareness activities for staff and students.
- i. Attend termly safeguarding meetings and contribute to case management as required.
- j. Ensure safeguarding policies and procedures are followed consistently.

2.3 Safeguarding Board of Trustees

The Safeguarding Board of Trustees is responsible for:

- a. Ensuring effective safeguarding policies and procedures are implemented and regularly reviewed.
- b. Promoting a school culture where safeguarding is a priority.
- c. Monitoring the effectiveness of safeguarding practices within the school.

2.4 Principal

The principal is responsible for:

- a. Ensuring the school always maintains effective safeguarding policies and procedures.
- b. Ensuring a qualified Designated Safeguarding Lead (DSL) is appointed.
- c. Supporting and overseeing the implementation of safeguarding practices across the school.
- d. Ensuring safer recruitment procedures are in place and consistently followed.

2.5 Human Resources

Human Resources is responsible for:

- a. Ensures safe recruitment through required background checks, references, Police Clearance and verification of identity and qualifications.
- b. Maintains accurate, secure staff records and training.
- c. Ensures all staff receive safeguarding induction and regular refresher training.
- d. Supports implementation of staff code of conduct and professional standards.
- e. Works with the leadership team against staff allegations.

2.6 Heads of Department /Safeguarding Officers

Head of Department /Safeguarding Officer are responsible for:

- Supporting the implementation of safeguarding practices within their departments.
- Ensuring all staff and students in their department understand and follow safeguarding procedures.
- Collaborating with school leadership and the DSL to promote a strong safeguarding culture.
- Participating in safeguarding investigations and disciplinary matters when required within their department context.

2.7 Administrative Management

The Admin Manager and Admin Coordinator are responsible for:

- Overseeing the physical safety and security of the school premises.
- Ensuring school facilities and grounds are maintained to provide a safe environment.
- Supporting emergency procedures and drills.
- Ensuring safeguarding policies are implemented effectively across departments.
- Allocating appropriate resources to support safeguarding practices.
- Liaising with external agencies when necessary.

2.8 Staff Responsibilities

All staff members are required to:

- Participate in safeguarding training and remain informed of relevant policies and procedures.
- Adhere to the school's code of conduct and professional ethics.
- Report safeguarding concerns immediately to the DSL or Deputy DSL using High Concern form.
- Maintain confidentiality and professionalism when handling safeguarding concerns.
- Support and reassure students who disclose concerns without conducting investigations or making judgments.
- Cooperate fully with safeguarding investigations and procedures.

2.9 Supervisors

Supervisors are responsible for:

- Monitoring and promoting student health, safety, and well-being.
- Identifying signs of abuse, neglect, or health concerns.
- Reporting safeguarding concerns promptly to the DSL.

2.10 Well-Being Coordinator/Psychologist

Our school's Wellbeing Coordinator is a qualified psychologist and performs following responsibilities.

- Providing emotional and psychological support to students.
- Offering guidance related to emotional and mental health concerns.
- Coordinating with relevant professionals and agencies to facilitate access to support services.

2.11 Support Staff, Vendors, and Volunteers

Support staff, vendors, and volunteers are expected to:

- Participate in safeguarding orientation or training.
- Remain vigilant regarding potential safeguarding concerns.
- Report concerns promptly to the DSL using established procedures.
- Cooperate with school staff to maintain student safety and well-being.

2.12 School Nurse

The school nurse is responsible for:

- Supporting students' physical and emotional well-being.
- Identifying and reporting safeguarding concerns.
- Maintaining confidential safeguarding records.
- Working collaboratively with the DSL and external professionals when required.

2.13 Security Staff

Security personnel are responsible for:

- Monitoring school entry and exit points.
- Enforcing visitor access procedures.
- Reporting suspicious or unsafe situations immediately.
- Supporting emergency response procedures and drills.

2.14 Maintenance and Cleaning Staff

Maintenance technicians and cleaners are responsible for:

- Maintaining a safe and secure physical environment.
- Reporting hazards or unsafe conditions immediately.
- Remaining observant and reporting safeguarding concerns.
- Always maintaining professional boundaries with students.

2.15 Transportation Staff

Bus drivers and bus assistants are responsible for:

- Ensuring student safety during transportation.
- Monitoring student behavior and reporting concerns.
- Following school protocols for pick-up and drop-off procedures.
- Maintaining a safe and disciplined environment on school buses.

2.16 Parents and Guardians

Parents and guardians are expected to:

- Provide a safe and supportive home environment.
- Meet children's physical, emotional, educational, and healthcare needs.
- Monitor children's activities, including online activity.
- Promote safe and respectful behavior.
- Cooperate with the school and safeguarding authorities when necessary.
- Seek professional support when required.
- Maintain open and honest communication with their kids.
- Protect children from abuse and neglect
- Support education and ensure regular school attendance
- Be a positive role model.

MEET OUR SAFEGUARDING TEAM

If you have any concerns about safety or well-being, please inform us right away.

We are here to help you!



Mrs. Zakieh El baf

Designated Safeguarding Lead (DSL)

Head of Elementary School



Mrs. Wejdan Khalil Ibrahim

Deputy Safeguarding Lead

Admin Coordinator



Mrs. Nada Chams Eddine

Deputy Safeguarding Lead

Social Worker



Mrs. Ghiwa Mohamad

Safeguarding Officer

Head of High School



Mrs. Wadad Hamadeh

Safeguarding Officer

Head of Middle School



Mrs. Farah Rizk

School Psychologist and

Well-being Coordinator



3 Reporting Concerns

All safeguarding concerns must be reported by the end of school day, confidentially, and appropriately to ensure student safety.

Any concern raised by students, staff, parents, or external parties must be reported immediately in accordance with school procedures.

Any staff member or volunteer who has concerns regarding a student's welfare must report the matter immediately to the DSL directly or through email complaint@hasqatar.com

3.1 Reporting Protocol

If a safeguarding concern is noticed, staff should try to respond calmly, ensure the child's safety, and report the concern immediately to the Designated Safeguarding Lead (DSL). If a child makes a disclosure, staff must listen carefully, avoid promising confidentiality, reassure the child, and report the disclosure immediately to the DSL

Step 1: Documentation

Staff must record:

- Date and time of the concern.
- Nature of the concern.
- Student identification number.
- Exact words used by the child where applicable.
- Observations such as injuries or behavioral changes.
- Name and signature of the reporting staff member.
- All records must be factual, objective, and securely maintained.

Step 2: Safeguarding Form

A safeguarding concern must be reported immediately to the DSL by completing the High Concern form. After review, the DSL will complete the official safeguarding form.

Step 3: Investigation

The DSL will:

- Initiate an appropriate investigation.
- Gather relevant information and evidence.
- Conduct the process fairly, impartially, and confidentially.
- Determine appropriate actions and referrals.
- Liaise with external agencies where required.
- Prepare a written report outlining findings and recommendations.

Possible investigation outcomes include:

- The allegation is substantiated.
- There is insufficient evidence to determine the outcome.
- The allegation is unsubstantiated or false.

Step 4: Follow-Up and Support

The school will:

- Provide support to the child and family throughout the process.
- Maintain communication with relevant parties.
- Inform families of concerns within 24–48 hours where appropriate.
- Officially close the case upon completion and approval by the DSL and school leadership.

Step 5: Review and Improvement

Following the investigation, the school will:

- Review procedures and practices.
- Identify lessons learned.
- Implement improvements where necessary.

3.3 Confidentiality

- Safeguarding information must only be shared with authorized individuals.
- Staff must not promise secrecy to students.
- Information will only be disclosed when necessary to protect the child's welfare.
- Breaches of confidentiality may result in disciplinary or legal action.

3.4 Support and Referral

Hartford American School is committed to providing appropriate support to children and families involved in safeguarding matters. To strengthen this support, the school has established a partnership with the Sidra Child Advocacy Program (S-CAP). If necessary, the school may refer cases to external agencies, including S-CAP, which provides specialized support and services for children who may be at risk of abuse or neglect.

S-CAP operates clinics at the Outpatient Clinic (OPC) and provides 24/7 on-call support for guidance and referrals from healthcare providers and educational institutions. The program is staffed by a multidisciplinary team, including physicians, nurse practitioners, and social workers.

S-CAP ensures a safe and confidential environment for conducting interviews, medical assessments, and preparing medico-legal reports. It also supports children and their families by coordinating care and facilitating necessary referrals to appropriate services.

<https://www.sidra.org/clinics-services/childrens-and-young-people/child-safety-and-advocacy/sidra-child-advocacy-program>

Sidra Child Helpline: 4003 4000

S-CAP Professional Support Line: 4003 7227

4. Definitions

a. Safeguarding

Safeguarding is the responsibility of protecting children and young people from abuse, neglect, exploitation, harm, and any risks to their health, safety, or well-being. It includes promoting their welfare and ensuring they grow up in a safe and supportive environment.

b.Child :A child is any person under the age of 18 years, in accordance with the UN Convention on the Rights of the Child and applicable national legislation.

c.Student :A student is any individual enrolled at the school, regardless of age. While specific child protection procedures apply to students under the age of 18, the school remains committed to promoting the safety, welfare, and well-being of all enrolled students.

c. Child Abuse

Any action or failure to act that harms or may harm a child's physical, emotional, or mental well-being.

- Physical Abuse: Causing physical injury or pain to a child intentionally.
- Emotional Abuse: Hurting a child's emotional well-being through persistent criticism, threats, rejection, humiliation, or neglect.

- iii. **Sexual Abuse:** Involving a child in sexual activity or exposing them to inappropriate sexual content or behaviour.
- iv. **Neglect:** Failing to provide a child's basic physical, emotional, educational, or medical needs.

d. Domestic Violence and Abuse

Domestic violence and abuse refer to harmful behavior between family members, caregivers, or partners. This may include physical, emotional, psychological, sexual, or financial abuse.

e. Bullying

Repeated physical, verbal, social, emotional, or online behavior that intentionally causes harm, fear, or distress to another person.

f. Online Safety (E-Safety)

Protecting children while using the internet, social media, gaming platforms, and digital devices from risks such as cyberbullying, exploitation, and inappropriate content.

g. Mental Health and Well-being

A child's emotional, psychological, and social well-being, including their ability to cope with challenges, build relationships, and thrive in learning.

h. Home Environment Concerns

Situations within a child's home that may affect their safety or well-being, including domestic violence, neglect, substance misuse, or inadequate care.

i. Radicalization

The process through which a child or young person may be influenced to adopt harmful extremist beliefs, attitudes, or ideologies.

j. Attendance and Safeguarding

Frequent absence, persistent lateness, or missing education may indicate that a child requires additional support or safeguarding intervention.

k. Discrimination and Hate Incidents

Unfair treatment, harassment, or harm directed at a person because of characteristics such as race, religion, gender, disability, nationality, or other protected differences.

l. Health and Safety

Ensuring that the school environment is safe, secure, and free from avoidable risks and hazards.

5. Awareness Indicators

Staff should be aware that the following indicators may suggest a safeguarding concern. These signs do not necessarily confirm abuse but should be recorded and reported according to school procedures.

a. Possible Indicators of Physical Abuse

- a) Unexplained bruises, cuts, burns, or fractures
- b) Frequent injuries with unclear explanations
- c) Wearing clothing that may conceal injuries
- d) Fear of going home or fear of certain adults

b. Possible Indicators of Emotional Abuse

- a) Low self-esteem or lack of confidence
- b) Sudden changes in behaviour
- c) Anxiety, depression, or excessive fearfulness
- d) Delayed emotional or social development

c. Possible Indicators of Sexual Abuse

- e) Age-inappropriate sexual knowledge or behaviour
- f) Sudden changes in behaviour or fear of a specific person

- g) Difficulty sitting or walking
- h) Withdrawal from others or emotional distress

d. Possible Indicators of Neglect

- i) Poor hygiene or consistently dirty clothing
- j) Frequent hunger or tiredness
- k) Untreated medical conditions
- l) Persistent absence or lateness at school

6. Training:

All staff, volunteers, vendors, board members, leadership, and relevant stakeholders will receive appropriate safeguarding training to ensure they understand their responsibilities.

6.1 Basic Safeguarding Training

Training will include:

- a. Safeguarding procedures
- b. Recognising signs of abuse
- c. Reporting mechanisms
- d. Appropriate responses to concerns

This training is provided at induction and refreshed annually through ongoing professional development.

6.2 Leadership and Board Training

Board members and school leadership will receive safeguarding training to support effective oversight of safeguarding policies and procedures. This will be provided at induction and updated annually.

6.3 DSL and Safeguarding Team Training

The Designated Safeguarding Lead (DSL) and safeguarding team will receive advanced training in:

- 1. Case management and referrals
- 2. Risk assessment and safety planning
- 3. Multi-agency working and escalation
- 4. This training is updated regularly through specialist safeguarding updates.

7. Policy Review

This Safeguarding Policy will be reviewed annually by the school governance team to ensure compliance with current legislation, regulations, and best practices within the State of Qatar.

Any amendments or updates will be made in consultation with relevant stakeholders.

8. Ratification

This policy has been formally reviewed and ratified by the school governance team and is accessible to all stakeholders of Hartford American School. It is implemented across the school and applied to all stakeholders to ensure consistent safeguarding practice and the protection, safety, and well-being of every student.

Hartford American School remains fully committed to maintaining a culture of vigilance, accountability, and strong safeguarding practice to ensure the safety and well-being of every student.

For supportive Safeguarding Policies school uses Security, Child Protection and (Health & Safety) in private schools and kindergartens Guideline from Ministry of Education and Higher education.

HAS 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 by the following rules:

1. **Students should not bring mobile phones** to school. If a mobile phone is found, it will be confiscated and kept at the school for one week. In the event of a repeated violation, the phone will be kept in school for the remainder of the semester.
2. **Students should respect school timing** and be inside their classrooms by 7:15 a.m. Any student arriving late will not be allowed to interrupt the class or attend the first lesson.
3. **Students should take responsibility** for their behavior, learning, and choices.
4. **Students should use appropriate language** and speak politely to others. Racist remarks are strictly prohibited.
5. **Students should respect the right of others to learn** in a safe and disruption-free environment.
6. **Students should respect classmates, teachers, and all staff** regardless of nationality, religion, gender, or color.
7. **Students should not engage in bullying.** Bullying of any form will not be tolerated.
8. **Students should not discuss inappropriate subjects** such as politics or sexual topics.
9. **Students should not bring prohibited substances** (smoking materials, energy drinks, sharp tools, etc.) to school.
10. **Students should not disrupt lessons or the learning environment.**
11. **Students should not buy or sell items** on the school campus.
12. **Students should remain in designated areas** (playground or cafeteria) during breaks and after school. External buildings are out of bounds.
13. **Students should not linger in or pass-through restricted areas** such as administration or reception unless authorized.
14. **Students should handle belongings responsibly.** Any damage caused will be charged to parents/guardians.
15. **Students should not enter areas restricted to the opposite gender.**
16. **Middle and high school students should not pass-through KG and grades 1–4 areas.**
17. **Students should wear the correct school uniform at all times.**
18. **Students should not have tattoos, excessive accessories, or makeup.**
19. **Students should maintain appropriate hairstyles** (no extreme colors or styles).
20. **Students should not wear long, colored, or decorated nails.**
21. **Students should not bring fast food, cola, sugary drinks, or strong-smelling foods** (e.g., fish, chips, etc.).
22. **Students should bring water bottles** made of stainless steel or BPA-free plastic. Glass bottles are not allowed.
23. **Students should wear only plain, closed-toe shoes.** Colorful shoes, crocs, sandals, or slippers are not permitted.

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
- Morning delay/ Late attendance - Causing chaos in the classroom and school (tampering with water - loud sound - tampering with devices - side talk with colleagues) - Eating food or drinks during class without permission - Continuous interruption of the teacher during explanation - Sleeping in class	- 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 during classes which must be handed over to the supervisor before class - 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	- Escaping from school during the school day - Destroying learning resources - Using foul or improper language with/Students/ teachers or staff - 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	- 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 - Possession or use of weapons or any sharp objects (knives, etc.) - Bringing and publishing indecent material - Improper use of mobile phones - Filming and posting photos inside and outside the school - Imitating the opposite sex - Sexual harassment - Bullying

How does Hartford American School Address Behavioral Issues?

- Students will receive a verbal warning** from the teacher if they commit a breach for the first time.
- Students who use inappropriate language or engage in inappropriate behavior will be removed from class and assigned additional reflective work to reinforce expected conduct.
- Students will receive a written behavioral report** if the breach is repeated, and it will be forwarded to the guardian through K12 net.
- Students who continue to violate behavioral expectations will face suspension /detention** ranging from one to several days, depending on the severity of the infraction.
- Students who accumulate five behavioral notification in one academic year will have their registration declined** for the subsequent year.
- In case the student exhibits behaviors that disrupt the classes, the school reserves the right to temporarily prevent the student from attending school until a parent or guardian comes to the school.

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. Wellbeing team.
4. Head of Supervisor
5. Two teachers

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

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.

At HAS, we follow a strict Anti-Bullying Policy, where we expect the following from students:

- Students should treat others with integrity and mutual respect.
- Students should abide by the school's policies and values.
- Students should display sportsmanship during activities, games, and competitions.
- Students should follow all school security and safety procedures.

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 changes.
- 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.

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
7. Any form of physical violence, such as pushing or hitting.
8. Physically intimidation, e.g., standing unnecessarily close to her/him.
9. The use of rude or aggressive hand gestures, including shaking or holding a fist towards another person.
10. 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

Vision: To prepare a generation that excels academically, demonstrates leadership, embraces self-directed learning, and is open to cultural diversity, while maintaining its national identity.

Mission: To provide high quality education to students and society, foster well-being and build a generation that cares for the environment in partnerships with the community.

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



مدرسة هارتفورد الأمريكية
HARTFORD AMERICAN SCHOOL
Proof of Review and Approval



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فاهد بنه