



EARLY CHILDHOOD HANDBOOK

Pre-K through Kindergarten

2025-2026 School Year



HONESTY ● RESPECT ● RESPONSIBILITY ● KINDNESS

The American School of Doha



Identity Statement

The American School of Doha is the premier educational leader in the dynamic and tradition-rich country of Qatar. We provide a rigorous standards-based, internationally enriched American curriculum in a non-profit, U.S. accredited, PreK - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.

Mission

ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

Vision

Empowering Learners to discover their passions, develop talents, and positively impact our world.

Values

Honesty ● Respect ● Responsibility ● Kindness

Honesty

Honesty at ASD is defined as: Being truthful to ourselves and others. Honesty is expected from each person at ASD. We can display honesty in a variety of ways. This includes telling the truth, being open and transparent in our communication, respecting confidentiality when others confide in us, admitting our mistakes, apologizing when necessary and being accountable and consistent in our words and actions. Honesty additionally includes recognizing the impact that our daily choices have on the environment.

Respect

Respect at ASD is defined as: Treating ourselves, others and the environment with care. There are many ways our Learners can show respect. This might include inviting and honoring each person's voice and perspective, treating people with the dignity they are entitled to, supporting sustainability efforts, maintaining our classrooms and campus, arriving on time, being prepared, and following through with the commitments we make.

Responsibility

Responsibility at ASD is defined as: Honest reflection and ownership of our words and actions. Responsibility is about behaving ethically. Ethical behavior shows up in the way we interact with others and the environment: the decisions we make; the action we take or don't take; how we choose to behave in alignment with ASD's core values; and the action we take to reduce our carbon footprint. Responsibility is not only behaving ethically but also following safety, behavior and other ASD rules outlined.

Kindness

Kindness at ASD is defined through the following statement: We take care of each other. Taking care of each other means that we honor and celebrate all the unique identities that exist at ASD. Kindness can be shown in many ways. Kindness might be noticing and responding to the needs of others, showing empathy, acknowledging people for their individual talents, or peacefully and respectfully resolving differences. Kindness is also recognizing the Earth we share and taking care of it. Kindness is cultivated in a community where we are actively responsible, honest, and respectful towards each other and the environment.

Welcome to the Early Childhood Program

A Message from the Lower Elementary School Leadership

Dear Parents,

Welcome to the Early Childhood Handbook! On behalf of the entire team at our school's Early Childhood program, we want to extend a warm and enthusiastic welcome to you and your family. We are thrilled that you have chosen to entrust us with the care and education of your young child, and we are committed to providing a safe, nurturing, and stimulating environment in which they can learn and grow.

Our program is designed to meet the unique needs of young children. It focuses on providing hands-on, experiential learning opportunities that encourage curiosity, creativity, and a love of learning. We understand that every child is unique, and our team is dedicated to creating a personalized learning experience that meets each child's individual needs and interests.

At the heart of our program is a deep respect for parents' important role in their child's education and development. We believe that working together as partners can create a strong foundation for your child's future success. We are committed to open and ongoing communication with parents, and we welcome your feedback and input as we work together to support your child's growth and development.

As you peruse the pages of this handbook, you will find knowledge and resources on various topics, including child development, health and safety, play and learning, social and emotional development, and much more. We aim to provide you with the most up-to-date and comprehensive information available so that you can be confident in our efforts to support the children in our care.

Thank you for choosing our Early Childhood program for your child. We are honored to have the opportunity to work with your family, and we look forward to getting to know you and your child throughout this exciting journey.

Sincerely,

CRAIG CAMPBELL

Lower Elementary School Principal

ABIGAIL KASKY

Lower Elementary School Associate Principal



Contents

EC PHILOSOPHY STATEMENT	5
Curriculum	5
Resting / Quiet Time	6
Social and Emotional Development	6
Assessment	6
Learning Support	6
Counseling Program	6
Home-School Communication	6
Parent-Teacher Communication	6
Seesaw	6
Email	7
Reporting and Conferences	7
Early Childhood Events	7
Health and Safety	7
When Children Should Stay Home from School	7
When Children Will Be Sent Home from School	8
Cold	8
Cough	8
Fever	8
Returning to School After Sickness	8
Medication	8
Immunizations	8
Toileting	8
ORGANIZATION	9
CONTACTING	9
School Calendar	9
School Hours	9

Early Childhood Handbook

Absent Students	10
All Other Absences	10
Leaving School Early / Arriving Late	10
Late Attendance (Tardy)	10
Transportation	10
School Supplies	10
Dress for Students	10
Snacks and Lunch	10
Nut Consciousness Procedures	11
Birthdays	11
Lost and Found	11



EC PHILOSOPHY STATEMENT

We follow a play-based curriculum in Pre-K3 and Pre-K4 where our children can actively and imaginatively engage with people, objects, and the environment. We harness children's innate curiosity and their ability to construct their learning through hands-on experiences. We place a high value on the learning environment as a third teacher, promoting collaboration and communication between children, teachers, and parents. Teachers are facilitators of learning and construct opportunities for children to learn throughout the day. Different types of play, including guided play, free choice play, and outdoor play, are incorporated into our daily schedule.

Curriculum Framework

We follow a play-based curriculum in Pre-K3 and Pre-K4 where our children can actively and imaginatively engage with people, objects, and the environment. We harness children's innate curiosity and their ability to construct their learning through hands-on experiences. We place a high value on the learning environment as a third teacher, promoting collaboration and communication between children, teachers, and parents. Teachers are facilitators of learning and construct opportunities for children to learn throughout the day. Different types of play, including guided play, free choice play, and outdoor play, are incorporated into our daily schedule.

Guided play: An intentional time of the day, where, based on students' learning needs, teachers design a variety of opportunities to focus on learning goals (e.g., social, emotional, language, content) and developmental needs—a shared experience between adults and children. Adults prepare relevant and engaging materials, model new skills, and encourage purposeful conversation to boost language development and learning.

Free choice: A time when children set their own goals, follow their interests, and choose where, what, when, and how they play. Activities are open-ended. Teachers observe and take note of children's interests during this time to use as learning opportunities during guided play.

Our KG program utilizes a playful, standards-based curriculum, enabling students to acquire, utilize, and apply knowledge and skills across various subject areas. Our KG students participate in literacy and math learning blocks where specific objectives are delivered in a developmentally appropriate way. As the year progresses, children move gently towards more independence and ownership of their learning using a structured literacy model for reading, writing, and phonics. Math is taught daily during the math lesson and integrated into other parts of the day. Back-to-School Night in September will provide more information about KG-specific schedules.

Resting/Quiet Time

We have incorporated a quiet time daily to support our youngest learners. This allows children to transition in a purposeful and relaxed way so they can be ready to engage in an afternoon of learning. It will enable children to take a physical, mental, and emotional breather to engage in classroom activities. Quiet time will differ based on developmental stages and individual needs.

In Pre-K 3/ Pre-K 4: Mats are provided for students in our Pre-K program. Please send a small blanket or towel in a washable pillowcase for rest time.

In KG: Students will have time to read, write, draw, work on a puzzle, or do some other quiet work briefly in the afternoon.

Social and Emotional Development

Our Early Childhood program recognizes that conflict, big feelings, and social challenges are a natural and essential part of development for 3-, 4-, and 5-year-olds. These early years are when children begin to learn how to share space, express emotions, and solve problems with the support of caring adults. Our teachers guide children through these moments with implicit strategies—woven into stories, play, art, and routines—and explicit teaching when needed.

We focus on accountability and helping children make things right, rather than assigning blame. When challenges arise, we work closely with families to ensure consistency between home and school, and to support each child in feeling safe, understood, and successful. In some cases, we may involve additional team members such as specialists or counselors to ensure the best possible support for your child. Together, we are partners in nurturing your child's social-emotional development.

Assessment

Assessment is a natural, ongoing, and essential part of daily learning. Students are observed in various situations, and various assessment strategies are used. The teacher observes the children to:

- Build up a clear picture of the child and his or her interests
- Identify what and how the child is thinking and learning
- Assess the effectiveness of the environment on the child's learning
- Assess the child's progress and development and identify next steps



American School of Doha - 6

Counseling Program

We believe students learn best during the early years when they have the skills and resources to communicate and interact effectively in a social setting. Our counseling program focuses on fostering a positive school environment for all students. In collaboration with students, families, teachers, and administration, the school counselors provide the following:

- Transition support
- Social skills development via class lessons
- Skill boost programs- friendship, social skills, conflict resolution
- Family support
- Teacher support
- An effective referral and follow-up process
- Effective consultation and collaboration with the entire educational team, as well as any other relevant external resources regarding students with identified concerns and needs

Home-School Communication

School news and program updates are regularly shared via Seesaw and email. In addition, the school newsletter, The Sahifa, is published weekly and features school-wide news and information as well as division-specific information.

Parent-Teacher Communication

As parents, you are considered partners in educating your children. We value your input and strive to maintain open communication regularly and in various ways. Should you ever have any questions or concerns, we encourage you to arrange a time to discuss these with the teacher.

Seesaw

The primary form of communication with parents about the school program is via Seesaw.



Your child's teacher will email you with information about how to set up and subscribe to Seesaw.

Seesaw provides both relevant announcements and documentation of your child's learning journey.

Announcements:

Through the announcements function, you will receive frequent updates about what is happening in class; it is important that parents read these announcements, as this will help keep you informed about learning, events being organized, and materials you may need to send in.

Journal:

A digital portfolio (journal) will be developed for each child through Seesaw. A portfolio celebrates a child's growth and development over the year and highlights each child as unique, capable, and competent in all areas. The construction of the portfolio reflects the early childhood philosophy.

Email

Email is used for individual communication about your child between the teacher and parents. Please feel welcome to contact the teacher by email with information, questions, and concerns about your child. Email is also used for occasional whole-division communications, such as letters from the Principal or Director. Please be sure to call the office with time-sensitive information (such as a change in dismissal), as our teachers do not always get to their email while they are with the children.

Reporting and Conferences

In Pre-K3, Pre-K4, and KG, you will receive a narrative report detailing your child's growth and progress twice a year, in January and June. The reports reflect what your child has learned, the progress made, and what areas require further development.

Hopes and Dreams Conferences

These take place once a year at the beginning of the year. This allows parents to meet the teacher and share specific information about their child.

Parent-Teacher Conferences

These take place once a year. The first Parent-Teacher Conference, held during the first semester of the year, discusses your child's adjustment to school.

Stay and Play Conferences (Pre - K 3 and Pre - K 4) and Student-Led Conferences (KG)

These conferences take place during the second semester. Your child can share their favorite materials, provocations, and creations in the classroom, sharing how their curiosity, creativity, and confidence have grown through the year.

Additional meetings can be scheduled with your child's teacher as needed.

Early Childhood Events

First Two Weeks of School

Pre-K 3 and Pre-K 4 students will be dismissed at 12:30 during the first two weeks of school to support children's transition to a full-day schedule. KG students will be dismissed at 12:30 during the first week of school before transitioning.

Pre-K 3, Pre-K 4, and KG:

7:40 am - 2:30 pm

Sunday, August 31, 2025

Parent/Child Drop-Ins

We host a parent/child drop-in session before school starts. This is an opportunity for you and your child to meet their teacher and find out where their classroom is before the first day of school. Details will be communicated via Sahifa and email.

Back to School Night

Early in the academic year, you are invited to meet with your child's teachers to receive an overview of the school year and your child's day-to-day life at school. Dates and times for this event will be communicated through Seesaw Announcements.



Parent Education Sessions

Throughout the year, topic-specific parenting sessions will be offered that focus on building our home-school partnership. These sessions often focus on curriculum, counseling, and development. Look for announcements in the Sahifa before the event.

Special Events

In addition to grade-level events and performances, classes celebrate several division and school-wide events throughout the year. Information about these events will be shared via Seesaw closer to the date.

Health and Safety

NURSE INFORMATION

Andrea Urbanski

✉ andrea.urbanski@asd.edu.qa

Nursing Department

✉ nurses@asd.edu.qa

The Lower Elementary School Pre K3 - G2 is a nut-free campus. Please make sure you pack nut-free products to guarantee the wellbeing of all of our students.

When Children Should Stay Home from School

Children must stay home if they have symptoms of possibly contagious or serious illnesses that they might spread to other children, including:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

When Children Will Be Sent Home from School

Our school staff serves as the link between parents and children. When a child complains of illness, it is the responsibility of the school nurse to note and communicate common symptoms, such as fever, vomiting, and diarrhea to parents. The school is not equipped to care for an ill or injured student for an indefinite amount of time. Parents are responsible for picking up their child in a timely manner once the school has notified them. If parents cannot come when notified, they must inform the nurse who they are allowing to act on their behalf to pick up their child.



Cold

Keep children home with a colored nasal discharge, fever, bad cough, headache, nausea, vomiting, or if the child is too tired or uncomfortable to function at school.

Cough

A child must remain home if he/she has a dry/productive persistent, barking and hacking cough or cannot practice respiratory etiquette (turning away from others and covering their mouth).

Fever

Children must be fever-free for 24 hours (without the aid of fever-reducing medicine) before returning to school. They must stay home if they have the following symptoms:

Mouth: 37.5 C/99.6 °F or higher

Ear: 37.8 C/100°F and higher

Returning to School After Sickness

If the child has been home sick for any of the above-mentioned illnesses, they must be either cleared by a doctor or free from vomiting, fever, or sickness for 24 hours without medication. If your child is absent for three days or more, please visit the doctor for a medical clearance note.

Medication

Where possible, medication should be given at home. If necessary, the school nurse may administer medication at school with written permission from the parents.

Immunizations

All students must be up to date with the required immunizations. The school nurse will contact parents when a student requires further vaccines. Parents must provide the updated immunization record with the completed immunizations to the school nurse.

Toileting

Children must be toilet-trained and not wear diapers/pull-ups to attend ASD. A child is considered toilet-trained when he or she can complete the following steps with minimal assistance:

- Know when he/she needs to use the bathroom
- Alert the teacher or get to the bathroom on his/her own
- Know how to get his/her pants and underpants off and on
- Clean his/her private parts with paper
- Put all toilet paper in the bowl/bin
- Flush the toilet
- Wash their hands

We understand that young children have occasional accidents, particularly during transition times, such as when a child begins school. A child who has had an accident needs to know when he/she has had an accident, alert the teacher, and clean and change his/her clothes with minimal assistance. The school does not keep extra clothing, and parents are responsible for providing spare clothing that the child may need throughout the day.

If staff believe a child is not toilet trained, the teacher will arrange to discuss the matter with parents; the child may need to stay home until he/she is fully toilet trained. An indication of this need may be a student having daily accidents over a period of time or needing pull-ups during nap time.

ORGANIZATION

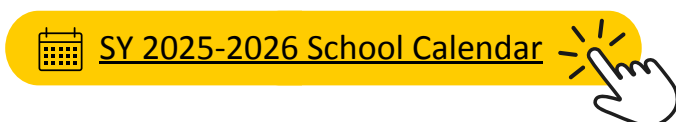
Important Contacts



CONTACTING

If you need to contact your child's teacher during the school day with a time-sensitive request or message, please leave a message with the EC office receptionist.

School Calendar



School Hours

Pre-Kindergarten (Pre-K) 3 and 4:
8:00 am - 2:30 pm

Kindergarten (KG):
8:00 am - 3:00 pm

**PACT Tuesdays Early Release at 12:30 pm*



Late Attendance (Tardy)

Punctual arrival at school is important for a smooth transition to the day. Classes begin at 8:00 a.m. A student is considered tardy at 8:05 a.m. Students arriving late must obtain a tardy pass from the Elementary School Office.

Transportation

Bus transportation fees are outlined in the school admissions/re-enrollment packet and can be found by contacting ASD Bus Services at busservices@asd.edu.qa. Students riding the buses are expected to follow behavior and safety guidelines and instructions from the bus monitors and drivers. Riding the bus is a privilege, and any infractions may result in losing the privilege. Busing services begin in Pre-K 4. Childcare is provided for Pre-K 4 bus riders daily between 2:30 and 3:00 p.m.

School Supplies

A supply list for each grade level is shared in Sahifa at the end and the beginning of each school year. Additionally, items that should be brought to school daily are as follows:

- a reusable water bottle (labeled clearly with the child's name)
- a non-wheeled backpack large enough for their daily folder
- a nourishing snack and lunch

Dress for Students

Clothing should be comfortable, keeping in mind that children will be involved in play, which may be messy. We recommend that students wear suitable footwear and clothing that does not restrict or obstruct movement for active play, such as sneakers/trainers/runners.

In Pre-K and KG, we recognize that students often cannot tie their shoes independently. Therefore, we ask that children wear shoes with Velcro or no-tie laces. In KG, students should come to school dressed in their PE kit and athletic shoes on PE days.

Snacks and Lunch

Two breaks will be set aside for eating within the daily schedule. Please ensure your child comes to school daily with enough food and drink to cover the time he/she is at school, as the school does not provide food.

Children should bring refillable bottles to school with their names marked on them. Water is available to refill the bottles throughout the day. Students are encouraged to stay hydrated and can drink water whenever they need to.

Due to space limitations and health and safety concerns, children's snacks and lunches cannot be stored in the classroom refrigerator or heated in a microwave.

We emphasize healthy food and drink so children have balanced energy to learn and play throughout the day.

Absent Students

Sickness Days 1 and 2

Parents must notify the teacher for the first two days of sickness, copying the ES office by email.

All Other Absences

Extended absences should be arranged using the Student Absence Notification Form. Please know we expect that student absences will not exceed 15% or approximately 25 days of school annually. As students approach this number, families will be sent reminder letters, they could be invited to meet with administration to brainstorm ideas for better attendance, and they could eventually be asked to reapply or lose their enrollment seat. Additionally, if a student has excessive absences and the teacher does not have sufficient evidence to grade fairly, they will receive Insufficient Evidence (IE) grades on their report card.

Leaving School Early/Arriving Late

Students who leave early or arrive late during the school day must be accompanied by a parent or guardian and have a pass from the Elementary Office. Parents should pick their students up in the LES office (not their classrooms) for early dismissal.

Nut Consciousness Procedures

Our Early Childhood classrooms are nut-free environments. Many children at this age have not been to school or been exposed to nuts, so parents are asked not to send any foods that contain nuts to school with their children.

Birthdays

Children may celebrate their birthdays at school by sharing treats with their peers. Parents are highly encouraged to send the treats first thing in the morning with their child.

Birthday and gift bags are prohibited and will not be distributed to students. Any bags sent to school will be returned home with the student.

Birthday invitations will not be distributed or placed in students' home folders unless the entire class is invited or only students of the same gender are invited. Unfortunately, we cannot forward electronic birthday invitations on your behalf.

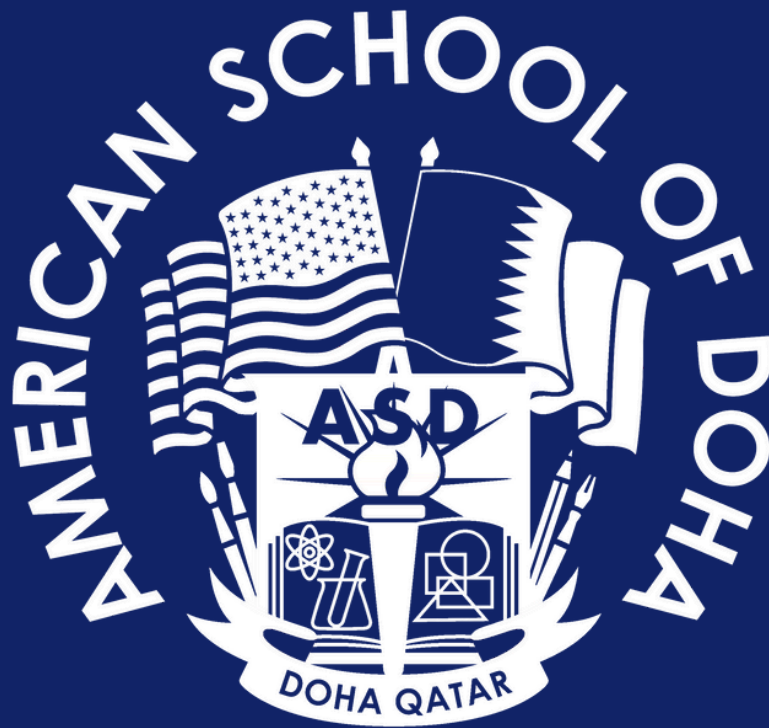
Birthday invitations will not be distributed/placed in students' home folders unless the entire class is invited or only students of the same gender are invited.

Unfortunately, we cannot forward electronic birthday invitations on your behalf.

Lost and Found

The Lost and Found is located in the cafeteria. Please label all items and check periodically for your child's missing items. Items not claimed within a school semester will be donated.





Connect With Us
asd.sch.qa
+974 4459 1511

#ASDoha

