



ELEMENTARY SCHOOL STUDENT HANDBOOK 2018 - 2019 SCHOOL YEAR



RESPECT | HONESTY | RESPONSIBILITY | COMPASSION

Welcome to the Elementary School



Identity Statement

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing educational excellence, through a standards-based, internationally enriched American curriculum, serving a multicultural student body.

Mission

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

Vision

ASD is a future-focused community where learning is...
collaborative
fun and engaging
extended beyond walls
creative to foster innovation
sustained by responsible practices
data-informed and evidence-based
authentic, solving real-world problems
encouraged in a technology-enhanced environment
ASD is...where students are encouraged to extend their
own learning

Our Values

Respect • Honesty • Responsibility • Compassion

ASD Values

Respect

Respect is a cornerstone value, which every person at ASD must display.

There are many ways to show respect. It is very important to listen and to try to understand the other person's opinion and point-of-view.

Students can show respect to teachers by arriving to class on time with all the needed equipment (notebook, calculator, textbook, etc.) ready to participate in class and learn.

Students can be respectful of the school by adhering to the ASD values of Respect, Honesty, Responsibility and Compassion.

Honesty

Honesty is expected from each person at ASD. Students display honesty by doing their own homework, submitting their own work for assessment and bringing to the teacher or school administration information about dishonest acts.

Students who are dishonest will receive the appropriate consequence from the Elementary School administration.

Responsibility

ASD students must take responsibility for their actions and behave appropriately at school and school events. A main goal for Elementary School is to help students become caring responsible citizens ready to make a contribution to society.

Students display responsibility by doing their homework, coming to class on time, picking up after themselves and finding ways to make a positive contribution to the school and the community.

Compassion

ASD students need to be compassionate to the needs of others. Students can display compassion by helping new students feel welcome, by respecting the opinions and ideas of others and by volunteering time to a community service project.

It is very important that every ASD student and staff member display the ASD values on a regular, daily basis. If everyone works towards these values, ASD will continue to be a wonderful place to learn and grow.

The American School of Doha

A Message from the Elementary School Principals

Dear Students 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 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. We encourage parents and students 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 atmosphere of open communication, the school will enable each student 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.

Sincerely,

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Admission Policies and Procedures

The American School of Doha provides an American curriculum education, taught in the English language, for eligible and qualified students of all nationalities. Criteria for enrollment include 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 area, or it can be obtained from the school website (www.asd.edu.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 done on all students who apply to the Elementary School(ES). The admission screening includes a reading and math assessment as well as a writing sample. English as Additional Language (EAL) screening will be done if necessary. Screening will take place before any admissions decision is 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 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 services.

Students 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 problems.
- 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.

Age Requirements

The minimum age for admission to the Pre-Kindergarten 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, after successful completion of Grade 5.

The American School of Doha 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.edu.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 ES 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.

Curriculum

Overview

The curriculum of ASD is a Pre-Kindergarten through Grade 12 Standards-based, American curriculum. The elementary curriculum encompasses the core areas of Language Arts, Math, Science and Social Studies along with the special areas of Information Technology (IT), Physical Education, Art and Music. We also offer students Spanish, Modern Standard Arabic or Arabic as a Foreign Language.

Literacy

The foundation of our literacy program is built upon the English Language Arts AERO/Common Core Plus Standards and Performance Indicators. These standards emphasize the key areas of: reading, writing, listening and speaking, and language foundations.

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

Pre-K students are immersed in a print-rich learning environment where they explore the exciting world of language. They develop their oral language through meaningful play and by interacting with books. Students view themselves as writers by expressing their own ideas through pictures and words.

For Kindergarten through Grade 5, a balanced literacy approach provides authentic reading and writing experiences with targeted instruction.

At the core of balanced literacy is the Reading and Writing Workshop. The workshop model offers all students explicit instruction, an opportunity to work at their independent levels, timely feedback, and collaborative interactions.

Further literacy experiences include: daily read-alouds, shared reading, interactive writing, and word study.

Ultimately, the goal of the literacy program is to build upon the enduring understanding that pleasure is derived from rich literacy experiences as students develop essential lifelong skills.

Math

Elementary mathematics is based on building conceptual understanding. Students learn the concepts through the use of manipulatives and drawings in order to make sense and construct their knowledge.

Students are encouraged to think of multiple strategies to solve problems and explain their thinking both in written and oral form. Students work collaboratively to develop knowledge and extend their learning based on their individual abilities and needs.

Teachers act as guides by modeling written explanations and asking effective questions to lead students to clear, concise, and efficient ways to solve problems.

Common Core State Standards guide our teaching. They include both:

Practice Standards

Make Sense of Problems, Reason and Construct Viable Arguments, and Model Mathematics.

Content Standards

Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.

The Elementary Math Coordinator works closely with teachers to provide continuous professional development, curricular support, and guidance with the planning, delivery, and assessment of math units.

Science and Social Studies

The elementary science curriculum has been designed using the Next Generation Science Standards. The standards are based on three dimensions: Science and Engineering Practices, Disciplinary Core Ideas and Crossing Concepts.

Through these dimensions students develop an understanding of how to think and work like a scientist and engineer; 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 is transitioning from the American Education Reaches Out (AERO) Standards to the new College, Career and Civic Life (C3) Standards.

The C3 framework is structured on an Inquiry Arc and is comprised of four Dimensions: Developing Questions and Planning Inquiries, Applying Disciplinary Concepts and Tools, Evaluating Sources and Using Evidence, and Communicating Conclusions and Taking Informed Action.

Students will be developing skills in how to ask rich questions and develop robust investigations, consider multiple perspectives, solutions and consequences, make evidence based claims and communicate and take informed action on their knowledge.

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

Technology

Utilizing technology as a teaching and learning tool is a focus for us in all subject areas. Digital citizenship and other technology skills are taught by the IT Integrator, IT teaching assistant and classroom teachers.

Students use laptops and iPads and are enrolled in a PowerSchool Learning portal. Children use Google Apps for Education to complete a vast majority of their work and begin learning how to use these tools as early as Grade 1.

Starting in Grade 3, each student has a school email account.

Media literacy is complemented by the development of library and research skills, instructed by the Elementary Librarians.

PowerSchool Learning

Grade level teams regularly share updates about their units of study in PowerSchool Learning. This may include announcements, assignments, unit learning objectives, updates and schedules.

Specialist Programs

Concerts, Swimming Galas, and Fine Arts Week, to name a few, highlight the unique specialist program we have in place. Music, Art, and Physical Education are taught by a team of specialized teachers, in a resource rich environment, including art rooms, a kiln room, outdoor pools, fully equipped gymnasiums, and music rooms.

Furthermore, an Intervention and Learning Support Program serves students who would benefit from additional instructional support, to better enable them to cope with the demands of the academic program.

Though the school offers additional instructional support, it is important to realize that the school does not offer a special education program.

World Language

We offer our students from Grade 1 to Grade 5 a choice of a world language class, with the exception of Modern Standard Arabic which is offered beginning in Kindergarten. Please note that world language choices are yearlong commitments and changes can only be made with the approval of the divisional principal.

Modern Standard Arabic is offered to students who are native speakers of Arabic starting in Kindergarten.

Students in Grades 1 and 2 have the opportunity to attend instruction in the following world languages:

- Arabic as a Foreign Language
- Spanish as a Foreign Language
- Modern Standard Arabic (eligible students only)

An English as an Additional Language Program is in place for non-native speaking students who require further exposure to the English language.

Guidelines

When entering ASD, new students will be enrolled in the above-mentioned options based upon the below guidelines. Students may choose between Arabic as a Foreign Language (AFL), Spanish or Modern Standard Arabic (MSA) depending on the following qualifiers.

- Fluent Arabic speakers and students whose native language is Arabic may enroll in MSA. Students will be tested for placement in MSA in Grades 2 - 5. Students who do not meet the MSA language requirements will have the option of taking Spanish or AFL.
- AFL and Spanish are open to all students.
- English language learners enrolled in the English as an Additional Language (EAL) Program have the option of receiving additional language exposure in a listening lab format in place of attending a world language. These requests must be approved by the principals.

Support Services

English as an Additional Language (EAL)

EAL is available to students whose first language is not English in Grades 1 - 5, who are in need of additional support.

The student's English language skills will be evaluated to determine eligibility for this additional support.

Learning Support

Additional support is available to students who have mild learning difficulties that interfere/impede their academic performance in the classroom, and who are at risk of not meeting the grade level standards of our school.

Guidance

Guidance services are available for all students. The Elementary School has four counselors, two in the Lower Elementary, and two in the Upper Elementary.

Teachers are encouraged to support the counselor in working with students on their interpersonal and social skills in small group, whole class, or individual settings. The counselors will provide lessons for homerooms.

Children referred for the “Child Study Team” are processed through the counselor’s office.

Acceleration, Promotion and/or Retention of Students

Elementary students 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, but should be open to parental concern.

Students will usually progress annually from level to level spending one year in each level.

If, in the opinion of the teacher, guidance counselor, principal and parent, a student will profit by staying less than one year at a particular 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 resource teacher, principal and parent, a student will profit by staying more than one year at a particular 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.

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

Assessments and Reporting

Parent Conferences

Parent/teacher conferences are held in the first trimester. During these conferences, teachers report student achievement in each subject area highlighting areas of strength as well as areas in need of improvement.

In the case of students of concern, prior communication needs to have taken place in the weeks ahead of the parent/teacher conference. Lengthier conferences involving Learning Support (LS), English as an Additional Language (EAL), or counselor involvement may be scheduled on alternative days before or after conference days.

Three-Way Conferences/Student-Led Conferences

Three-Way Conferences/Student-Led Conferences involve the active involvement of the student in sharing his/her learning with parents and teacher. This type of conference involves participation by the teacher and the parents.

It is expected that students share their individual goals and accomplishments as well as utilize their portfolios to share samples of their work highlighting growth and learning.

Portfolios

Portfolios document student work and growth over time. They provide evidence of achievement toward outcomes and overall student performance, thus enhancing the assessment process.

Portfolios provide students with opportunities to learn the language of evaluation through reflection on their growth and to share their work with others.

Teachers are responsible for developing these understandings and competencies by guiding their students to:

- Demonstrate a developmentally appropriate understanding of the purpose of the portfolio.
- Be able to select and reflect on appropriate items for their portfolio.
- Demonstrate greater levels of understanding and skill in this process as they progress from grade level to grade level.

Standardized Testing

Students in Grades 2 - 5 are assessed using the Northwest Evaluation Association’s (NWEA) assessment known as Measures of Academic Progress (MAP). This assessment is aligned with national or AERO standards.

The assessments are computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. Test items dynamically adjust to a student’s performance level. NWEA utilizes a web-based program that adapts the level of the question complexity based on a student’s response.

MAP Testing provides 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 at the end of each trimester. It will be indicated on the report card if a child is receiving intervention support, learning support or EAL support.

Values and Behavior Management

ASD Values

ASD is founded on the core values of responsibility, respect, honesty, 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.

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: Responsibility, Respect, Honesty, and Compassion.

Responsibility

- On time
- Has all learning equipment
- Self managing so as not to require follow up
- Is accountable for actions

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

Honesty

- Relies on own knowledge and completes own work
- Speaks truthfully
- Maintains integrity

Compassion

- 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.

Playground Rules

We believe that the playground is an extension of the classroom and the rules that apply in class also apply while students are on the playground. We expect students to play respectfully, be kind, share, and, most importantly, play safe.

During recess, school personnel supervise students. 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
- Students remain outside unless a teacher or supervisor makes an exception

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

If infractions occur, the on-duty supervisory will dialogue with the students 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 appropriate counselor
- Referral to administration

If the student 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 is sent to the administration, parent notification will 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/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-to-day 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.

Values Learning Plan (VLP)

Students who are referred may complete the “Values Learning Plan.” The “Values Learning Plan” must be signed by the student, parent, staff, counselor, and returned to the administrator within 24 hours.

Faculty/staff will apply the appropriate consequence for the inappropriate behavior as outlined in the behavior consequence matrix.

Behavior Matrix

Behavior Category	Consequences				
	1	2	3	4	5
1					
Personal Listening Device, Disturbance, Disruption, Running in Hallways, Dress, Gum, Inappropriate Behavior, Tardiness, Skateboard/Heelies	Possible Time Out Teacher Intervention	Time Out Teacher Intervention	Referral Email Loss of Recess VLP	Referral Email VLP Conference (T and/or P, C)	Referral Email Suspension (I) VLP Student Contract/Plan
2					
Dishonesty, Inappropriate Behavior, Information Technology, Skipping Class, Profanity	Referral Email Loss of Recess Parent Contact VLP	Referral Email Loss of Recess VLP Conference (T and/or P, C)	Referral Email VLP Student Contract/Plan Parent Letter	Referral Email Suspension (I) VLP	Referral Letter Suspension (O) VLP
3				Category 3 behavior is serious. Each case when referred will be dealt with on an independent basis and the range of consequences will include: Conference (T and/or P, C), VLP, Probation, Community Service, Suspension (I), Suspension (O), Principal Recommends Expulsion to Director.	
Abuse (verbal), Bullying, Fighting, Fire Alarm, Inappropriate Behavior, Intimidation, Information Technology, Safety, Theft, Vandalism	Referral Email Possible Suspension (I) or (O) Conference/Parent Contact (T and/or P, C) VLP	Referral Email Suspension (O) Parent Contact VLP	Referral Email Principal Recommends Expulsion to Director		
4			Category 4 behavior is very serious. Each case when referred will be dealt with on an independent basis and the range of consequences will include: Conference (T and/or P, C), VLP, Probation, Community Service, Suspension (I), Suspension (O), Principal Recommends Expulsion to Director.		
Abuse (physical), Inappropriate Behavior, Information Technology	Referral Email Suspension (O) Conference (T and/or P, C) VLP	Referral Email Principal Recommends Expulsion to Director			

Conference

Teacher (T)

Parent (P)

Counselor (C)

Suspension

In-School (I)

Out of School (O)

VLP

Values Learning Plan

Completion of a Values Learning Plan includes:

- Parents signature, and/or meeting with the counselor
- As much as possible, consequences will be relevant to the inappropriate behavior

These consequences may be modified by administrators based on individual circumstances.

Behaviors

Behavior	Description	Cat.
Abuse, physical	Physical assault of a staff member or student	4
Abuse, verbal	Intimidation or insult of staff member or student, language that demeans one's color, race, gender, or sexual orientation	3
Bullying	To annoy, attack or bother another person or group of people	3
Dishonesty	Being deceitful or lying, cheating, forgery, plagiarism	2
Disruption or Disturbance	Behavior which interrupts the learning environment anywhere on campus	1
Dress	Failure to meet the standards as outlined in the dress code	1
Fighting	Exchange of blows between students	3
Fire Alarm	Vandalism with fire and/or setting off a false alarm	3
Gum Chewing	Chewing gum on campus contrary to the student code of conduct	1
Inappropriate Behavior	Behavior that fails to meet ASD expectations or fails to uphold ASD values	1 - 4
Information Technology	Inappropriate use of school technology in breach of the information technology policy	1 - 4
Intimidation	Threatening or purposely embarrassing another person with intent to frighten, demean or harm	3
Obscenity/Profanity	Written or oral language or drawing that offends the senses or standards of morality of the school and/or community	3
Safety	Behavior which infringes safety regulations and which endangers or causes harm or injury to self or others	3
Skateboards/Heelies	Use of a skateboard/heelies at school contrary to the student code of conduct	1
Skipping Class	Unexplained absence from class(es)	2
Tardiness	Arrival to class late, and/or after the bell has stopped ringing (Bus riders are exempt from being tardy if the bus is late to school)	1
Theft	Taking another person's or school property	3
Vandalism	Defacing, damaging or destroying property	3

Consequences

Community Service	Serving the School or Local Community
Conference, Staff, Parent, Teacher and Counselor	Meeting with administration staff member and either staff, parent or both. A counselor may also be present.
Counseling, mandatory	Students meet with a counselor in relation to the behavior.
Values Learning Plan (VLP)	Students complete a values learning plan with the purpose being to reflect on their behavior.
Loss of Recess, Morning and/or Lunch	Students accompany a staff member or must remain in a designated location during the break.
Letter Home	Parents receive a letter from the school in relation to the behavior.
Privileges, removal of	Loss of privileges, such as ASA, club or sport team, special events, etc.
Student Contract Academic and/or Behavior	Students will be on a contract with ongoing monitoring of their behavior and/or academic progress with clearly outlined consequences for failing to meet expectations.
Restitution	Restoring of things as to how they were before the behavior, including financial reimbursement.
Suspension In school or Out of school	Removal from regularly scheduled classes and school related activities.
Expulsion	The student is removed from ASD. Students who are expelled from the school may be entitled to re-enroll in the following school year as part of the normal process but can not be guaranteed a place.

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. After School Activities 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 (ES 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 the Sahifa and the Athletics and Activities website.

Students interested in participating in the ES 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 after school ASA and ES 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/ ES Sports bus.

Fee-Based Activities

Every year the Elementary School runs several fee-based After School Activities that are administered by community members/institutions using the Elementary School 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

School Day

Our school week is from Sunday through Thursday.

The Pre-K program 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 Kindergarten 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 from at 7:40 am.

Students arriving at school should place their backpacks or lunch boxes in their cubbies and go directly to the playground.

Students are to enter the building at the sound of the whistle and go to their classrooms.

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

If they are participating in the After School Program, they should go directly to that activity.

All elementary students must be in a supervised program after school. Elementary students are not allowed to stay after school unsupervised. The same rule applies to siblings not participating in an after school activity.

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

Pick Quick Transportation is an independent busing company that provides busing for ASD students. Parents are to contact Pick Quick Transportation directly with busing needs via email at transportation@asd.edu.qa.

Bus transportation fees are outlined in the school admissions/re-enrollment packet and can be found via our website.

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.

Absence/Attendance

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 very serious problem.

Based on the PowerSchool attendance report, when a student reaches their 10th day of absence, the Office Manager will notify parents.

Based on the PowerSchool attendance report, when a student reaches their 20th day of absence, the Office Manager will notify the parents once again.

Based on the PowerSchool attendance report, the above procedure should also be followed on the 25th day of the student's absence; however, the student may also be required to successfully complete the next grade level entrance assessment for placement into the next grade level.

The decision for placement will rest solely with the Elementary School Administration.

After students exceed 50 days of school absence, the administration will recommend to the Director that this student's placement not be continued for the upcoming year.

The school will provide parents with a final Excessive Absence Letter.

In the event that a student is absent from school for any reason other than illness, the parents must notify the teacher and office by email prior to the student's absence.

If an extended absence is planned, parents are asked first to contact the Elementary School Office, in order to fill out a Request for Absence form and to arrange for any missed work.

Teachers will not provide grades to students who are absent more than 25% of the days in a trimester; rather they will receive narrative comments and an N/A in place of grades.

If an extended absence is planned, parents are asked to complete the [Pre-Arranged Absence Form](#). In addition, kindly coordinate with the homeroom teacher regarding any missed work.

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 at 8:00 am. 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 ES Office Manager.

In accordance with our Elementary Tardiness Procedures, students who are tardy more than 10 times in a trimester will be sent home on the 11th day of tardiness, and for each subsequent tardy day thereafter.

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.

No student is 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.

Homework

Homework is to be assigned Sunday through Wednesday. No homework should be assigned on Thursdays or during the holidays.

In Grades 3 through 5, the student planner is to be used daily to record assignments. Students must also use their planner to record homework in specialist subjects.

Grade level teams must coordinate with regards to common homework assignments and routines to maintain consistency.

Guidelines

Language

- Daily reading/read aloud, listening
- Regular writing assignments

Math

- Problem solving activities, games, reflections

Science and Social Studies

- Projects, reflections, research, generating questions

Grade level homework allocations per day

- Kindergarten: 10 minutes of reading
- Grade 1 and 2: 20 - 25 minutes total (10 - 15 minutes reading/10 minutes other)
- Grades 3: 30 minutes approximately
- Grades 4 - 5: 40 minutes to no more than an hour approximately

Dress Code

Students should appear neat and clean when they arrive at school each morning. Proper dress is what is acceptable to a majority of our community and is in good taste for school attendance and life in Qatar.

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 school, 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.

Physical Education (PE)

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. Joel 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, and are also available at Zak's Uniform Store or [Zak's online](#).

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 the 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 office, unless the PE teacher deems attendance at PE necessary.

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 should be taken to the Lost and Found located outside the Elementary School Cafeteria. There is also a Lost and Found bin located outside the gym. Students and parents should be directed to both of 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 student in Grade 1 - 5.

Kindergarten students eat in their classrooms.

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.

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

Pre-K is a total nut free environment. 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 and have an epi-pen ready and available when parents provide one to the school for their child.

School Supplies

School supply lists are posted on the Lower and Upper School sections of ASD's weekly newsletter, the 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, or otherwise can be purchased from Zak's Uniform Store or [Zak's online](#).

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

Also on the supply list, all students in Kindergarten 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 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 library.

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 and Mobile Phones

Students should not bring toys, electronic devices, 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, 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 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 following occasions:

- Thanksgiving
- Eid
- Halloween
- Holiday Celebrations
- Valentine’s Day
- End of Year

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

Treat 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 the library.

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 treat 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 Student Council sponsors spirit days 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.

Assemblies

Each of our divisions organize a monthly assembly. 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.

Teacher Assistants

Our teacher 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.

Parent Teacher Association (PTA)

The Parent Teacher Association 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 School Director.

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 Friendship Festival Silent Sale, the major PTA 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 help with field trips, 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.

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 school-wide 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 in the first trimester for each division. This evening is designed to provide a venue for parents to meet their child's teacher and view the classroom setting. 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.

Halloween Carnival

This Spooktacular evening is the highlight of the elementary calendar! Fully organized and decorated by our Elementary School faculty, with the support of parent volunteers, the hallways are transformed into "Trick or Treat" lanes!

The Haunted House, games, and jumpy castles are other highlights of the evening.

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 Grades 3 -5.

There are also representatives and alternatives from Grades 3-5.

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 encourage students participation.

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:

- The care of teeth and skin
- The need for proper foods and rest
- Self help for minor first aid problems
- Disease prevention.

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

Vision and hearing screenings are done annually with students in Grades 1, 3 and 5.

Daily outdoor recesses and regularly scheduled physical education classes are valuable factors in promoting healthy learning conditions. Children are expected to participate and wear appropriate clothing for these activities.

Lice

If a student has lice, the student will need to go home to be treated with a lice-removing agent and manual removal of nits. The student may return to school the following day provided all of the nits have been removed and a lice-treatment has been completed.

Students must be cleared by nurse before returning to the classroom.

Immunizations

Health, immunization, and tuberculosis screening records are maintained on every child. Parents are required to submit a health status update as they register their child for each school year and are urged to notify the school health clinic of any significant changes in health.

A standard immunization record is required for attendance at the American School of Doha.

There may be occasions when immunizations will be available at school through the Ministry of Health.

Medication

NO MEDICATION SHALL BE ADMINISTERED WITHOUT EXPRESSED WRITTEN PARENTAL PERMISSION.

If your child must bring medication to school, the following steps need to be followed:

- Parents should notify the school nurse when a child is taking medication.
- All medications must be brought to the Nurse's Office for storage.
- The medicine must be clearly identified with the name, type of medication, student's name, and dosage.
- A note, signed and dated by the parents, must accompany the medication.

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.

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 only two 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.

Black Flag Days

When there are severe temperatures or the heat index is extremely high, above 50°C or severe winds that could possibly develop into sandstorms. These conditions could pose a health concern to students with asthma or breathing issues and a black flag will be used.

The black flag indicates that all students should remain indoors until the flag has been removed.

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.

Security

All the 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.

There are security measures in place, enhanced by the cooperation with the Qatari Police, a private security company, and the ASD Director of 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.

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:

- Once, sign-in at guard house.
- 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.
- 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.
- 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 Kindergarten - 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.

Facilities Usage

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 www.asd.edu.qa.

Library Media Center

The Elementary 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 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 library information center staff works 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 30 QR 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.

Parent Communication

Our school newsletter, the Sahifa, is emailed to all parents every Thursday. The 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 the Sahifa. You will also find weekly messages from the Director and each divisions principal.

Teacher's email their own weekly newsletters to parents or post them on their respective 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 e-mail.

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

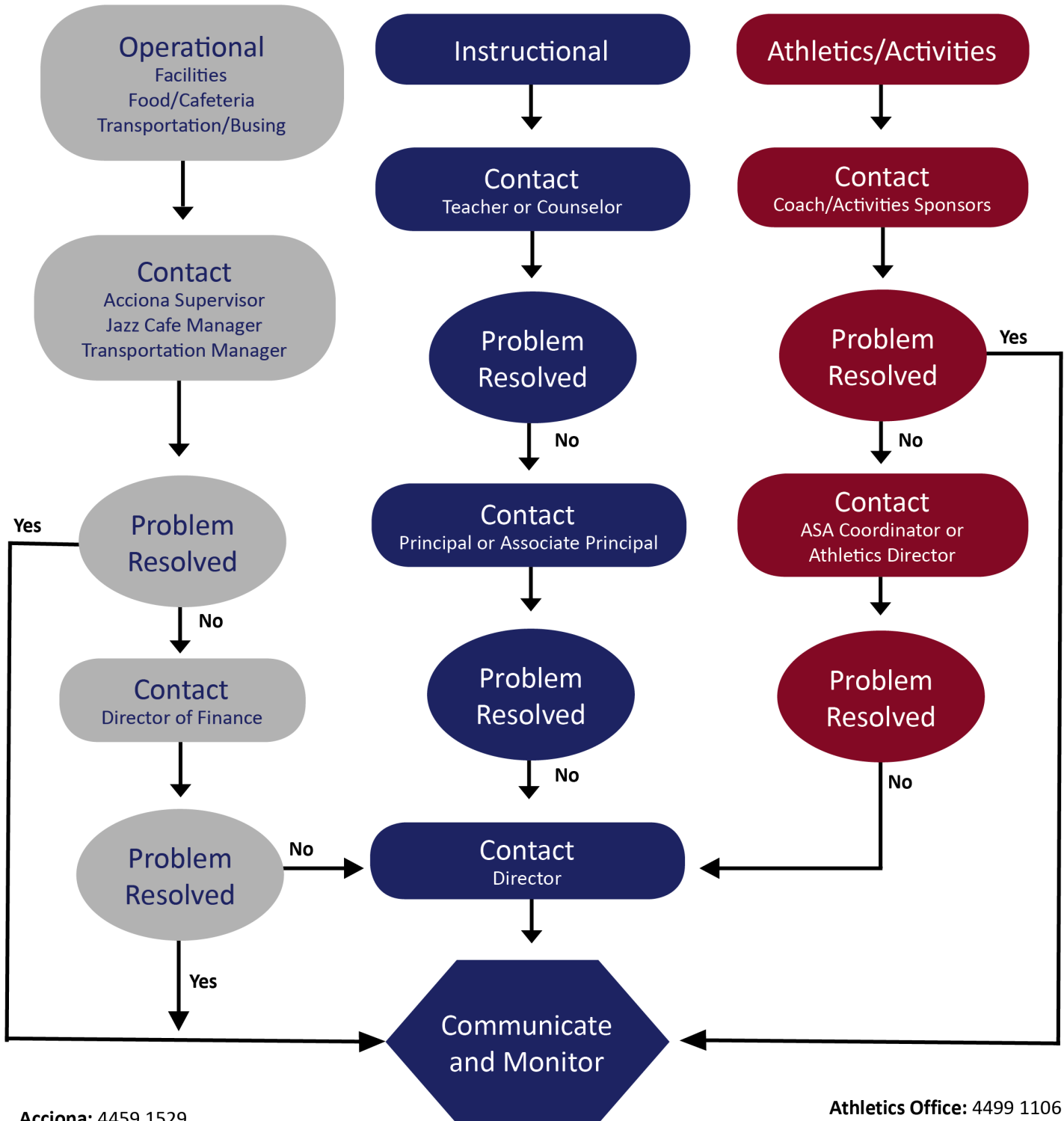
PowerSchool is our student information system used to store all information pertaining our students and families. You will access data in PowerSchool using a self-generated username and password. Once you create your credentials, please keep these private and secure.

If your child accesses PowerSchool, they will have credentials separate from yours. 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 on accessing PowerSchool, please contact the Elementary School Office at 4459 1550.



ASDoha Chain of Communication



Acciona: 4459 1529
acciona@asd.edu.qa

Jazz Cafe: 4499 1306
jazzcafe@asd.edu.qa

Transportation: 4459 1508
transportation@asd.edu.qa

Director of Finance:
Patty Foster
patriciafoster@asd.edu.qa

Main Reception: 4459 1501
reception@asd.edu.qa

LES Principal:
Lana Al-Aghbar
lalaghbar@asd.edu.qa

UES Principal:
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kschroeder@asd.edu.qa

MS Principal:
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HS Principal:
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mroberts@asd.edu.qa

Director:
Dr. Tom Hawkins
thawkins@asd.edu.qa

Athletics Office: 4499 1106
asdathletics@asd.edu.qa

**Associate Athletics
and Activities Director:**
Jimmy Leeper
jleeper@asd.edu.qa

**Athletics and
Activities Director:**
Dave Farmer
dfarmer@asd.edu.qa



ASDoha Educational Communication Protocol

The ASDoha 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

Makiko Maeyama
mmaeyama@asd.edu.qa

Zoë Gare
zgare@asd.edu.qa

Upper Elementary Counselors

Sara MacDonald
smacdonald@asd.edu.qa

Mike Olsen
molsen@asd.edu.qa

Middle School Counselors

Jen Hammonds
jenhammonds@asd.edu.qa

Annalice Hayes
ahayes@asd.edu.qa

High School Counselors

Jackie Feldstein
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Izzet Sengel
isengel@asd.edu.qa

Emilee Tollefson
etollefson@asd.edu.qa

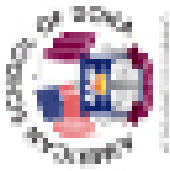
LizNoel Duncan
lduncan@asd.edu.qa

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.



Living our Values

Responsible Use Agreement

Online

We live our values by...

Responsibility

Responsible privacy and security choices
Responsible habits and practices

- Protecting our laptops and the networks
- Keeping our passwords and info private
- Balancing our online and offline activities
- Following school and parent guidelines

Respect

Respect for personal reputation
Respect for other people

- Inviting parents into our digital lives
- Creating a positive online presence
- Considering others' feelings before we post
- Encouraging positive interactions

Honesty

Honest use of others' work
Honest credit for others' work

- Giving credit for information we use
- Using citations where appropriate
- Refusing to use stolen or illegal media
- Abiding by Fair Use guidelines in our work

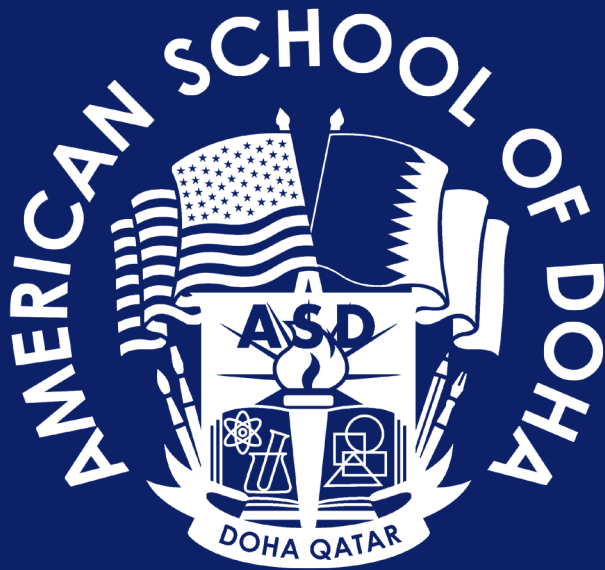
Compassion

Compassion in helping others
Compassion in contributing ideas

- Seeking outside help when needed
- Being a participant to fight against bullying
- Avoiding negative discussions about others
- Creating work that benefits others

Students Teachers Administration





AT THE HEART OF LEARNING

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