



# ELEMENTARY SCHOOL HANDBOOK

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 expectations.

## 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 Elementary School

## A Message from the Elementary School Leadership

Dear Student Learners and Parents,

Welcome to the Lower and Upper Elementary Division of the American School of Doha.

Through the core curricula subjects and a balanced specialist program, students from Pre-Kindergarten 3 to Grade 5 receive an enriched education, which strives for academic excellence and overall student success.

We are committed to providing the highest standard of educational experience and a challenging instructional program, one that strives to promote social/emotional well-being and develops the highest academic potential of each student Learner. We encourage student Learners and Parents to familiarize themselves with the content of this handbook in order to learn more about our programs and procedures.

In partnership with parents, and in an environment of open communication, the school will enable each student Learner to reach his or her full potential. Our goal is to provide the very best for each child, and we look forward to working closely with you during the school year to achieve this goal.

If you require further information, please do not hesitate to contact the Elementary School Office at 4459 1550.

Yours respectfully,  
Elementary School Leadership Team



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# Admission & Enrollment Policies & Procedures

The American School of Doha (ASD) provides an American curriculum education, taught in the English language, for eligible and qualified students of all nationalities. Criteria for enrollment includes age, English language proficiency, previous school records, learning achievement, special learning needs considerations, and space availability.

New applicants may pick up an application packet from the Admissions Office in the Central Administration building, or it can be obtained from the school website ([www.asd.sch.qa](http://www.asd.sch.qa)). This packet includes all pertinent information regarding the application process with a list of all information and documentation required. Once the school has received all materials, the application information will be forwarded to the Admissions Committee for review.

Admissions screening will be conducted on all students who apply to the Elementary School. The admission screening includes a reading and math assessment as well as a writing sample. English as an Additional Language (EAL) screening will be conducted if necessary. Screening will take place before any admission decisions are made. The Admissions Committee will review the application documents, the results of the admission screening, and then make a decision on acceptance.

Acceptance decisions could include full acceptance, waiting pool acceptance, conditional acceptance, or denial. Parents will be notified of the decision. Once a grade level closes, a waiting pool will be established. Parents and students will be notified should an opening become available.

ASD does not accept Student Learners with physical, emotional, or learning needs that cannot be appropriately addressed in the school's program. After initial student acceptance, the school reserves the right to deny re-enrollment if the Student Learner's needs go beyond the scope of available services.

**Student Learners may be denied admission or asked to withdraw for any of the following reasons:**

- lack of academic preparation for an age-appropriate grade level
- insufficient knowledge of English
- disciplinary challenges
- academic probation for two consecutive terms
- other reasons, which, in the opinion of the administration, may be in the best interest of the school and/or the students

## Acceleration, Promotion and/or Retention of Students

Elementary Student Learners will be placed at the grade level to which they are best suited developmentally, socially and emotionally. Determination of placement is at the discretion of the school. Students will usually progress annually from level to level spending one year in each grade level.

If, in the opinion of the teacher, guidance counselor, learning support teacher, principal and parent, a student Learner will benefit by staying less than one year at a particular grade level, acceleration may be considered. The final decision will be made by the school administration in the best interest of the student.

If, in the opinion of the teacher, guidance counselor, learning support teacher, principal and parent, a Student Learner will benefit by staying more than one year at in particular grade level, retention may be considered.

When retention is recommended, the parents will be contacted as much in advance as possible. Parental concern regarding retention will be considered, but the final decision will be made by the administration in the best interest of the student Learner.

School officials shall have the right of final decision in case of retention or acceleration.

## Age Requirements

The minimum age for admission to the Pre-Kindergarten 3 (Pre-K 3) program is three years old prior to September 1. The minimum age for admission to the Pre-Kindergarten 4 (Pre-K 4) program is four years old prior to September 1. September 1 is the cut-off date for placement in all grades at ASD. No exceptions will be considered.

No new students shall be admitted until verification of age has been received in either the form of a birth certificate or passport. Enrollment may be denied if the student's age significantly exceeds the normal average age for his/her grade placement.

Students who can be successful in a regular academic college preparatory program may be considered as candidates for admission to the Middle School (MS), after successful completion of Grade 5.

ASD is open to qualified students of all nationalities. Students will not be denied admission based upon race, color, religion, or ethnic background.

## Registration Fee

There is a registration fee charged for the first time registration of each child. Please refer to the School Fee Policy in the school application packet via our website ([www.asd.sch.qa](http://www.asd.sch.qa)), or contact the Business Office if you have questions about registration fees.

## Tuition and Capital Fees

Fees are provided in the school application packet. Please refer to this written policy or contact the Business Office if you have questions about fees.

## Special Needs

ASD does not provide a Special Education Program for children with special educational or learning needs. The school does not accept students with physical, emotional, or learning needs that cannot be appropriately remediated in the school's program. After initial acceptance of a student, the school reserves the right to deny re-enrollment if the student's needs go beyond the scope of available resources.

## Withdrawal from School

Parents are requested to inform the school during the pre-registration process for the next year if they intend to withdraw their son or daughter

If withdrawal is to take place during the school year, the [Notice of Withdrawal](#) must be completed online two weeks prior to the date of withdrawal in order to process the necessary paperwork.

Upon notification, all applicable administrative and office staff will be informed of the student withdrawing and their departure date. Parents can go to the website where they will be able to fill out the form electronically, scan it, or bring it in to Admissions Office.

Financial obligations upon withdrawal are fully described in the [Admissions Handbook](#).

The Notice of Withdrawal form asks for a forwarding address, date of withdrawal, and the official request for the school to prepare the exit documents.

Often the school you are transferring to will request letters of 'recommendation' or 'confidential reports' that need to be completed by the classroom teacher, guidance counselor, and/or principal. All these requests are to be brought to the Elementary School Office, and the office will manage the completion of these documents.

"Exit" or "transfer" documents are prepared for all students permanently leaving ASD. These documents will include past school records such as a student's report cards and standardized test scores.

Exit/transfer documents will not be released until the student has completed the checkout process and has returned all textbooks/workbooks, library books, and other materials belonging to the school.

All tuition fees, plus any fees for lost or damaged textbooks and library materials, will have to be paid in full before exit documents are issued to the parents.

## ES Conditional Enrollment

Conditional enrollment signifies that the student has been accepted or is transitioning from one grade level to the next without meeting grade level academic, social/emotional and/or behavioral expectations.

A student may be placed on conditional enrollment in the Lower and Upper Elementary divisions based on one or more of the following:

- Performing significantly below the expected standards in the core curricular areas
- Making insufficient academic growth while receiving additional learning support
- Not demonstrating grade level developmentally appropriate learning behaviors, independence and/or maturity
- Requiring more support (social, emotional, academic) than ASD is able to provide

The conditions that apply to each student are outlined in his/her conditional enrollment letter. Throughout the conditional enrollment period, parents are kept regularly informed about their children's progress, no less than on a quarterly basis.

The duration of the Conditional Enrollment is not to surpass three consecutive semesters in Lower Elementary and two consecutive semesters in Upper Elementary. Students who meet the conditions outlined in their conditional enrollment will exit from conditional enrollment at the end of semester time frame. Students who do not meet the conditions outlined in their conditional enrollment within the time frame stipulated above may not be offered continued enrollment at ASD.

# Curriculum

## Overview

The curriculum of ASD is a Pre-K 3 through Grade 12 Standards-based, American curriculum. The Elementary School curriculum encompasses the core areas of language arts, math, science and social studies along with the special areas of Information Technology (IT), physical education (PE), art and music. We also offer students Spanish, Modern Standard Arabic (MSA) or Arabic as a Foreign Language (AFL).

## Literacy

The foundation of our literacy program is built upon the English Language Arts AERO/Common Core Standards. These standards include the key areas of:

- Reading
- Writing
- Listening and Speaking
- Language Foundations

Our curriculum honors learners by being responsive, providing choice, establishing goal-setting, promoting self-reflection, and nurturing learner identity. Instruction is differentiated to make learning experiences accessible and engaging for all students.

Our Pre-K 3 and Pre-K 4 programs of studies and philosophies are spelled out in our Early Childhood handbook. Please see that document for specific information about our early years curriculum.

KG-Grade 2 uses a structured literacy approach. Highly explicit and systematic teaching of all literacy components is addressed daily. These components include foundational skills such as decoding and phonics and higher-level literacy skills like reading comprehension and written expression.

In Grades 3-5, we continue to build on previously taught skills, using research and evidence-based practices within a workshop model. We focus on key areas of literacy instruction, including phonics, fluency, vocabulary, morphology, reading comprehension, written expression, and receptive and expressive oral language. Students receive explicit instruction in these areas and have ample opportunities to practice literacy skills across subjects throughout the day.

All students enjoy rich literacy experiences, including read-aloud, shared reading, interactive writing, and word study. Our literacy program aims to give students the skills and identity to develop into lifelong readers and writers.

## Math

At ASD, the Mathematics AERO and Common Core Standards guide our teaching. Our program comprises conceptual understanding, procedural fluency, and problem-solving.

Conceptual understanding focuses on the numerous and interwoven relationships between mathematical ideas, patterns, and procedures.

Procedural fluency allows students to carry out procedures flexibly, accurately, efficiently, and appropriately. This also includes strategic competence, including the ability to formulate, represent, and solve mathematical problems.

Problem-solving challenges students to find a way to apply knowledge and skills in new ways. Students are encouraged to use manipulatives, models, and drawings to explain their thinking.

Our curriculum also focuses on the Common Core mathematical practice standards. These are the foundation for mathematical thinking and practice for students, as well as guidance that helps teachers modify their classrooms to approach teaching in a way that develops a more advanced mathematical understanding.

Our Content Standards include:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations
- Fractions
- Measurement and Data
- Geometry

## Science and Social Studies

Our science curriculum uses the Next Generation Science Standards (NGSS). The standards are based on three dimensions: science and engineering practices, disciplinary core ideas, and crossing concepts.

Through these dimensions, students understand how to think and work like scientists and engineers, ask questions or solve problems, plan and conduct investigations, analyze and interpret data, construct explanations and design solutions, develop models, and communicate information.

The social studies program comprises the American Education Reaches Out (AERO) Standards and the new College, Career, and Civic Life (C3) Standards.

The C3 framework is structured on an inquiry arc. It comprises four dimensions: developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, communicating conclusions, and taking informed action.

Students develop skills in asking rich questions and developing robust investigations, considering multiple perspectives, solutions, and consequences, making evidence-based claims and communicating, and taking informed action based on their knowledge.

Both programs have shifted to an authentic and rigorous curriculum using an inquiry approach. They aim to develop a future of globally aware scientists, engineers, and social scientists.

## Learning Support

At ASD, we prioritize inclusive practice, ensuring that all children have the opportunity to progress and grow. To support this commitment, we offer support and interventions tailored to the needs of students experiencing mild learning challenges. Additional assistance is provided to these students to address any obstacles hindering their academic progress and to help them meet our grade level standards.

## English as an Additional Language (EAL)

The ASD EAL Program fosters students' academic, social, and cultural growth by recognizing the value of their home languages. These languages serve as a foundation for developing English speaking, listening, reading, and writing skills. EAL teachers collaborate with classroom/core teachers to enable EAL students to access the curriculum, utilizing authentic assessment and standardized data for effective instruction. Students actively participate in the learning process through self-reflection, goal setting, and collaboration with teachers and peers.

## Technology

At ASD, technology is more than a tool, it's an integral part of our educational journey, carefully designed to empower students as responsible digital citizens. We implement technology with intention, focusing on developing critical skills that prepare students for their future.

## Digital Learning Journey

Our technology program evolves with our students' growing capabilities:

- Kindergarten through Grade 3: Introduction to foundational digital tools through iPads with intentional and targeted use. In Grade 3, school email accounts are issued.
- Grade 4-5: Transition to laptops, marking a milestone in digital responsibility.

## Educational Technology

### Framework

ASD's approach to technology integration is multi-faceted:

- Expert Guidance: Dedicated IT Integrators and Teaching Assistants work alongside classroom teachers to ensure meaningful technology integration
- Digital Citizenship: Structured learning experiences that emphasize online safety, responsibility, and ethical behavior
- Learning Management: Our families will access student data in PowerSchool. Families can also access students' learning journey through Seesaw
- Digital Responsibility: We recognize technology use as a privilege with clear expectations. Students who demonstrate responsible digital citizenship enhance their access to technology tools, while those needing additional guidance receive supportive interventions to ensure their success.

## ES Art

The elementary school art program offers a creative and engaging curriculum designed to inspire young artists. Students will explore various art techniques, styles, and mediums while expressing their unique creativity. Our program offers a range of art activities in creating, presenting, responding, and connecting to the world that surrounds them. Through hands-on exploration and guided instruction, students will develop their artistic skills and cultivate a love for art.

## ES Music

At the American School of Doha, we foster a love of active music-making. Guided by the National Core Arts Standards, students are engaged in singing, movement, creative improvisation, and instrument play (percussion from PreK, recorder from Grade 4, ukulele from Grade 5). Throughout the year, students are also introduced to various styles of music, and we focus on different musicians and composers each month.

Opportunities to perform and present Music learning are also abundant as our curriculum includes grade-level concerts (Grades 1-4) and informances (PreK3-KG). Outside of the classroom, students in grades 2-5 have the opportunity to join the Elementary Choir, while Grade 5 students can participate in a fully-staged musical.

## ES Physical Education (P.E.)

The ASD Physical Education program follows the SHAPE (Society of Health and Physical Educators) America standards to develop students' physical literacy. This includes developing a wide range of locomotor, stability, and manipulative skills, cognitive understanding, and positive attitudes about physical activity. This enables them to make lifelong wellbeing (physical, social, spiritual, mental, and emotional) enhancing decisions. They will derive personal satisfaction from active participation and develop the intrinsic motivation for an active lifestyle. In addition they will also develop social skills and understand social responsibility in a physical activity context.

## ES Library

The Elementary Library serves all students, parents, and faculty/staff of ASD.

The main goals of the library are to promote and foster the love of reading and to help students become independent lifelong learners through research and information literacy skills.

The library provides print, digital, and electronic resources for the interest, information, and enlightenment of all members of the ASD community.

Library materials are selected to provide patrons with a wide range of resources, encompassing multiple levels of difficulty in a variety of formats, with a diversity of appeal, and allowing for the presentation of many different cultures and points of view. Library patrons are allowed to choose freely from the collection; teacher-librarians provide guidance as appropriate. Materials selected will enrich and support the curriculum and/or meet the personal interests and needs of members of the school community.

## ES Technology

We consider technology as an essential tool in the teaching and learning process for all students. Our IT Integrator, IT Teaching Assistant, and classroom teachers work together to teach students the best practices for using technology.

In the Elementary School, we focus on teaching students the appropriate use of technology, healthy habits, and digital citizenship. Our goal is to help students make informed and responsible decisions when engaging with technology. We have discussions and activities designed to foster this understanding.

Our tech philosophy also focuses on inspiring creativity. We strive to create an environment where students can use technology to express their ideas, solve problems, and create unique digital content. Problem-solving skills are also integrated into our technology lessons. This provides students with practical experience in utilizing technology to overcome challenges and devise solutions.

Our approach to technology education ensures that our students are well-prepared for the digital age.

## World Language

We offer our students from Grade 1 to Grade 5 a choice of a World Language class, except for Modern Standard Arabic (MSA), which is offered at the beginning of KG.

Students in Grades 1 and 2 have the opportunity to attend instruction in the following World Languages: Arabic as a Foreign Language, Spanish, and Modern Standard Arabic (eligible students only). Please note that World Language choices in Lower Elementary are long-term commitments and changes can only be made at the end of Grade 2 with the approval of the divisional principal. In Upper Elementary, students remain enrolled in the language of their choice throughout Grades 3, 4, and 5.

### Modern Standard Arabic (MSA) Kindergarten - Grade 5

In the Elementary School, Modern Standard Arabic is designed in alignment with Qatar National Standards and is offered for students whose mother tongue is Arabic. Students will be exposed in the Arabic classes to various texts and activities that strengthen their ability to speak, write, and understand Arabic as an academic language.

Please note that the Qatari Ministry of Education requires all Qatari students to take Modern Standard Arabic classes during their Elementary years.

## Learning Support Services

In the ES, we prioritize inclusive practice, ensuring that all children have the opportunity to progress and grow. To support this commitment, we offer support and interventions tailored to the needs of students experiencing mild learning challenges. Additional assistance is provided to these students to address any obstacles hindering their academic progress and to help them meet our grade level standards.

## Counselor Support

The American School of Doha's Elementary Counseling Program ensures comprehensive social-emotional support for every student. Our dedicated team comprises five counselors, with three serving Lower Elementary and two serving Upper Elementary.

We foster a collaborative environment where teachers and counselors actively nurture students' social-emotional growth. Through small group activities, whole-class discussions, or one-on-one sessions, counselors instill problem-solving skills and enhance social competencies.

The counselors regularly conduct tailored social-emotional learning (SEL) lessons across all grade levels. These sessions equip students with essential life skills, promoting holistic development within a supportive educational framework.

# Assessments and Reporting

## Parent - Teacher Conferences

Parent-Teacher conferences are held at the midpoint of Semester One. During this meeting, each teacher will discuss your child's current progress in each core curricular subject, highlighting their strengths, areas of growth, and next steps.

During these meetings, if your child is receiving additional support, it is common to include a Learning Support teacher and/or EAL teacher so that the full scope of your child is discussed. By involving Learning Support and/or EAL teachers early, we can ensure that all aspects of your child's development are considered and that all necessary strategies or interventions are shared. This collaborative approach helps create a comprehensive support system tailored to your child's needs, ensuring they receive the best possible educational experience.

## Student-Led Conferences

Student-Led Conferences are conducted in the middle of the second semester. These important meetings are an opportunity for your child to independently and actively share their learning journey with you.

During these conferences, your child will present their individual goals and achievements, using their portfolios to showcase samples of their learning. This opportunity highlights their growth and progress. Both teachers and parents participate in these conferences, making it a collaborative experience focused on supporting your child's development.

## Portfolios in Lower Elementary School

Portfolios are a special way for our student learners to collect and share their learning over time. They show how a child is growing as a learner and help celebrate progress toward learning goals. By looking back at their learning, students can reflect on what they have learned, what they are proud of, and how they are continuing to grow.

Portfolios also provide learners the opportunity to practice talking about their learning using reflective

language. They can take pride in choosing pieces of learning that show their progress and effort and share those pieces with others—like teachers, parents, and classmates.

Throughout the year, teachers guide students to:

- Understand why portfolios are important
- Choose meaningful pieces of work to include
- Think and talk about their learning and growth

As student learners move from one grade to the next, they become more confident in selecting work and reflecting on their learning journey.

## Standardized Test

Students in Grades 3 - 5 are assessed using the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), which is aligned with our Common Core standards.

The MAP assessments are computerized adaptive assessments that accurately reflect each student learner's instructional level and measure growth over time. The questions dynamically adjust to a student learner's performance level. NWEA uses a web-based program that adapts the complexity of the questions based on a student's responses.

MAP assessments provide results that can be used to:

- identify the skills and concepts individual students have learned
- diagnose instructional needs
- monitor academic growth over time
- place new students into appropriate instructional programs

## Reporting

Students in Pre-K to Grade 5 receive report cards four times a year. It will be indicated on the report card if a child is receiving intervention support, learning support or EAL support.

Report cards can be viewed on PowerSchool by selecting the report card tab at the top of your child's page.

# Values and Behavior Management

## ASD Values

ASD is founded on the core values of respect, honesty, responsibility, and compassion and these values drive our approach to education and managing student behavior.

ASD will manage student behavior to support the teaching and learning process and to uphold and reinforce commonly accepted standards of behavior. Managing student behavior assists students to develop personal, school, and community responsibility. To put this plan into practice, the following procedures are provided.

Managing student behavior assists students to develop personal, school, and community responsibility. To put

this plan into practice, the following procedures are provided.

The conduct of ASD students and parents should reflect standards of citizenship desired by members of the expatriate community. Respect for the laws and customs of the people of Qatar is fundamental and therefore expected.

As stated in our mission statement, our school values are honesty, respect, responsibility, and kindness.

## Honesty

- relies on own knowledge and completes own work
- speaks truthfully
- maintains integrity

## Respect

- sets and maintains high standards for self
- interacts with other people appropriately
- accepts individual differences
- displays cultural sensitivity
- cares for the environment
- values teaching and learning

## Responsibility

- on time
- has all learning equipment
- self managing so as not to require follow up
- is accountable for actions

## Kindness

- has empathy for others
- warm, caring and friendly
- supports and encourages other students who need it
- understands that growth comes from mistakes

## Behavior Guidelines

Students and staff are expected to uphold these values to ensure teaching and learning are the primary focus and to allow students every opportunity to excel.

This plan is based on the premise that students will be responsible for their actions. Students should understand they will be held accountable and face consequences for inappropriate behaviors.

It is understood that students, like adults, will make decisions and take actions at times that are inappropriate or unwise and that learning can take place from these actions.

Consequences for inappropriate behavior will, as much as is practicable, be immediate, relative, cumulative and consistently enforced.

While consistency is a key component when managing student behavior, it is understood that each case is unique. Also, the ASD school community, local community, and wider environment are to be considered when applying this plan and its procedures.

This plan is applicable during regular school hours or when students are associated in any way with ASD, such as traveling to or from school or when attending any school associated activity.

ASD cannot be held responsible for the actions of its students in the wider community outside of regular school hours or school associated activity. However, any student action at any time that harms the reputation of the school may result in a consequence consistent with this plan.

Relevant staff will be informed about a student that is involved in a significant discipline issue so that staff members are aware to provide support to the student if needed.

This plan should be read in conjunction with other relevant policies such as information technology, academic honesty code, etc.

## Recess Expectations

We believe that the playground is an extension of the classroom and the expectations that apply in class also apply while student learners are on the playground. Our expectation is for all student learners to play respectfully, be kind, share, and, most importantly, play safely.

During recess, school personnel supervise student learners. Rules are reviewed with all classes on a periodic basis. Common recess rules include:

- respect of one another and of the facilities
- rocks and sand remain on the ground
- student learners remain outside unless a teacher or supervisor makes an exception

If a situation does occur, student learners are expected to report the incident immediately to the playground supervisor.

If infractions occur, the on-duty supervisor will dialogue with the student learners and depending on the situation, the following possible actions may be taken:

- time-out for several minutes during the recess
- missed recess in collaboration with the classroom teacher
- referral to administration

If the student learner is referred to administration, he/she will have the opportunity to reflect and explain the incident and propose a new course of action. In most cases, when a student learner is sent to the administration, parent notification may occur.

## Procedures

The following procedures are provided to give a clear understanding of how student behavior will be managed.

All faculty and staff have a responsibility to address inappropriate student behavior to maintain a positive teaching and learning environment at ASD. The response from faculty and staff will be appropriate in relation to the student behavior that is being addressed and consistent with this plan.

Faculty and staff should always try to address behaviors at the lowest possible level.

This places an emphasis on the small things and signals that these are important in day-today life at ASD. Things like punctuality, appropriate behavior, and a clean environment set the tone for maintaining high standards.

Faculty and staff will address students with courtesy and respect while assisting the student to discover why their behavior is inappropriate and does not meet the standards of ASD and conflicts with its values.

Once the student is aware of their behavior and its unacceptability, faculty/staff will outline to the student the consequences of their actions.

# ES Disciplinary System

This document outlines the disciplinary system in place in the Lower Elementary (LES) and the Upper Elementary School (UES), emphasizing a progressive discipline approach to managing student behavior. The goal is to foster an environment conducive to learning by addressing behaviors that disrupt both individual and collective educational experiences. Through a collaborative effort involving teachers, counselors, administrators, and parents, we aim to guide students toward making choices that reflect our ASD values. Counselors play a key role in assisting students manage their behaviors but are not responsible for any disciplinary measures.

The following matrix categorizes behaviors and corresponding interventions to ensure effective management of student conduct. The examples of behaviors presented are not an exhaustive list but are used as a guide when addressing student concerns.

## **Category I: Mild or Moderate Offense**

These behaviors are not aligned with ASD values and require student reflection and correction. They are typically managed at the classroom level, with counselor support as needed. If the behaviors continue to repeat, these behaviors may be considered Category Two or Category Three.

### **Examples of Category I Behaviors:**

- Dress code violations
- Inappropriate behavior
- Not keeping hands and feet to oneself
- Mild disruptions to the learning environment
- Defiance, refusing to work/participate
- Inappropriate language
- Peer conflict
- Disrespect
- Cheating/Dishonesty
- Running in hallways
- Avoiding work in classroom
- Teasing of classmates
- Tardiness
- Acceptable Tech Use Infractions

### **Responses to Category I Behaviors:**

- Teacher intervention and consequences may include:
  - Time out
  - Reflection Sheet
  - Restorative Practice conference or action
  - Loss of recess or privilege
  - Parent email or phone call

## **Category II: Serious Offense**

These offenses violate ASD values and significantly infringe on others' rights or opportunities to learn comfortably and productively. They are managed at the classroom level with counselor support and may include parent involvement if necessary. If the behaviors continue to repeat, these behaviors may be considered Category Three.

### **Examples of Category II Behaviors:**

- Serious and purposeful disruptions to the learning environment
- Inappropriate and disrespectful behavior
- Teasing and targeting of classmates

- Technology violations
- Continued use of profanity and/or inappropriate gestures
- Physical aggression such as pushing
- Continued foul play and unsportsmanlike behavior in soccer or other recess games
- Dishonesty to teachers and classmates

### **Responses to Category II Behaviors:**

- Teacher intervention and consequences may include:
  - Time out
  - Reflection Sheet
  - Restorative Practice conference or action
  - Loss of recess or privilege
  - Parent email or phone call
  - Meeting with Counselor

## **Category III: Severe Offense**

These behaviors significantly violate ASD values and are major infringements on the rights of others. They are handled by school administration with assistance from teachers and counselors.

### **Examples of Category III Behaviors:**

- Repeated Category I and II offenses after intervention from teacher and/or counselor
- Physical aggression including hitting, kicking, and fighting
- Verbal abuse
- Bullying and/or cyber-bullying
- Intimidation or threats made to classmates or teachers
- Theft
- Purposeful destruction of personal or school property
- Unsafe behavior towards self or others
- Acts of extreme defiance

### **Responses to Category III Behaviors:**

- Consequences from administration may include:
  - ASD Values learning plan with the Associate Principal or Principal
  - Loss of recess or privileges
  - Suspension from ASAs or ES Sports
  - Behavior Plan or contract
  - Required mandatory counseling or therapy
  - In School Suspension
  - Out of School Suspension
  - Placement on Conditional Status
  - Recommendation to the Director for non-enrollment
  - Recommendation for Expulsion

## **Category IV: Illegal and Dangerous Offense**

These behaviors could be considered criminal offenses and are major violations of ASD values and local law. They are handled by school administration with assistance from the counselor, security office, and school director.

### **Examples of Category IV Behaviors:**

- Physical or sexual abuse
- Alcohol or drug use/possession
- Weapon or dangerous item possession

### Responses to Category IV Behaviors:

- Consequences may include:
  - Restorative Practice conference or action
  - Out of School Suspension
  - Placement on Conditional Status
  - Required mandatory counseling or therapy
  - Recommendation to the Director for non reenrollment
  - Expulsion

By adhering to this disciplinary framework, UES aims to create a safe and respectful learning environment for all students.

## Student Activities and Sports Programs

### After School Activities

ASD provides an After School Activities (ASA) program during each trimester for students in Grades 1 - 5. ASA are scheduled each trimester and run for eight consecutive sessions.

Some activities are limited to certain grade levels and/or number of students. A student must pre-register for the activity online. The school will provide instructions regarding student registration.

Once assigned to an activity, the expectation is that the student remains in it until its completion. Students may not attend an activity that they have not been assigned to or change activities once the sessions have started.

### Sports Program

The After School Sports (Elementary School Sports) program offers students in Grades 2 - 5 with the opportunity to participate in a variety of sports after school.

The term of these sessions varies from sport to sport and is outlined at the beginning of the school year as well as throughout the year in Sahifa, Teneen, and the Athletics and Activities website.

Students interested in participating in the Elementary School Sports program must sign up online during specified times once they have obtained a parent's permission and submitted the online registration form

There are ASA and Elementary School Sports buses available to those students who are enrolled with the school's preferred bus provider. Please contact the bus company to schedule this.

Parents are expected to collect their children promptly at 4:00 pm from Gate 6 if the student does not ride the ASA/ Elementary School Sports bus.

### Fee-Based Activities

Every year the Elementary School runs several fee-based ASA by community members/institutions using the schools facilities.

This information will be provided to parents through the ASD website under Community Activities, the ASD Activities Night, and the sponsors themselves.

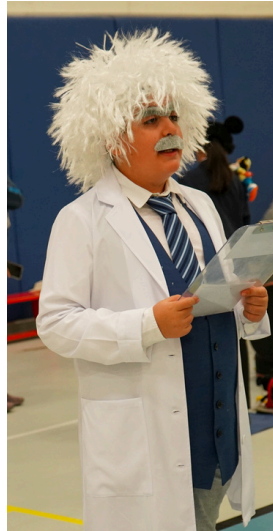
Fee-Based activities take place on Tuesdays after school.



# General Information

## Class Placement

Each school year, all sections of the grade level are changed in order to provide students with the opportunity to learn and play with different classmates. Teachers and administration balance the class lists in terms of gender, academics, behavior, and learning and language needs. Parents are not allowed to select their child's classmates or teachers, however, they can provide inputs as necessary regarding their child's particular learning needs. The final decision for class placement lies with school administration.



## School Day

Our school week is from Sunday through Thursday.

The Pre-K program (Pre-K 3 and Pre-K 4) begins at 8:00 am and ends at 12:30 pm. It is imperative that Pre-K students be collected by 12:30 pm.

For Elementary students in KG through Grade 5, the program begins at 8:00 am and ends at 3:00 pm, apart from PACT Tuesdays (see below). The students enter their classes at 7:55 am.

## Arrival and Dismissal

All students are welcome on campus at 7:40 am.

Lower Elementary students arriving at school should place their backpacks or lunch boxes in their cubbies and go directly to the playground. Upper Elementary students are to place their bags in a safe and shaded place outside and go to the playground.

Lower Elementary students are to enter the building at the sound of the whistle and go to their classrooms. Upper Elementary students will line up in a space designated for their class outside of the building and be escorted in by an adult.

At dismissal time, students are to go either to their buses or go home with their parents/guardians or drivers.

If they are participating in the after school program, they should go directly to that activity or to the designated waiting area.

All Elementary students who are at school, after school, must be in a supervised program. Elementary students are not allowed to stay after school unsupervised. The same rule applies to siblings not participating in an after school activity. Elementary students must be escorted off campus by either a parent, Middle or High School sibling, or else an adult who is authorized by the parents.

## PACT Tuesdays

Professional and Collaborative Time (PACT) Tuesdays are 12:30 pm dismissal days for the students.

These afternoons are designed for teachers to work collaboratively with their grade level teams and individual parent conferences cannot be scheduled during this afternoon.

PACT does not occur on weeks where there is a scheduled day(s) off from school, since those Tuesdays are full days for students.

## Bus 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](mailto:busservices@asd.edu.qa). Students riding the buses are expected to follow behavior and safety guidelines, as well as instructions of the bus monitors and drivers. Riding the bus is a privilege and any infractions may result in the loss of this privilege.

## Change In Pick-Up Plans

If there is a change of plan to your child's regular pick-up arrangement, please let your child and your child's teacher know, prior to the beginning of the school day.

Emailing the teacher during the day is the second option, recognizing that the teacher has limited opportunities to check email.

The Elementary School Office should not be the intermediary for change of plans unless it is an emergency.

## ES Attendance Policy

We prepare for students to be present in class each day. If they miss school, we miss them, and they miss out on many facets of their learning. Regular attendance is essential for a student's success in school. Persistent absenteeism creates a genuine hardship for a student and is regarded as a barrier to their learning. The Elementary School student absence procedures are intended to accommodate sick days and family emergencies, but not necessarily for additional vacation time.

It is our expectation that student absences will not exceed 10 absences per semester. As students approach this number, families will be sent reminder letters, could be invited to meet with administration to brainstorm ideas for better attendance, and 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 fairly grade, the student will receive Insufficient Evidence (IE) grades on their report card.

Our goal is to provide every student with a productive and successful year, engaged in learning. Regular attendance, with a limited number of absences, supports student achievement and academic success at school. If an extended absence is planned, parents are requested to complete the Pre-Arranged Absence Form. In addition, kindly coordinate with the homeroom teacher regarding any learning that may be missed.

When students are unwell, we strongly encourage parents to allow ample time to return to a healthy state.

## Tardiness

Punctual arrival at school is another important factor for a student's academic success but also provides the student a smooth transition to start the day.

Classes begin promptly at 8:00 am and students enter their classes at 7:55am. A student is considered tardy at 8:01 am.

A student's tardiness not only affects the late arriving child but also negatively impacts the start of the day for all students in the class by causing a disruption to learning.

Students arriving late must obtain a tardy pass from the Elementary School Office before entering the classroom.

A student absence/tardy report will be generated via PowerSchool by the Elementary School Office Manager.

Our goal is to provide every ASD student with a productive and successful year engaged in learning. Having students arrive punctually to school supports their academic success at every grade level.

Students who ride the school's preferred bus transportation provider are exempt from being tardy if the bus is late arriving to school.

## Early Student Checkout

Students who leave early during a school day must be accompanied by a parent or guardian and must have a gate pass from the Elementary School Office.

Students are not permitted to leave school grounds before 2:55 pm unless they have a pass in hand.

Students departing before the last day of school, unless officially withdrawing, will receive their report card at the designated report card date. Report cards are not provided to parents earlier than the identified day.

## Cancellation of School

If school is to be canceled for any reason, every effort will be made to contact families as soon as possible. Typically, the ASD Communications Department will communicate with the ASD community.

## Home Learning Policy

At ASD, we strive to follow research-based practices. Research has demonstrated that building strong reading and math skills has a direct correlation with future academic success. All UES students are expected to read each day for 20 minutes or more, as part of their Home Learning. Students may also be assigned mathematics practice or other exercises to build up academic skills. Daily Home Learning assignments (aside from reading) should not exceed 20-30 minutes for Upper Elementary students.



## Dress Code

It is essential that students respect the learning environment and life in Qatar by being appropriately dressed for school. The purpose of the student dress code is not to inhibit any person's taste in attire, but rather to better facilitate the process of education through reasonable guidelines of dress, instilling dignity and pride.

Footwear is an important safety consideration. Students are encouraged to wear shoes that fully cover the toes. Students are not allowed to wear flip flops or Crocs to school. In order to participate in any type of active running activity like soccer, basketball, or tag, students must wear sneakers. Hats and sunglasses may not be worn in the classroom, but are acceptable during recess and lunch periods when students are outside. Decorative items should be conservative. Jewelry, glasses, and t-shirt decorations and logos should be culturally sensitive, inoffensive, and in good taste. In the Upper Elementary School, we encourage students to wear blouses, tops or shirts that cover the entire midriff. Halter-tops and crop tops are considered to be inappropriate. Skirts, dresses and shorts should be of moderate length, generally to or slightly above the knee.

If a student attire is not in line with these guidelines, they will be asked to change. If there is not an alternate set of clothing available, parents will be contacted. Please note that our dress code remains in effect during school-sponsored activities, including school social events and field trips.

## Physical Education

On PE days, students in Pre-K to Grade 5 must wear the PE uniform to school with appropriate sports shoes. The uniform may also be worn on non-PE days.

PE uniforms are expected to be labeled with the child's full name and class on the small tag located on the shirt and shorts (i.e. Joe White 5-A).

During colder months, track or sweatpants may be worn along with the standard PE shirt and shoes.

During swimming days, students must also bring/wear a swimming cap and towel.

The PE uniform will be sold on campus at the beginning of the school year. Details will be shared with the parent community on Sahifa as soon as they are available.

In order for a student to not participate due to an illness, a note or email from the child's parent must be submitted to their PE Teacher prior to class. The student must also bring a library book or class work to work on during this time. The classroom teacher and/or teaching assistant will escort the child to and from the Elementary School Office, unless the PE Teacher deems attendance at PE necessary.

The student must also bring a library book or class work to work on during this time.

## Art Classes

For Art classes, during painting activities, students are provided smocks to cover their clothes. Smocks are also available whenever a child would like to protect his/her clothes.

Students also have the option of bringing their own smock from home which they can leave in the art room.

## Lost and Found

We want our students to be responsible for picking up their belongings before leaving the playground or other areas of the school. Lost items will be taken to the Lost and Found bin located outside the Elementary School Cafeteria. Students and parents should be directed to these areas in the event that they have lost an item.

During conference days, all Lost and Found items will be displayed in the breezeway for identification and pick up.

All items not claimed will be periodically given to a charitable organization or disposed depending on the condition of the item.

## Cafeteria

Three staggered lunches are scheduled in the Elementary School Cafeteria every day except Tuesday for students in Grades 1 - 5. KG students eat in their classrooms.

Please note that ES students are not allowed to use the microwaves. Students wishing to eat a hot lunch are encouraged to use thermos'.

Students can choose to pack a lunch or purchase lunch in our cafeteria. Students in Grades 1 - 5 can use their DragonCard to purchase a lunch from a set menu. The weekly menu is published in the school's weekly newsletter, the Sahifa and on Teneen.

DragonCards are pre-loaded with money through one of the kiosks on campus or online. It is the parent's responsibility to ensure sufficient funds are available for their child to purchase lunch.

Sweets or what many consider as junk food such as chocolates or soda are not sold to our Elementary students. In striving to promote healthy eating habits, we ask parents not to pack sodas, candy, or other junk food.

## DragonCards

Students will be issued a DragonCard upon enrollment into the school. If the DragonCard is lost or breaks due to misuse, the replacement fee is QAR 50.

The DragonCard should be regarded and treated as school property - the same as a library book or a school-issued computer/camera, etc.

## Nut Consciousness Procedures

### Pre-Kindergarten 3 & 4

Pre-K 3 and Pre-K 4 are total nut free environments. The reason for this is that many children have not been to school nor have they been exposed to nuts either due to culture or conscious thought. Parents are asked not to send any foods that contain nuts to school with their children.

### Kindergarten - Grade 3

Only classes that have a student who has a severe, anaphylactic (needs an epi-pen) allergy to nuts will be nut free. A letter will be sent out to all the parents of that class stating that a child with a severe nut allergy is in the class and that no children should bring nut products/foods containing nuts to school.

## Grade 4 and Grade 5

We expect that students will gradually become more responsible for their own health. There will be no restriction made on students bringing nut products/food containing nuts for their personal consumption. Parents will be asked not to send any items containing nuts when it is meant for the total class to consume (class parties etc.).

ASD will make its campus as safe as possible. Parents will need to provide an epi-pen to the school for their child.

## School Supplies

School supply lists are posted on the Lower Elementary School and Upper Elementary School Office pages on Teneen, and on ASD's weekly newsletter, Sahifa. These lists, developed by each grade level, identify the school supplies needed for the school year. Though every attempt is made to ensure the list is comprehensive and economical, teachers may request additional supplies during the year.

The school supply list also includes the purchase of a PE uniform, which will be sold on campus at the beginning of the school year. Details will be shared with the parent community on Sahifa and Teneen as soon as they are available.

Please see the Dress Code section for details regarding PE uniforms.

Also on the supply list, all students in KG through Grade 5 (male and female) must purchase a swim cap to wear during the swimming unit. This can be purchased from the Booster Club store located near the Middle School / High School Gym.

## Ramadan

ASD is a diverse community of students from various countries and religious backgrounds. As guests in our host country of Qatar, we respect their religious beliefs and traditions.

Ramadan is the ninth month of the Islamic lunar calendar. Every day during this month, Muslims around the world spend the daylight hours in a complete fast. The annual fast of Ramadan is considered one of the five "pillars" of Islam.

Muslims who are physically able are required to fast each day of the entire month, from sunrise to sunset. The evenings are spent enjoying family and community meals, engaging in prayer and spiritual reflection, and reading from the Qu'ran.

During the month of Ramadan the school day will follow an adjusted timetable. At snack and lunch, students who are fasting may proceed directly to the assigned space. Students and teachers are asked to eat in the cafeteria. Students wishing to pray at lunchtime may proceed to an identified room where they will be supervised.

Adults are asked to be sensitive to eating and drinking in the presence of fasting students and in public places throughout the school. Walking through the hallways with food or beverages is frowned upon, and every effort is made to ensure that eating and drinking be done privately.

Students will still be able to purchase lunch in the cafeteria during Ramadan.

## **Toys, Mobile Phones, and Smart Watches**

Students should not bring toys, electronic devices, smart watches, or any item to school that may potentially interfere with their learning. Students in the lower grades may bring special belongings to share on “Show and Tell” days.

Students who wish to bring mobile phones, smart watches, iPads, iPods etc., to school must ensure that they are turned off during school hours. Students who do not comply with this rule may lose this privilege.

The school is not responsible for the loss or damage of mobile phones, smart watches, or other similar electronic equipment on campus. They also must remain in their bags throughout the day.

## **Classroom Parties**

Classroom parties are most commonly held to mark the occasions like national holidays and cultural events.

These parties are organized by homeroom parents and usually involve student participation in crafts and/or games as well as enjoying tasty treats.

Treat and gift bags are not permitted and will not be distributed to students. Any bags sent to school will be returned home with the student. We kindly ask for parent support in this matter in order not to disappoint students. Parents not wishing their children to participate in a class party/celebration must inform the homeroom teacher in advance. Any student not participating in these parties/ celebrations may be sent to an alternative area.

## **Birthday Snacks**

It is permitted for students to celebrate their birthdays at school during snack time by sharing a treat with their peers. Parents are highly encouraged to send in the treats first thing in the morning with their child.

Teachers need to receive prior notification from the parent and every effort should be made to schedule these celebrations at snack time to minimize any interruption to instruction time.

Birthday and gift bags are not permitted and will not be distributed to students. Any bags sent to school will be returned home with the student. We kindly ask for parent support in this matter in order not to disappoint students.

Additionally, the intention of the class birthday celebration is for your child to celebrate with his/her classmates, and therefore school age siblings are not permitted to attend.

Birthday invitations will not be distributed/placed in student’s home folders unless the entire class is invited or only students of the same gender are invited. When two or three students are left out of a birthday party invitation given out by a classmate, it is extremely upsetting, therefore disruptive to the class.

Unfortunately we cannot forward electronic birthday cards on your behalf.

## **School Spirit Days**

On a regular basis spirit days are held to foster school spirit. These days may include crazy hair day, twin day, inside out and backwards day, etc.

## **Qatar Sports Day**

Qatar Sports Day is a day filled with individual games, events, as well as team challenges from around the world. Qatar Sports Day is held annually on the first Tuesday in February

## **Assemblies**

Each of our divisions organize assemblies. These assemblies highlight grade level events, promote school spirit, recognize effort and achievement as well as focus on the school values.

## **Field Trips**

Educational field trips are encouraged for students in all grades. On school-sponsored field trips, the teacher leads supervision and may request additional help from parents.

## **Learning and Instructional Assistants**

In Lower Elementary School each homeroom class is supported by a learning assistant, while in Upper Elementary School learning assistants are shared across grade level homeroom sections. Our learning and instructional assistants provide assistance to the classroom teachers in a variety of ways: working with students on a one-to-one basis, working with small groups of students, and preparing materials for the teacher. They are also responsible for lunchroom and playground supervision. Moreover, In both Lower Elementary and Upper Elementary, instructional assistants support EAL and Learning Support student services.

They are also responsible for lunchroom and playground supervision.

## **Parent Teacher Association (PTA)**

The Parent Teacher Association (PTA) is made up of teachers and parents of the students who attend ASD. It has an elected Executive Board that consists of a president, vice-president, secretary, and treasurer.

The objectives of the PTA are to promote an extended relationship between the staff, parents and others associated with the school, as well as to engage in activities, which support the school in both financial and practical terms. Such activities will normally be in line with, and always subject to, the agreement of the Director of ASD.

## **Homeroom Parents**

The Homeroom Parents primary function is to organize holiday parties for the classroom, assist, if called upon, with special projects such as field trips, or solicit additional helpers for these projects.

Homeroom Parents also organize a class basket for the annual PTA Friendship Festival Silent Sale, a major fundraiser for the school.

Homeroom Parents enhance our program and add a wonderful touch to our students' school lives. Please contact the PTA if you are interested in volunteering as a Homeroom Parent.

## Volunteers

ASD appreciates the many people who are willing to volunteer in the school. The library also has a volunteer program. Volunteers are also welcome to assist with special projects, and for a variety of special tasks. Please contact the Elementary School Office if you are interested in volunteering.

## Visitors

Every effort is made not to disturb the learning process of our students. Visiting your child's classroom during school hours without proper communication with your child's teacher is discouraged.

Non-ASD students visiting the campus during the school day is prohibited, unless prior arrangement has been made with the classroom teacher and school administration.

## Yearbook

An Elementary School Yearbook is published each year and is available for all students to purchase. The yearbook contains photos of students and various activities schoolwide that have taken place during the course of the year.

Order information is sent home mid-year to all students. Yearbooks are then ordered and delivery is usually by the end of the school year.

## Back to School Night

This night is scheduled at the beginning of the school year for each division.

This evening is designed to provide a venue for parents to meet their child's teacher, view the classroom setting, and learn about the academic program and classroom routines. If parents require specific information concerning their child, the teacher will suggest that the parent schedule a conference.

## Friendship Festival

The Friendship Festival is the PTA's largest fundraising event of the year. School clubs, volunteer parents, students, and teachers organize activities and games the whole family can enjoy. A Silent Sale is held, as well as a shopping market displaying merchandise from local vendors. A large range of food items are available throughout the event as well as musical talent.

Proceeds from the PTA Friendship Festival go directly back into the school and also help fund some of the larger projects at ASD.

## Student Council

The Student Council is a service organization in the Elementary School. It is sponsored by at least two faculty members and is comprised of elected officers of the student body from Grade 5.

The members are elected during the early part of every school year. The students themselves, under the guidance of the sponsors, run the weekly meetings.

This organization helps develop leadership and encourages the students to take an active role in their school and community. It also builds awareness of service activities which encourages student participation.

# Challenging a Book, Text, or Production

Library materials are selected to provide students with a wide range of resources encompassing multiple levels of difficulty, in a variety of formats with diversity of appeal, and allowing for the presentation of many different cultures and points of view. All students are allowed to choose freely from the collection of books.

If you have concerns about a book that your child has brought home, kindly follow the below procedures:

1. A parent or student who has a question or concern can request an informal conference with the educator. The educator will offer to review the materials and personally respond to the parent or student in a timely manner.
2. If the student or parent is not satisfied at this point, a discussion may be requested with the Principal.
3. If the parent or student is not satisfied at this point, they should complete a formal written complaint. The form, "Request for Review of Instructional Materials" can be obtained at the Elementary School or Middle School /High School Library front desks, from librarians, the principal, at the Elementary School Office front desk or in the Office of Teaching & Learning.

4. The form should be completed and given to the appropriate principal. The principal will also provide a copy to the Director of Teaching & Learning.

5. Upon submission of the form, the formation of an instructional material review committee will take place. The members of the committee will be appointed by the Director of ASD and will include one librarian or theater educator or teacher, one administrator and the Director of ASD. The committee will read the challenged work in its entirety or fully understand the specifics of the activity. The complainant can request an oral presentation of 15 minutes or less to the Instructional Review Committee. The committee will make a recommendation to the Director of ASD concerning the complaint with rationale.

6. The Director of ASD will make a decision.

7. The complainant, if not satisfied by the decision of the Director of ASD, can then make an appeal to the Board of Directors. The decision of the Board of Directors will be final.

# Safety and Emergency

## Emergency Contact List

Each year, in the event that families would have to be notified for emergency reasons, the school establishes and maintains an updated emergency contact list.

Classroom teachers are responsible for directly contacting the families of their students.

## Emergency Drills / Fire Drills

Emergency and fire drills are practiced on a regular basis. Safe exit procedures are posted in each classroom and throughout the school. Teachers and students regularly practice the safe exiting procedures when the alarm is sounded.

## Change of Address or Telephone Number

Please make changes to your child's profile on PowerSchool. Each family is given a user name and password in order to log-on. If you are unable to make these changes on PowerSchool, please notify the Elementary School Office and the office will make these changes on your behalf.

## Weather Related Safety

During the hot months, the number of days that students are actively participating in an outdoor recess is limited because of the dangers associated with outdoor play in high temperatures. There are three times when weather safety becomes a concern.

### Red Flag Days

When the weather is very hot and the temperature/heat index is extremely high, above 40°C, students need to drink plenty of water and stay in the shade. Physical activity will be restricted, and students may stay inside within the designated areas.

### Yellow Flag Days

When the air quality is beginning to diminish, students with Asthma or other students who choose to will remain indoors. Outdoor air quality and activities will continue to be monitored.

### Black Flag Days

The black flag indicates severe temperatures or when the heat index is extremely high, above 50°C, severe winds that could possibly develop into sandstorms, or any other extreme weather conditions (heavy rain or thunder). The black flag indicates that all students should remain indoors until the flag has been removed.

## Security

There are security measures in place, enhanced by the cooperation with the Qatari Police, a private security company, and the ASD Director of Safety & Security. There is 24-hour security presence and coverage at the school, and the premises are monitored electronically. On-going consultations are undertaken with the U.S. Embassy to ensure that our security steps are continually reviewed.

All adults on campus are required to wear an ASD security identification card. Parents new to ASD will be issued ID cards at orientation.

All deliveries should be delivered to Gate 8 throughout the school day. This is to limit access to the campus during school hours. Items need to be delivered to the classroom or the Elementary School Office.

Visitors to campus are requested to check-in at the Security Office at Gate 8 and present a valid school ID or a valid photo ID. Grandparents or other visitors without a Qatari ID must show a government issued photo ID such as a passport to enter the campus.

Elementary students can enter through Gate 6 or 8 using their DragonCards to sign in.

Consequences for forgetting DragonCards on consecutive days:

1. Once, sign-in at guard house.
2. Twice, sign-in at guard house, the student's name will be sent to the Elementary School Office, and an email sent to the parent.
3. Third, sign-in at guard house, the student's name will be sent to the Elementary School Office. The parent will be telephoned to advise that a new DragonCard will be issued to the student if they don't have their DragonCard the next day.
4. Fourth, sign-in at guard house and the student will be sent to reception where a new DragonCard will be issued. Parent will be notified the new DragonCard fee has been deducted from their account. It is the parent's responsibility to ensure there are sufficient funds on the child's DragonCard.

If parents need to enter the campus throughout the day they can only enter through Gate 8. If parents have an appointment with a teacher, counselor or member of our leadership team security will be given your name and then you can enter through Gate 6. On days when there are parent workshops, principal coffees, or counselor mornings, parents will be able to enter through Gate 6 after 8:00 am.

If you need to pick up your child for an appointment and need to enter through Gate 6 you must inform the Elementary School Office at least 24 hours in advance. Parents who do not inform the Elementary School Office will need to enter through Gate 8.

Domestic helpers and drivers are not allowed on campus until 12:15 pm for Pre-K pick up and 2:45 pm for KG - Grade 5 pick up.

Students who leave early during a school day must be accompanied by a parent or guardian and must have a gate pass from the Elementary School Office. No student is permitted to leave school grounds before 2:55 pm unless they have a pass in hand.

# Health and Immunizations

## Health

The major purpose of the school health program is to maintain, improve, and promote the wellbeing of the school age child. To accomplish this purpose, the school joins the parents and community personnel and agencies in a team effort.

Parents have the primary responsibility for the health of their children. Your child's health is important to us. We attempt to maintain a good healthy environment while your child is at school.

Health education is a regular part of the curriculum. Some of the units of study are:

- handwashing
- how to care for minor first aid issues

You can help by encouraging your child to practice at home the healthy habits, he or she is studying at school.

Vision screenings will be completed for students in Grades 1, 3, and 5. Please contact the clinic at 4499 1175 if you do NOT want your student screened.

## Specific Illness Policy

Students exhibiting fever ( $\geq 38.0$  °C or 100.4 °F) and/or excessive or unconfined bodily fluids (such as vomit or diarrhea) without a known cause or documented medical condition on file will be sent home. This is to ensure their comfort and to help prevent the spread of illness at school. If the condition persists, a note from a healthcare provider may be required before the student can return.

Please see the [Health & Illness Policy-2025/2026](#)

## Returning to School After Illness or Injury

Students must stay home until you are fever-free for 24 hours (fever  $\geq 38.0$  °C or 100.4 °F) without using fever-reducing medications.

## Immunizations

Health, immunization, and tuberculosis screening records are maintained on every child. Parents are required to update the school health clinic of any significant changes in health, medications or medical diagnoses. Immunization records (translated to English, as necessary) are required for attendance at ASD. ASD requires that immunizations comply with Qatar's Ministry of Public Health and USA's CDC Guidelines.

A standard immunization record is required for attendance at ASD. There may be occasions when immunizations will be available at school through the Ministry of Health.

## Medication

**NO MEDICATION SHALL BE ADMINISTERED WITHOUT PARENTAL CONSENT.**

If a student must take medication at school, please notify the clinic at [nurses@asd.edu.qa](mailto:nurses@asd.edu.qa) and the completed Medication Administration Consent form must be provided with the medication the original container, including the prescription label for prescription medications.

[Consent for Medication Administration 2025.docx](#)

## Wheelchair Policy

ASD is unable to accommodate students requiring wheelchair use, except under temporary and exceptional circumstances. Students recovering from surgery or injury must be able to safely ambulate with crutches before returning to campus. Reasonable accommodations can be made to ensure students using crutches are as safe and as comfortable as possible during their recovery period.

In exceptional cases where wheelchair use is necessary, a written request must be submitted to school leadership at least 5 days prior to the student's intended

return to campus. This advance notice is essential for proper decision-making, resource allocation, and emergency evacuation planning.

Please note:

- ASD will not accept a student in a wheelchair without the required 5-day notice.
- Under no circumstances may a student in a wheelchair be pushed by another student.



# Facilities

## Library Media Center

The Elementary School Library is open on Sunday, Monday, Wednesday and Thursday from 7:30 am - 4:00 pm and Tuesday from 7:30 am - 1:00 pm.

The library has a collection of over 20,000 items that include books, audio books, magazines, professional resources for teachers, parenting materials and DVDs.

The library is staffed by two certified teacher-librarians and supported by several library assistants. The goals of the Elementary School Library program are to enable students to learn independently, to support critical thinking in research, and to foster a love of reading.

Students in Pre-K - Grade 2 are on a fixed schedule. Students in Grades 3 - 5 are on a flex schedule.

The library is also available for all grades to schedule additional time for research.

The library catalog is available to students anywhere. The library website includes helpful links for parents as well as children. It can also be accessed via our school website.

The librarians work with teachers in planning and teaching information skills within the context of the curriculum. These lessons make use of 21st century skills.

In addition to library skills, the librarian provides story times for primary grades, book talks for older children, and special displays that highlight various genres of literature, holidays, or themes.

Overdue notices are emailed and printed out every Tuesday and distributed by the classroom teacher. No overdue fees are charged.

End-of-year report cards and exit documents are withheld until the accounts for all lost or damaged library materials have been settled. Books that are lost or damaged are charged the cost of the item and QR 30 for shipping and processing fees.

Students may visit the library before school, during recess and lunch. Students must be accompanied by an adult or parent after school. They also may come to the library during class time with the permission of the classroom teacher.

All students are welcome to check out or return books any time during the day. Pre-K may check out one book, KG may check out three books and Grades 1 -5 may check out four books.

There are strict guidelines and procedures for using the facilities at the school. Rooms must be reserved 48 hours in advance. Room reservations can be done via our schools website at [asd.sch.qa](http://asd.sch.qa).

# Communication

## Parent Communication

Our school newsletter, Sahifa, is emailed to all parents every Thursday. Sahifa is a reflection of the school's weekly events and a look forward to the next week's events. All school wide information is published in Sahifa. You will also find weekly messages from the Director of ASD and each divisions principal.

SeeSaw is the primary communication platform for the Elementary School, while the Learning Communication System used within the school is known as Teneen.

There is a Lower Elementary and Upper Elementary Office page that is updated weekly with notifications and upcoming events. In addition, teacher's update their own weekly newsletters to parents and post them on their respective Teneen classroom pages. If parents would like to discuss their child's progress with the child's teacher, they can make an appointment with the teacher directly through email.

## Arabic Translators

An Arabic translator will be provided for parent conferences if a parent requires assistance. Please contact the Elementary School Office before the conference to arrange for a translator.

## PowerSchool

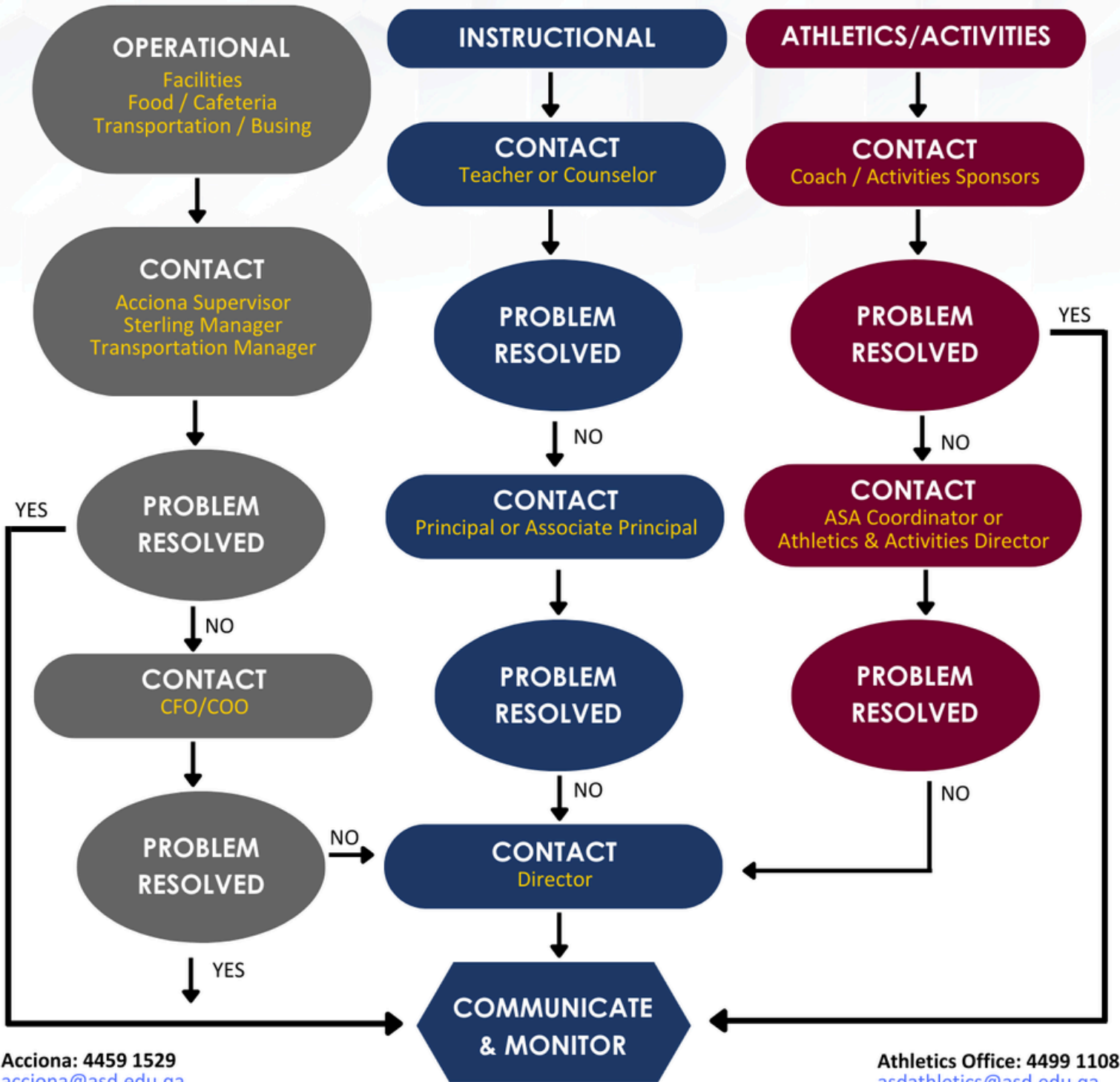
PowerSchool is our student information system used to store all information pertaining to our students and families, including report cards. You will access data in PowerSchool using a self-generated username and password. Once you create your credentials, please keep these private and secure. If your students access PowerSchool, they will have credentials separate from their parents. Your parent login gives you access to additional information from your children, such as the ability to change your personal information and demographic details. If you would like more information about accessing PowerSchool, please contact the Elementary School IT Support at +974 4459-1564.





# ASD Chain of Communication

School Year 2025-2026



Acciona: 4459 1529  
[acciona@asd.edu.qa](mailto:acciona@asd.edu.qa)

Athletics Office: 4499 1108  
[asdathletics@asd.edu.qa](mailto:asdathletics@asd.edu.qa)

Sterling Cafeteria: 4499 1306  
[sterlingcafeteria@asd.edu.qa](mailto:sterlingcafeteria@asd.edu.qa)

Main Reception: 4459 1501  
[reception@asd.edu.qa](mailto:reception@asd.edu.qa)

Director:  
 Dr. Victor Guthrie  
[victor.guthrie@asd.edu.qa](mailto:victor.guthrie@asd.edu.qa)

Athletics & Activities  
 Director:  
 Brij Anand  
[brij.anand@asd.edu.qa](mailto:brij.anand@asd.edu.qa)

Transportation: 4459 1525  
[busservices@asd.edu.qa](mailto:busservices@asd.edu.qa)

LES Principal:  
 Craig Campbell  
[ccampbell@asd.edu.qa](mailto:ccampbell@asd.edu.qa)

MS Principal:  
 Dr. Joshua Almy  
[joshua.almy@asd.edu.qa](mailto:joshua.almy@asd.edu.qa)

ES After School Activity  
 Coordinator: 4499 1116  
[es\\_asa@asd.edu.qa](mailto:es_asa@asd.edu.qa)

Chief Financial Officer  
 (CFO) / Chief Operating  
 Officer (COO):  
 John Meyer  
[john.meyer@asd.edu.qa](mailto:john.meyer@asd.edu.qa)

UES Principal:  
 Brian Donaldson  
[brian.donaldson@asd.edu.qa](mailto:brian.donaldson@asd.edu.qa)

HS Principal:  
 Jennifer Mendes  
[jennifer.mendes@asd.edu.qa](mailto:jennifer.mendes@asd.edu.qa)

ES Sports Coordinator:  
 4499 1116  
[es\\_sports@asd.edu.qa](mailto:es_sports@asd.edu.qa)

MS Sports Coordinator:  
 4499 1116  
[ms\\_sports@asd.edu.qa](mailto:ms_sports@asd.edu.qa)



# ASD Educational Communication Protocol

## School Year 2025-2026

The ASD Educational Communication Protocol was jointly developed by teachers and administrators. It is designed to promote direct, open and respectful communication so that concerns can be addressed efficiently and effectively among the parties involved.

We strongly encourage students and parents to follow this protocol. In turn, our staff members pledge to be sensitive to your concerns, to maintain confidentiality and respond in a timely manner. By working together, we can continue and strengthen our commitment to excellence.

## PARENTS AND STUDENTS

### STEP 1: COMMUNICATE WITH THE TEACHER

Students are encouraged to express their concerns directly to the teacher. However, if you as a parent are concerned about an issue involving your child's education, classroom experience or grade, contact the teacher directly.

All teachers can be reached via the teacher's e-mail. Teacher e-mails can be found in PowerSchool. Teachers will get back to you within 48 hours. If you do not receive a response within 48 hours, please proceed to the next step.

### STEP 2: COMMUNICATE WITH THE GUIDANCE COUNSELOR

Guidance counselors at ASD support students and parents on social/emotional issues, class placement or progress transitions and college placement.

If you need to find out about an assignment or need an update on your child's progress in a particular class, please contact the guidance counselor.

#### Lower Elementary Counselors

Demetrise Burt  
[demetrise.burt@asd.edu.qa](mailto:demetrise.burt@asd.edu.qa)

Nicholas Panza  
[nicholas.panza@asd.edu.qa](mailto:nicholas.panza@asd.edu.qa)

Elizabeth Anne Jones  
[elizabeth.jones@asd.edu.qa](mailto:elizabeth.jones@asd.edu.qa)

#### Upper Elementary Counselors

Sara MacDonald  
[smacdonald@asd.edu.qa](mailto:smacdonald@asd.edu.qa)

Tara Thompson  
[tara.thompson@asd.edu.qa](mailto:tara.thompson@asd.edu.qa)

#### Middle School Counselors

Julie Howell  
[jhowell@asd.edu.qa](mailto:jhowell@asd.edu.qa)

Dr. Annalice Hayes  
[ahayes@asd.edu.qa](mailto:ahayes@asd.edu.qa)

Pin Xuan Luo  
[pinxuan.luo@asd.edu.qa](mailto:pinxuan.luo@asd.edu.qa)

#### High School Counselors

Dr. Aaron Jones  
[aaron.jones@asd.edu.qa](mailto:aaron.jones@asd.edu.qa)

Izzet Sengel  
[isengel@asd.edu.qa](mailto:isengel@asd.edu.qa)

Mashal Ebadi  
[mashal.ebadi@asd.edu.qa](mailto:mashal.ebadi@asd.edu.qa)

Sana Mohammed  
[sana.mohammed@asd.edu.qa](mailto:sana.mohammed@asd.edu.qa)

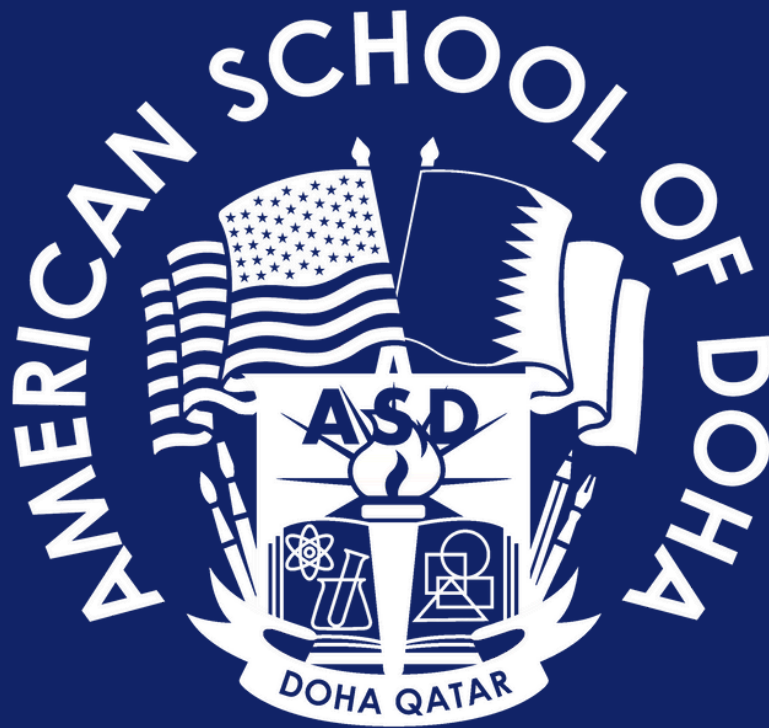
Jaime Roy  
[jaime.roya@asd.edu.qa](mailto:jaime.roya@asd.edu.qa)

### STEP 3: COMMUNICATE WITH DIVISIONAL OFFICES: PRINCIPAL / ASSOCIATE PRINCIPAL

Most problems will have been resolved by this point. If you still need to speak with someone about your situation, however, please contact your divisional Principal/Associate Principal.

### STEP 4: COMMUNICATE WITH THE SCHOOL DIRECTOR

If your problem has not been resolved through the Principal's Office, contact the Director.



Connect With Us  
[asd.sch.qa](http://asd.sch.qa)  
+974 4459 1511

#ASDoha

