

ELEMENTARY SCHOOL STUDENT-PARENT HANDBOOK



SECTION 1

Welcome to ACS Doha

A Message from the Head of School

Welcome to ACS International School Doha.

We are delighted that you have chosen to become part of our community and thank you for entrusting us with one of life's greatest responsibilities—the education of your child.

At ACS Doha, we believe that the strongest schools are built on strong partnerships between students, families, and educators. When we work together with mutual trust, open communication, and a shared commitment to every child's success, extraordinary things happen. Our goal is for every student to feel known, challenged, supported, and inspired to reach their full potential.

As an IB World Continuum School offering an American curriculum, we are committed to developing confident, compassionate, and globally minded young people who are prepared to make a positive difference in the world. While academic excellence is central to our mission, we believe education extends far beyond academic achievement. It is about developing character, curiosity, resilience, kindness, leadership, and a lifelong love of learning.

This Parent Handbook has been designed as a practical guide to help you navigate life at ACS Doha. Within these pages you will find important information about our academic programs, daily routines, student expectations, school procedures, and the many ways we work together to support every learner.

While we strive to make this handbook comprehensive, no handbook can replace the value of open communication. Should you ever have questions, concerns, or simply need guidance, we encourage you to reach out to your child's teacher or the appropriate member of our leadership team. We are here to partner with you.

Thank you for choosing ACS Doha. We look forward to an exciting year of learning, growth, and celebration as we continue inspiring the world's next global thinkers and doers.

Looking Forward,

Dr. Robert S. Jackson
Head of School

Our School

Our Vision

An ACS education has at its heart the idea of readiness. When they leave ACS, our students face the world as effective, confident, and caring individuals who are ready to act, lead, care, and change the world.

Our Mission

To inspire the world's next global thinkers and doers.

Our Core Values

Everything we do at ACS Doha is guided by five core values that define our community and shape our culture.

Welcome Everyone

We embrace diversity and create an inclusive environment where every member of our community feels valued, respected, and connected.

Imagine Better

We encourage curiosity, creativity, and innovation while continually striving to improve ourselves, our learning, and our school.

Aim High and Make It Happen

We believe every student can achieve excellence through perseverance, determination, and personal responsibility.

Work Together

Collaboration, respect, and teamwork allow us to accomplish more than we ever could individually.

Act with Kindness

Kindness, empathy, compassion, and respect are at the heart of every successful learning community.

The ACS Way

In addition to our Core Values, students are encouraged to live **The ACS Way** each day.

Students are expected to:

- Be Your Best
- Be a Learner
- Do the Right Thing
- Represent Us Well, Always

Together, our Core Values and the ACS Way establish the foundation for learning, relationships, citizenship, and personal growth throughout our school.

An International Baccalaureate World Continuum School

ACS Doha is proud to be the **first school in Qatar authorized to offer all four International Baccalaureate (IB) programmes**, providing students with a seamless educational journey from Early Childhood through Grade 12.

Our internationally recognized curriculum combines the strengths of an American educational framework with the inquiry-based philosophy of the International Baccalaureate. Students develop strong academic knowledge while learning to think critically, solve complex problems, communicate effectively, collaborate with others, and act with integrity.

Across every grade level, our students are encouraged to become internationally minded learners who appreciate diverse perspectives, embrace challenges, and develop the confidence to make meaningful contributions to their communities and the world.

The Primary Years Programme (PYP)

The Primary Years Programme (PYP) serves students from Early Childhood through Grade 5 and marks the beginning of a lifelong journey of inquiry and learning.

Rather than focusing solely on the acquisition of facts, the PYP encourages students to ask meaningful questions, investigate authentic problems, make connections across subject

areas, and apply their learning in real-world contexts. Students develop both academic understanding and the personal skills needed to become independent, reflective learners.

Learning within the PYP is organized around six transdisciplinary themes that help students explore ideas that are relevant across cultures and throughout life.



Who We Are

An inquiry into identity, relationships, wellbeing, beliefs, values, and what it means to be human.

Where We Are in Place and Time

An exploration of history, geography, migration, discoveries, and our place within local and global communities.

How We Express Ourselves

An inquiry into creativity, communication, language, culture, and the many ways people share ideas and experiences.

How the World Works

An investigation into the natural world, scientific principles, technology, and the interactions that shape our environment.

How We Organize Ourselves

A study of systems, organizations, communities, economics, governance, and how people work together.

Sharing the Planet

An inquiry into environmental responsibility, sustainability, conservation, rights, resources, and our shared responsibility for the future of our world.

The IB Learner Profile

Throughout their time at ACS Doha, students develop the attributes of the **IB Learner Profile**, which describe the qualities of internationally minded learners.

Our students strive to become:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

These attributes are intentionally developed through classroom learning, service opportunities, leadership experiences, extracurricular activities, and daily interactions throughout school life.

Our Commitment to Families

At ACS Doha, we believe that education is most successful when schools and families work together.

As partners, we are committed to:

- Maintaining open, respectful, and timely communication.
- Creating a safe, welcoming, and inclusive learning environment.
- Supporting the academic, social, emotional, and physical wellbeing of every child.
- Encouraging students to become confident, compassionate, and responsible global citizens.
- Working collaboratively with families to help every child achieve success.

We look forward to partnering with you throughout your family's journey at ACS Doha.



SECTION 2

About the Elementary School

The Primary Years Programme (PYP) at ACS Doha serves students from **Pre-K3 through Grade 5**. These formative years lay the foundation for a lifetime of learning, curiosity, and personal growth. Our goal is to provide every child with a safe, nurturing, and engaging environment where they feel known, valued, and inspired to reach their full potential.

Our elementary program combines academic excellence with the inquiry-based philosophy of the International Baccalaureate Primary Years Programme. Students are encouraged to ask questions, think critically, collaborate with others, and develop the knowledge, skills, and character needed to become confident, compassionate, and globally minded learners.

Learning at ACS Doha extends beyond the classroom. Through specialist subjects, extracurricular activities, service opportunities, leadership experiences, and strong partnerships with families, we strive to develop the whole child—academically, socially, emotionally, and physically.

Our teachers, specialists, support staff, and leadership team work collaboratively to ensure every child experiences a joyful and meaningful educational journey.

Elementary Leadership Team

The Elementary Leadership Team is dedicated to supporting students, families, and staff while ensuring a positive, safe, and successful learning environment. We encourage parents to contact the appropriate member of the team whenever they have questions or require assistance.

Head of School

Dr. Robert S. Jackson

The Head of School provides the overall leadership and strategic direction of ACS Doha, ensuring the school fulfills its mission while supporting excellence across all areas of school life.

Email: robert.jackson@acsdoha.school

Primary Years Programme (PYP) Principal

Christie Coomer

The PYP Principal oversees all aspects of the Elementary School, including teaching and learning, student wellbeing, school operations, and parent partnerships.

Email: ccoomer@acsdoha.school

PYP Assistant Principal

Corinne Boote

The Assistant Principal supports the daily operation of the Elementary School, working closely with teachers, students, and families to ensure a positive and supportive learning environment.

Email: cboote@acsdoha.school

Early Childhood Coordinator

Ronda Hassan

The Early Childhood Coordinator leads our Pre-K3 and Pre-K4 programs, ensuring our youngest learners receive a developmentally appropriate and nurturing introduction to school.

Email: ronda.hassan@acsdoha.school

PYP Administrative Coordinator

Graham Herman

The Administrative Coordinator supports the day-to-day operations of the Elementary School and assists families with attendance, documentation, scheduling, and general inquiries.

Email: gherman@acsdoha.school

Elementary Reception

Gladys Harfouche

Our receptionist is often the first point of contact for families and is available to assist with general questions, visitor registration, attendance matters, and student dismissal procedures.

Email: gharfouche@acsdoha.school

School Counselor

Meadhbh Murphy

The school counselor supports students' social, emotional, and personal wellbeing while partnering with teachers and families to promote healthy development and student success.

Email: meadhbh.murphy@acsdoha.school

Our Faculty and Staff

The success of our students is made possible by a dedicated team of highly qualified teachers, specialists, counselors, learning support professionals, administrators, and support staff who work together to create a welcoming and engaging learning environment.

Our teachers are committed to knowing every child as an individual and supporting their academic, social, and emotional growth. Working collaboratively across grade levels and specialist areas, they ensure students experience a connected and meaningful educational journey.

For a complete Elementary Faculty Directory, including staff photographs, positions, and email addresses, please visit: @graham - [Elementary Faculty Directory]

Specialist Programs

Students in the Elementary School benefit from instruction provided by specialist teachers who enrich the curriculum and provide opportunities for students to develop new skills, interests, and talents.

Specialist subjects may include:

- Physical Education
- Visual Arts
- Music
- Library and Information Literacy
- Arabic
- Islamic Studies
- Qatar History
- World Languages
- Technology

Specialist teachers collaborate closely with classroom teachers to support the inquiry-based approach of the Primary Years Programme and to provide students with meaningful learning experiences across all disciplines.

Student Support Services

We believe that every child can succeed when provided with the appropriate support, encouragement, and opportunities to grow.

Our Student Support Services team works collaboratively with teachers and families to meet the diverse needs of our learners. Support may include:

- Learning Support
- English as an Additional Language (EAL)
- Gifted Education
- School Counseling
- Social and Emotional Support
- Individual Learning Plans (ILPs)
- Transition Support
- Conditional Admissions Monitoring

Support is individualized and may include classroom accommodations, targeted small-group instruction, one-to-one intervention, language support, or personalized learning plans.

Student progress is reviewed regularly in partnership with families to ensure each learner continues to thrive.

Further information regarding student support procedures can be found in the **Teaching and Learning** section of this handbook.

Health Services

Student health, safety, and wellbeing are central to everything we do at ACS Doha.

Our qualified school nurses provide first aid, manage student health needs, administer approved medications, respond to medical emergencies, and support students with ongoing medical conditions throughout the school day. The nursing team also works closely with families to develop individualized healthcare plans whenever required.

Detailed information regarding medications, allergies, health forms, and medical procedures is provided in the **Health and Safety** section of this handbook.

For current nursing staff contact information, please refer to the online Elementary Faculty Directory.

Online Resources

To ensure families always have access to the most current information, several resources are maintained online and updated throughout the school year.

These resources include:

- Elementary Faculty Directory
- School Calendar
- Academic Calendar
- Lunch Menus
- Bus Transportation Information
- Uniform Information
- School Policies
- Forms and Applications
- News and Announcements

These resources can be accessed through the ACS Doha website or the Parent Portal.

Who Should I Contact?

We encourage families to communicate directly with the staff member best placed to assist with their question or concern.

If you have questions about...

Please contact...

Classroom learning, homework, or student progress Homeroom Teacher

Specialist classes

Specialist Teacher

Student wellbeing or social-emotional concerns

School Counselor

Attendance, dismissal, or daily logistics

Elementary Reception

School operations or documentation

Administrative Coordinator

Ongoing academic or behavioral concerns

Assistant Principal or PYP Principal

Whole-school matters

Head of School

Most questions are resolved quickly when they begin with the staff member who works most closely with your child. If additional support is needed, concerns can be escalated through the school's communication pathway outlined later in this handbook.

Our Partnership with Families

At ACS Doha, we believe that children achieve their greatest success when families and schools work together.

We value open communication, mutual respect, and shared responsibility as we support each child's educational journey. We encourage parents to participate actively in school life by attending conferences, workshops, celebrations, and community events, while maintaining regular communication with teachers throughout the year.

Together, we create a caring and supportive learning community where every child is encouraged to grow academically, socially, emotionally, and personally.

SECTION 3

Daily School Life

This section provides families with important information about the daily routines and procedures that help ensure our school operates safely, efficiently, and smoothly. We ask all families to familiarize themselves with these expectations so that together we can provide a positive experience for every student.

School Hours

The Elementary School operates Monday through Thursday from **7:30 a.m. to 2:20 p.m.**

Early Childhood

Pre-K3

- School begins: **7:30 a.m.**
- Early dismissal: **12:40 p.m.**
- Regular dismissal: **2:20 p.m.**

Pre-K4

- School begins: **7:30 a.m.**
- School ends: **2:20 p.m.**

Lower School

Kindergarten – Grade 5

- School begins: **7:30 a.m.**
- School ends: **2:20 p.m.**

Families will be notified in advance whenever schedules are adjusted due to Ramadan, Ministry directives, special events, or emergency situations.

Morning Arrival

School supervision begins each morning at **7:10 a.m.**

Students should not arrive on campus before this time, as staff supervision is not available.

Arrival Procedures

Pre-K3 through Grade 2

Parents may accompany their children to their classrooms each morning.

Grades 3–5

Students are encouraged to develop independence by making their own way to their classrooms upon arrival.

Our staff members are positioned throughout campus each morning to welcome students and ensure they arrive safely.

Arriving Late

Attendance is taken promptly at **7:30 a.m.**

Students arriving after 7:30 a.m. must report to the Elementary Reception before going to class. Reception staff will issue a tardy slip, and the student's attendance record will be updated accordingly.

Regular punctuality is an important habit that supports both learning and responsibility.

Attendance

Regular attendance is one of the strongest indicators of academic success. Students are expected to attend school every day unless illness or exceptional circumstances prevent them from doing so.

Consistent attendance allows students to participate fully in classroom learning, collaborative activities, and the social experiences that are essential to the Primary Years Programme.

Reporting an Absence

If your child will be absent, parents should notify the Elementary Office as early as possible on the morning of the absence.

When appropriate, supporting documentation such as a medical certificate may be requested in accordance with Ministry of Education and Higher Education (MOEHE) requirements.

If an absence is expected to extend over multiple days, families are encouraged to communicate directly with the homeroom teacher so that appropriate academic support can be arranged when possible.

Excused Absences

Examples of excused absences may include:

- Illness
- Medical appointments
- Bereavement
- Ministry-approved absences
- Other circumstances approved by the school

Supporting documentation may be required depending on the length or nature of the absence.

Unexcused Absences

Absences that do not meet the criteria for an excused absence may be recorded as unexcused.

Repeated unexplained absences or patterns of poor attendance may result in meetings with school leadership to develop an attendance improvement plan.

Early Checkout

Whenever possible, medical appointments and other commitments should be scheduled outside school hours.

If a student must leave school before dismissal:

- Parents should notify both the homeroom teacher and the Elementary Reception as early as possible.
- An Early Release request should be completed.

- Students will be released only to an authorized adult.
- Students must be signed out through Reception.

Early departures are recorded as part of each student's attendance record.

Changes to Pickup Arrangements

Student safety depends upon clear communication.

If someone different will collect your child, or if your child will be going home with another family, parents must notify:

- the Homeroom Teacher, and
- the Elementary Office

by **12:00 p.m.** on the day of the change.

For safety reasons, students will only be released according to approved dismissal arrangements.

Afternoon Dismissal

Student safety is our highest priority during dismissal.

Pre-K3 through Grade 2

Students are dismissed directly from their classrooms to an authorized adult.

Grades 3–5

Students are dismissed from the Elementary Gym, where they are collected by parents or proceed to school transportation.

Families are asked to arrive promptly to help ensure a safe and efficient dismissal process.

Late Pickup

Students should be collected no later than **2:45 p.m.**

Children who have not been collected by this time will be escorted to the Security Office at the Main Entrance, where they will remain under supervision until collected.

Repeated late pickups may result in a meeting with the PYP Principal to discuss appropriate arrangements.

School Transportation

ACS Doha partners with **New Image Bus Company** to provide transportation services for families.

Bus registration and transportation arrangements are made directly with the transportation provider.

Bus Contacts:

Jayson Olley

+974 5022 2557

Erving Laurel

+974 3077 5408

Although transportation services are provided by an external company, ACS Doha works closely with the provider to monitor safety standards and support families when transportation concerns arise.

Bus Arrival

Upon arrival at school:

- Early Childhood students are escorted to their classrooms by bus monitors.
- Lower School students independently proceed to their classrooms under staff supervision.

Bus Dismissal

At the end of the school day:

- Early Childhood students are collected from classrooms by bus monitors.
- Grade 1 and Grade 5 students are escorted to the buses by teaching assistants.

Bus Expectations

School buses are considered an extension of the school day.

Students are expected to:

- Follow all directions given by drivers and bus monitors.

- Remain seated while the bus is moving.
- Speak respectfully to others.
- Treat the bus and its equipment responsibly.
- Follow all school behavior expectations while traveling.

Failure to meet these expectations may result in disciplinary action, including temporary or permanent suspension of transportation privileges.

Remote and Distance Learning

When circumstances require students to learn from home, ACS Doha is committed to providing high-quality online learning experiences.

Instruction is delivered through:

- **Toddle** – Learning management platform
- **Microsoft Teams** – Live instruction and virtual meetings

Students participating in remote learning are expected to:

- Attend scheduled lessons.
- Participate actively in learning.
- Dress appropriately for live lessons.
- Learn in a suitable environment whenever possible.
- Demonstrate respectful and responsible digital citizenship.

Synchronous online learning is provided in accordance with Ministry of Education and Higher Education regulations and authorized absences.

Grade Placement

Students are placed in grade levels according to the school's admissions procedures and the requirements established by the Ministry of Education and Higher Education.

Placement decisions consider age requirements, previous educational records, and applicable Ministry regulations.

Withdrawal from School

Families planning to withdraw a student should notify the Admissions Office and Elementary Administration as early as possible.

Prior to withdrawal, families will be asked to:

- Complete the required withdrawal documentation.
- Return all school property, including textbooks, library books, technology, and other school-issued materials.
- Ensure that outstanding financial obligations have been resolved.

Student records will be released in accordance with school procedures and Ministry regulations.

Ramadan Schedule

During the Holy Month of Ramadan, ACS Doha follows the schedule established by the Ministry of Education and Higher Education.

School hours are shortened during this period, and adjustments are made to instructional schedules, recess, and other daily routines.

Students who are fasting are treated with respect, while designated eating areas are provided for younger students and others who are not fasting.

Families will receive detailed information regarding Ramadan schedules before the beginning of the holy month.



SECTION 4

Teaching and Learning

At ACS Doha, we believe that every child is capable of meaningful growth when provided with engaging learning experiences, high expectations, and caring relationships. Our Elementary School combines the inquiry-based philosophy of the International Baccalaureate Primary Years Programme with the academic rigor of an American curriculum to create an educational experience that develops the whole child.

Learning extends far beyond acquiring knowledge. Students are encouraged to ask questions, solve problems, collaborate with others, think critically, communicate effectively, and reflect on their own learning. Through this approach, students develop the confidence and skills needed to become lifelong learners.

Our Approach to Learning

Teaching in the Primary Years Programme is centered around inquiry.

Rather than simply memorizing information, students actively investigate concepts, explore authentic questions, and apply their learning in meaningful ways. Teachers guide students through carefully designed learning experiences that encourage curiosity, creativity, independence, and collaboration.

Throughout the school year, students develop:

- Critical thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills
- Creativity and innovation
- Reflection and goal setting
- International mindedness

Learning experiences are designed to challenge students appropriately while ensuring every child receives the support needed to succeed.

Curriculum

ACS Doha follows an American curriculum delivered through the framework of the International Baccalaureate Primary Years Programme (PYP).

Students receive instruction in a broad range of subject areas, including:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Arabic
- Islamic Studies (where applicable)
- Qatar History
- Visual Arts
- Music
- Physical Education
- Library and Information Literacy
- Technology

These subjects are often connected through interdisciplinary units of inquiry, allowing students to make meaningful connections between concepts and apply their learning in authentic contexts.

Assessment

Assessment is an ongoing part of the learning process and helps teachers understand what students know, what they can do, and how they can continue to grow.

Teachers use a variety of assessment methods, including:

- Classroom observations
- Student discussions
- Projects and presentations
- Performance tasks
- Quizzes and tests
- Student reflections
- Portfolios
- Teacher conferencing

Assessment is used to inform instruction, provide meaningful feedback, and support student growth rather than simply measure performance.

MAP Growth Assessments

ACS Doha uses **MAP Growth (Measures of Academic Progress)** assessments to better understand each student's academic progress and individual learning needs.

MAP is a computer-adaptive assessment that adjusts the difficulty of questions based on each student's responses, providing an accurate picture of current achievement and academic growth.

MAP assessments help teachers:

- Monitor student growth over time.
- Identify strengths and areas for improvement.
- Differentiate classroom instruction.
- Set meaningful learning goals.
- Inform intervention and enrichment opportunities.

Students typically complete MAP assessments three times during the academic year.

MAP results are **not** used as report card grades. Instead, they are one of many tools teachers use to support student learning and monitor progress.

Homework

Homework should reinforce learning—not replace it.

At ACS Doha, homework is purposeful, meaningful, and developmentally appropriate. Assignments are designed to reinforce classroom learning, encourage independence, promote reading, and strengthen the partnership between home and school.

Homework expectations vary by grade level and may include:

- Daily reading
- Mathematics practice
- Inquiry or research activities
- Reflection
- Occasional projects
- Review of classroom learning

Parents are encouraged to provide encouragement, establish consistent routines, and support organizational habits while allowing students to complete work independently whenever possible. Current assignments and important due dates are available through Toddle.

Progress Reports and Reporting Student Learning

Parents receive regular updates regarding student progress throughout the school year.

Formal reports are issued **four times annually**:

- October
- January
- March/April
- June

The October, January, and March/April reports provide concise updates on student achievement and learning behaviors.

The June report serves as the comprehensive end-of-year report and includes detailed comments from teachers alongside achievement and effort indicators.

Throughout the year, teachers also communicate regularly with families regarding student progress, achievements, and areas for continued growth.

Parent-Teacher Conferences

Parent-teacher conferences are an essential part of the partnership between school and home.

Formal conferences are held at least twice each academic year and provide opportunities for families, students, and teachers to discuss:

- Academic progress
- Personal growth
- Learning goals
- Strengths
- Areas for continued development

Additional meetings may be arranged whenever needed.

On scheduled conference days, the instructional program may follow an adjusted schedule or include asynchronous learning opportunities.

Academic Support Services

Every child learns differently.

ACS Doha provides a continuum of support designed to ensure all students can access learning and achieve success.

Support services may include:

- Learning Support
- English as an Additional Language (EAL)
- Gifted Education
- Individual Learning Plans (ILPs)
- Small-group intervention
- In-class accommodations
- Targeted academic intervention
- Transition support

Support services are planned collaboratively with teachers, specialists, students, and families. Student progress is reviewed regularly to ensure support remains appropriate and effective.

Class Placement

Each year, considerable time and professional judgment are invested in creating balanced learning communities.

Class placement decisions consider many factors, including:

- Academic strengths and learning needs
- Social and emotional development
- Gender balance
- Nationality and cultural diversity
- Student relationships
- Learning support needs
- English language proficiency

Our goal is to create classrooms where every student has the opportunity to succeed.

Because class placement considers the needs of all students, **requests for specific teachers cannot be accommodated.**

Families are asked to trust the professional judgment of our teaching teams throughout this process.

Academic Integrity

Academic integrity is an essential part of learning at ACS Doha.

Even in the Primary Years Programme, students are encouraged to develop habits of honesty, responsibility, and respect for the work of others. As students mature, they gradually learn how to acknowledge sources, produce original work, and take pride in their own thinking.

Students are expected to:

- Produce original work.
- Give credit to the ideas of others when appropriate.
- Complete assignments honestly.
- Avoid copying the work of classmates.
- Use technology responsibly.
- Seek help when they are unsure rather than misrepresenting their learning.

When concerns arise, our approach is educational rather than punitive. Students are guided to understand why academic honesty is important and are supported in developing ethical learning habits that will serve them throughout their education.

Learning Beyond the Classroom

Some of the most meaningful learning occurs outside traditional classroom walls.

Throughout the year, students participate in a variety of experiences that extend and enrich the curriculum, including:

- Field studies
- Guest speakers
- Service learning
- School performances
- Leadership opportunities
- Community projects
- Cultural celebrations
- STEM and inquiry activities

These experiences help students connect classroom learning to the world around them while developing confidence, collaboration, and global citizenship.

Partnering for Student Success

The education of every child is a shared responsibility between school and home.

Families can support learning by:

- Encouraging regular reading at home.
- Establishing consistent homework routines.
- Celebrating effort as well as achievement.
- Communicating openly with teachers.
- Encouraging curiosity and independence.
- Supporting regular attendance and punctuality.
- Reinforcing the school's values and expectations.

When families and educators work together, students experience the greatest opportunities for growth and success.

SECTION 5

Communication and Parent Partnerships

At ACS Doha, we believe that strong partnerships between home and school are essential to every student's success. Open, respectful, and timely communication helps us work together to support each child's academic growth, wellbeing, and overall development.

We encourage parents to stay actively involved in their child's education by maintaining regular communication with teachers, participating in school events, attending conferences, and engaging with the many opportunities offered throughout the school year.

Our goal is to ensure that families always know where to find information, who to contact, and how to receive support whenever it is needed.

Communication Principles

Our communication is guided by four simple principles.

Respect

All communication should be courteous, professional, and focused on working together in the best interests of students.

Timeliness

Questions and concerns are addressed as promptly as possible while recognizing that teachers are actively engaged in instruction throughout the school day.

Transparency

We strive to provide families with accurate, consistent, and timely information regarding school programs, student progress, and important events.

Partnership

Parents and educators each play an essential role in a child's education. By working together, we create the strongest possible learning environment for every student.

Communication Platforms

ACS Doha uses several communication tools to ensure families receive information in the most appropriate way.

Toddle

Toddle is our primary learning management system and the central hub for classroom communication.

Parents can access:

- Weekly classroom updates
- Units of inquiry
- Learning experiences
- Student portfolios
- Classroom announcements
- Assignment information
- School calendar events
- Direct communication with teachers

Parents receive login information when joining the school.

PowerSchool

PowerSchool is the school's Student Information System.

Parents can access:

- Attendance records
- Academic reports
- Student schedules
- Progress updates
- Demographic information

Email

Email is the primary method of professional communication between families and school staff.

Parents are encouraged to use school email addresses whenever contacting teachers or administrators.

Teachers will normally respond within **one to two working days**. Responses may take longer during weekends, holidays, or school breaks.

Telephone

Telephone communication is reserved for matters requiring immediate attention or confidential discussion.

SMS Notifications

SMS messages are used only for urgent communication, including:

- School closures
- Emergency notifications
- Health and safety information
- Time-sensitive announcements

Please ensure that your contact information remains current throughout the school year.

School Website

The ACS Doha website provides up-to-date information regarding:

- School news
- Calendars
- Policies
- Admissions
- Events
- Forms
- Community information

Social Media

Our official social media channels celebrate learning, student achievements, and school events.

Families are encouraged to follow ACS Doha through our official accounts.

- Instagram
- Facebook
- LinkedIn
- TikTok

Social media should never be used to communicate confidential information or student-specific concerns.

Regular School Communication

Throughout the school year, families receive consistent communication through a variety of channels.

Weekly Classroom Updates

Teachers provide regular updates through Toddle that may include:

- Current learning
- Upcoming events
- Homework reminders
- Important announcements
- Classroom celebrations

Weekly School Newsletter

The Head of School publishes a weekly newsletter highlighting:

- School-wide announcements
- Student achievements
- Upcoming events
- Important reminders
- Community celebrations
- Academic highlights

Parent-Teacher Conferences

Formal conferences are scheduled throughout the school year to discuss student progress and establish shared goals for continued growth.

Parents are encouraged to request additional meetings whenever questions or concerns arise.

Parent Workshops

Throughout the year, ACS Doha offers workshops designed to help families better support their children's learning and wellbeing.

Topics may include:

- Understanding the IB Primary Years Programme
- Supporting literacy and mathematics at home
- Digital citizenship
- Student wellbeing
- Positive parenting strategies
- Assessment and reporting
- Technology and online safety

Families are welcome to suggest future workshop topics.

Parent-School Organization (PSO)

The Parent-School Organization plays an important role in strengthening our school community.

The PSO:

- Welcomes new families.
- Supports school events.
- Organizes community activities.
- Encourages parent involvement.
- Helps strengthen connections between families and the school.

The PSO works collaboratively with school leadership while respecting the school's established communication procedures.

The PSO does not manage individual student concerns, disciplinary matters, or academic decisions.

Parents are warmly encouraged to become involved.

Communication Expectations

Successful partnerships depend on shared expectations.

Expectations for Parents

Parents are asked to:

- Keep contact information current.
- Read school communications regularly.
- Communicate respectfully with staff.
- Schedule meetings in advance.
- Support school policies and expectations.
- Attend conferences whenever possible.
- Raise concerns promptly through the appropriate channels.

Expectations for Students

Students are expected to:

- Share important school information with their families.
- Communicate respectfully with teachers and peers.
- Use school communication platforms responsibly.
- Seek clarification whenever they have questions about learning.

Expectations for Staff

ACS Doha staff are committed to:

- Communicating professionally and respectfully.
- Responding within one to two working days.
- Maintaining confidentiality.
- Keeping families informed of significant academic, behavioral, or wellbeing concerns.
- Providing timely updates through Toddle and other approved communication platforms.

Communication Pathway

Following the appropriate communication pathway allows concerns to be resolved efficiently and by the staff member who is best positioned to help.

Level 1 — Classroom Teacher

Questions regarding:

- Classroom learning
- Homework
- Daily classroom routines
- Student progress
- Minor behavioral concerns

Level 2 — Grade Team Leader

Questions involving:

- Ongoing academic concerns
- Concerns involving multiple teachers
- Grade-level matters
- Pastoral concerns

Level 3 — Elementary Leadership Team

Questions involving:

- Significant academic concerns
- Student wellbeing
- Serious behavioral concerns
- School procedures
- Matters not resolved through Levels 1 and 2

Level 4 — Head of School

The Head of School becomes involved when concerns:

- Remain unresolved after previous levels
- Involve significant school-wide matters
- Require executive leadership or policy decisions

Our goal is always to resolve concerns at the lowest appropriate level through respectful dialogue and collaborative problem-solving.

Complaints Resolution

ACS Doha is committed to resolving concerns fairly, professionally, and promptly.

Most concerns can be addressed quickly through open communication with the appropriate staff member. Parents are encouraged to follow the school's communication pathway before seeking further escalation.

If a concern cannot be resolved through normal channels, it may be reviewed through the school's formal complaints process.

In accordance with the requirements of the **Qatar Ministry of Education and Higher Education (MOEHE)**, concerns should first be addressed through the school before being referred externally. Additional information is available in the school's **Complaints Policy**.

Emergency Communication

In the event of an emergency, ACS Doha will communicate with families using one or more of the following methods:

- SMS notifications
- Toddle announcements
- Email
- Telephone calls
- School website updates

Families are asked **not to come to the school during an emergency unless specifically instructed to do so**. This allows emergency procedures to be carried out safely and efficiently while protecting students and staff.

Digital Communication and Social Media

All members of the ACS Doha community share responsibility for maintaining respectful and appropriate digital communication.

To help protect the privacy and wellbeing of all students, we ask families to:

- Respect the privacy of other students and families.
- Avoid sharing confidential school matters on social media.
- Obtain permission before posting photographs that include other children.
- Use official school communication channels when raising questions or concerns.

School staff do not communicate with students or parents through personal social media accounts. By working together, we create a positive online community that reflects the values of ACS Doha.

SECTION 6

Student Life

Life at ACS Doha extends far beyond the classroom. Every day, students participate in experiences that help them build friendships, develop new interests, discover their strengths, and contribute positively to the school community.

Whether participating in music, athletics, library activities, recess, field trips, or extracurricular programs, students are encouraged to explore, collaborate, and grow in an environment that values curiosity, creativity, responsibility, and kindness.

The routines and expectations outlined in this section help create a safe, welcoming, and enjoyable experience for every child.

Student Dress and Uniform

The ACS Doha uniform helps foster a sense of community, school pride, and belonging while ensuring students are dressed appropriately for learning.

Students are expected to wear the approved ACS Doha uniform throughout the school day.

Students wearing traditional national dress are welcome to do so and are required to wear their school-issued identification badge and lanyard while on campus.

Students are expected to dress neatly and appropriately for school, in line with MOEHE Circular No. (18) of 2024.

Grades 1–3:

- Uniform, swimwear, and sportswear must not be higher than the knee, per school policy.
- Clothing should fit appropriately and not be excessively tight.
- Clothing with rips or tears is not permitted.
- Open-toed shoes are not permitted for safety reasons.
- Clothing displaying inappropriate language or images is not permitted.

Grades 4–5:

- Clothing should cover the shoulders and extend to at least the knees.
- **Boys:** Trousers or shorts, not higher than the knee.
- **Girls:** Long trousers, or a knee-length skirt or a dress. If a skirt or dress is worn, it must be paired with either opaque socks ("Hula Hoop") or shorts worn underneath.
- Clothing should fit appropriately and not be excessively tight.
- Clothing with rips or tears is not permitted.
- Open-toed shoes are not permitted for safety reasons.
- Clothing displaying inappropriate language or images is not permitted.

Additional uniform information, including purchasing details, is available on the school website.

Physical Education (Grades 1–5)

On Physical Education days, students should arrive at school wearing the approved ACS Doha Physical Education uniform together with appropriate athletic shoes.

- **Tops:** A sports shirt is required for all students.
- **Bottoms:** Sports trousers or shorts, not higher than the knee, for both boys and girls.

If an official PE uniform is temporarily unavailable, students may wear:

- Plain white T-shirt or long-sleeved shirt
- Navy athletic shorts or trackpants (not higher than the knee)

Swimming (Grades 1–5)

Students participating in swimming lessons should bring:

- Swimming cap
- Towel
- Appropriate swimwear
- **Girls:** Girls should wear a one-piece swimsuit, which must not be higher than the knee.

- **Boys:** Swimming clothing which must not be higher than the knee.

Lunch and Nutrition

Healthy eating supports healthy learning.

Students may either bring a packed lunch from home or purchase meals through the school's food service provider.

Students are encouraged to:

- Eat a balanced lunch.
- Bring a refillable water bottle each day.
- Make healthy food choices.

ACS Doha is a nut-free and sesame-free campus.

To protect students with severe allergies, food brought from home must not contain peanuts, tree nuts, or sesame products.

Additional allergy information can be found in the **Health and Safety** section of this handbook.

Cafeteria Expectations

Students are expected to help maintain a clean, respectful, and welcoming dining environment.

Students should:

- Wait patiently in line.
- Treat cafeteria staff respectfully.
- Dispose of rubbish appropriately.
- Leave eating areas clean.
- Remain seated while eating.
- Follow staff directions.
- Move promptly to the designated area after lunch.

These expectations help ensure a safe and enjoyable lunchtime experience for everyone.

Birthday Celebrations

We enjoy celebrating birthdays with our students while ensuring celebrations remain simple, inclusive, and respectful of the learning environment.

Families wishing to recognize a birthday may provide individually wrapped treats that students can take home at the end of the school day.

Please do not bring:

- Birthday cakes
- Balloons
- Party bags
- Decorations
- Food intended to be eaten at school

As a reminder, ACS Doha is a **nut-free and sesame-free campus**, and all treats must comply with the school's allergy guidelines.

Library

The ACS Doha libraries inspire a love of reading while developing research and information literacy skills.

Students visit the library regularly throughout the school year and have access to a wide range of print and digital resources that support both recreational reading and academic inquiry.

Our libraries encourage students to:

- Read for enjoyment.
- Conduct research.
- Explore new ideas.
- Develop information literacy skills.
- Become independent lifelong learners.

Families also have access to the library catalogue and selected digital resources.

Students are responsible for returning borrowed materials on time. Lost or damaged items may require replacement.

Playground and Recess

Recess provides students with valuable opportunities for physical activity, social interaction, and unstructured play.

Students are expected to help create a safe and enjoyable environment by:

- Treating others with kindness and respect.

- Including others in games and activities.
- Using equipment safely.
- Following staff directions.
- Remaining within designated play areas.
- Resolving disagreements respectfully.
- Seeking adult assistance when needed.

Playground expectations reflect the same values and behavioral expectations that guide learning throughout the school day.

Personal Belongings

Students should bring only those items needed for learning.

Personal belongings should be clearly labeled with the student's name whenever possible.

ACS Doha cannot accept responsibility for lost, stolen, or damaged personal property.

Students should avoid bringing valuable items to school.

Examples include:

- Jewelry
- Toys
- Collectibles
- Large amounts of money
- Expensive personal items

School Supplies

ACS Doha provides the majority of classroom learning materials required by students.

Textbooks, workbooks, library materials, and other school-issued resources remain the property of the school and should be treated with care.

Families may be charged for resources that are lost or damaged beyond normal wear.

Personal Technology

The Elementary School promotes active engagement, collaboration, and age-appropriate use of technology throughout the learning day.

Personal electronic devices should not be brought to school unless specifically authorized.

If a student brings a personal device onto campus, it will be secured in accordance with the school's device procedures, including the use of a Yondr pouch where applicable.

Further information can be found in the **Technology Acceptable Use Policy**.

Field Trips

Field trips extend learning beyond the classroom and provide valuable opportunities for students to explore concepts through authentic experiences.

Throughout the school year, grade levels participate in educational visits connected to the curriculum.

Families will receive advance information regarding:

- Learning objectives
- Dates and times
- Transportation
- Costs (where applicable)
- Required permission forms
- Clothing or equipment requirements

Student participation requires completion of all required permission and medical documentation.

Co-Curricular Activities (CCAs)

Our Co-Curricular Activities (CCA) program provides students with opportunities to explore new interests, develop talents, build friendships, and strengthen their connection to the school community.

Activities are offered **twice each week**:

Monday and Wednesday

2:20 p.m. – 3:15 p.m.

Programs may include opportunities in:

- Athletics
- Performing Arts
- Visual Arts
- STEM
- Languages
- Service

- Leadership
- Clubs
- Special Interest Activities

The CCA program follows a **three-season model**, allowing students to participate in a variety of activities throughout the academic year.

Registration takes place online before each season.

When activities reach capacity, placements are made according to the published registration procedures.

School Assemblies

Assemblies are an important part of school life and help strengthen our sense of community. Throughout the year, assemblies celebrate:

- Student achievement
- Learning
- Cultural celebrations
- Service
- Character
- IB Learner Profile attributes
- School events

Students are expected to demonstrate respectful behavior by listening attentively, participating appropriately, and showing consideration for speakers and performers.

Celebrating Our Community

ACS Doha is proud to be an international community representing many cultures, languages, and traditions.

Throughout the year, students participate in a wide variety of celebrations and community events that help build belonging and strengthen relationships across the school.

These may include:

- International Day
- National celebrations
- Literacy events
- Spirit Weeks

- Arts performances
- Sports Days
- Community service initiatives
- Family events
- Cultural celebrations

These experiences enrich student learning while helping children appreciate the diversity that makes our community unique.

Learning Beyond the Classroom

Some of our students' most memorable learning experiences occur outside their daily lessons. Whether reading with a younger student, performing on stage, representing ACS Doha in athletics, participating in a club, or serving the community, students are encouraged to discover new passions, take healthy risks, and contribute positively to the life of the school. We believe that these experiences are an essential part of developing confident, compassionate, and globally minded young people who are prepared to make a positive difference in the world.

SECTION 7

Student Wellbeing & Behavior

At ACS Doha, we believe that learning flourishes when students feel safe, respected, included, and connected. Positive relationships, clear expectations, and a strong sense of belonging are the foundation of a successful school community.

Behavior is not simply about following rules. It is about developing character, learning responsibility, demonstrating empathy, and becoming a positive contributor to the community. Every interaction provides an opportunity for students to grow academically, socially, and emotionally.

Our approach to student behavior reflects the philosophy of the International Baccalaureate and is grounded in restoration, accountability, consistency, and respect.

Our Philosophy of Behavior for Learning

Positive behavior is essential to effective learning.

At ACS Doha, we believe that every student can learn to make responsible choices when expectations are taught clearly, relationships are strong, and adults respond consistently.

Our approach to behavior emphasizes:

- High expectations for every student
- Positive relationships built on mutual respect
- Explicit teaching of appropriate behaviors
- Restoration when mistakes occur
- Recognition of positive choices
- Partnership between school and home
- Consistent and fair responses to misconduct

Mistakes are viewed as opportunities for learning. Students are supported in understanding the impact of their actions, accepting responsibility, repairing relationships where appropriate, and making better choices in the future.

The ACS Way

Student behavior is guided by **The ACS Way**.

Every student is expected to:

- Be Your Best
- Be a Learner
- Do the Right Thing
- Represent Us Well, Always

These expectations provide a common language across the school and guide students in classrooms, playgrounds, assemblies, extracurricular activities, school trips, and all other school events.

Our Core Values

The ACS Doha Core Values shape every aspect of school life.

Students are encouraged to:

Welcome Everyone

Create an inclusive community where every individual feels respected, valued, and welcomed.

Imagine Better

Approach challenges with creativity while continually striving to improve themselves and their community.

Aim High and Make It Happen

Take ownership of learning, demonstrate perseverance, and work toward personal excellence.

Work Together

Collaborate respectfully, solve problems constructively, and contribute positively to group success.

Act with Kindness

Demonstrate empathy, compassion, generosity, and respect toward others.

The IB Learner Profile

Students are encouraged to develop the attributes of internationally minded learners.

Throughout the school year, they strive to become:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

These attributes are intentionally taught, modeled, celebrated, and reinforced throughout school life.

Student Expectations

Every student is expected to contribute positively to the ACS Doha community.

Students are expected to:

- Treat others with kindness and respect.
- Take responsibility for their actions.
- Demonstrate honesty and integrity.
- Care for school property.
- Follow teacher directions promptly.
- Come prepared to learn.
- Include others.
- Resolve conflicts respectfully.
- Contribute positively to the classroom community.
- Represent ACS Doha proudly both on and off campus.

These expectations apply during:

- School hours
- Recess
- Lunch
- Assemblies
- School buses
- Field trips
- Athletics
- Co-curricular activities
- School-sponsored events
- Online learning environments

Promoting Positive Behavior

Positive school cultures are built by recognizing and celebrating students who consistently demonstrate our values.

At ACS Doha, recognition focuses on:

- Kindness
- Responsibility
- Integrity
- Leadership
- Growth
- Perseverance
- Service
- Effort
- Improvement
- Positive citizenship

Our goal is to develop intrinsic motivation by helping students understand that positive behavior benefits both themselves and the wider community.

Positive Recognition Framework

Recognition occurs at multiple levels throughout the school.

Classroom Recognition

Teachers regularly celebrate students through:

- Weekly Recognition Boards
- Verbal praise

- Classroom celebrations
- Table points
- Marble jars
- Secret Student
- Compliment chains
- Class goals
- Peer shout-outs
- Team challenges

Recognition focuses on effort, growth, kindness, responsibility, resilience, creativity, collaboration, and the IB Learner Profile.

Weekly Shoutouts

Each week, every classroom recognizes students who have demonstrated:

- Positive attitudes toward learning
- Growth and improvement
- Leadership
- Kindness
- Resilience
- Responsibility
- Positive contributions to classroom culture

Weekly Shoutouts may be shared through classroom communications and school newsletters.

IB Learner Profile Certificates

Students demonstrating exceptional examples of the IB Learner Profile are recognized during school assemblies through the presentation of IB Learner Profile Certificates.

Teacher Mail

Any staff member may recognize students through Teacher Mail.

Teacher Mail celebrates students who demonstrate:

- Exceptional effort
- Integrity
- Compassion
- Leadership
- Service
- Resilience

- Positive citizenship

Recognition may include certificates, postcards, personal notes, or communication with families.

Principal Mail

Principal Mail recognizes students who consistently demonstrate outstanding character, leadership, service, integrity, and personal growth.

Students receiving Principal Mail are celebrated for serving as role models within the school community.

Hot Chocolate Heroes

Each week, one student from each grade level is recognized as a **Hot Chocolate Hero**.

Students are selected for demonstrating:

ACS Core Values

Students meet with the Principal for a special celebration and receive recognition for their positive contributions to the school community.

Caught Being Kind

Staff members regularly recognize spontaneous acts of kindness through the **Caught Being Kind** initiative.

Students may be recognized for:

- Including others
- Helping classmates
- Demonstrating empathy
- Supporting younger students
- Showing integrity
- Encouraging peers
- Positive playground behavior

These recognitions help reinforce the culture of kindness that defines ACS Doha.

Student Leadership

Students are encouraged to contribute to the school community through leadership and service.

Leadership opportunities may include:

- Classroom helpers
- Recess buddies
- Library assistants
- Visual Arts assistants
- Performing Arts assistants
- Student ambassadors
- Other leadership roles established throughout the school year

Leadership positions are viewed as opportunities to serve others and model positive behavior.

Restorative Practices

When behavioral concerns arise, ACS Doha emphasizes restoration rather than punishment alone.

Students are supported in:

- Reflecting on what happened.
- Understanding the impact of their actions.
- Accepting responsibility.
- Repairing harm when appropriate.
- Developing strategies for future success.

Restorative conversations, mediation, reflection activities, and problem-solving conferences help rebuild relationships while teaching students valuable lifelong skills.

Partnership with Families

Positive behavior is most effectively developed when schools and families work together.

Families are encouraged to:

- Reinforce school expectations at home.
- Communicate openly with teachers.
- Celebrate positive behavior.

- Partner with the school when challenges arise.
- Support restorative conversations and behavior plans.

Together, we help students develop responsibility, empathy, resilience, and self-discipline.

Responding to Behavior That Does Not Meet Expectations

When behavior does not meet school expectations, staff respond consistently, fairly, and proportionately.

Responses consider:

- The student's age and developmental level.
- The severity of the behavior.
- The frequency of the behavior.
- The student's intent.
- The impact on others.
- Previous interventions.

Whenever possible, restorative practices accompany disciplinary consequences.

Repeated or serious behaviors may result in progressively more significant interventions.

Progressive Responses

Behavioral responses may include:

- Verbal reminders
- Reteaching expectations
- Reflection activities
- Parent communication
- Restorative conversations
- Counseling support
- Loss of privileges
- Behavior contracts
- Detention
- In-School Suspension
- Out-of-School Suspension
- Behavior Probation
- Suspension
- Expulsion review

- Denial of re-enrollment

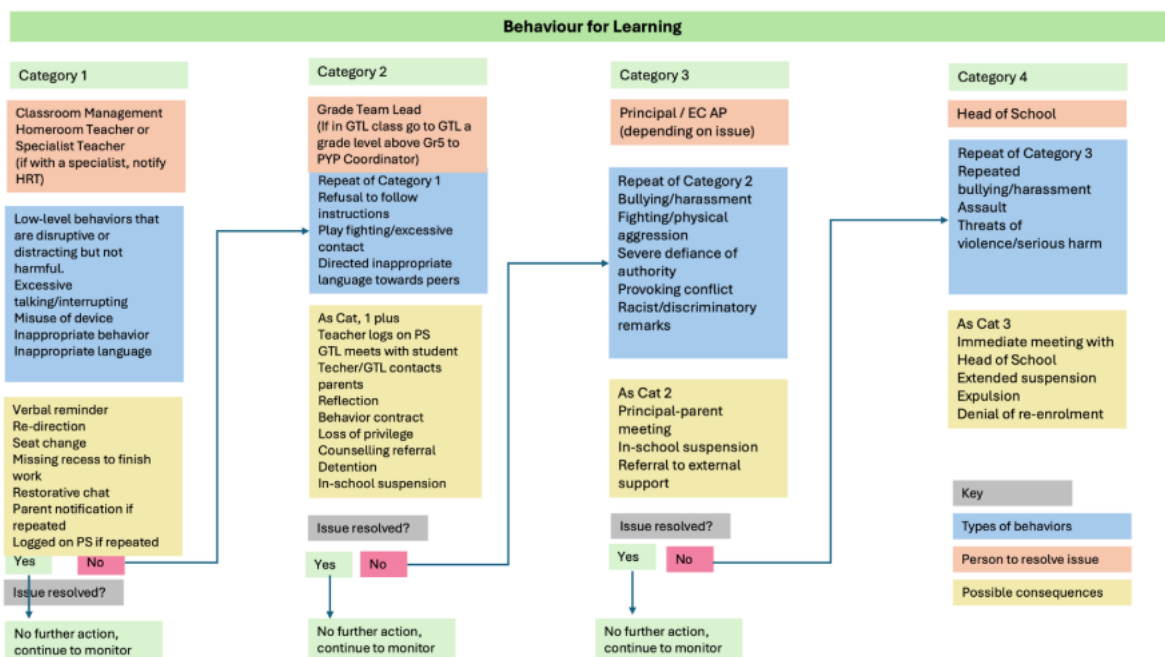
The school's goal is always to support students in making better choices while maintaining a safe and respectful learning environment.

Student Code of Conduct

@christie - (Insert the complete Student Code of Conduct from the original handbook here with only redundant introductory paragraphs removed. This includes:)

- Scope of Application
- Student Rights
- Responsibility and Accountability
- Code of Conduct
- Respect, Responsibility, Compassion, Integrity
- Disciplinary Process
- Disciplinary Warning
- Disciplinary Probation
- Suspension
- Dismissal
- Reporting of Outcomes

Behavior Matrix



The Behavior Matrix provides examples of behaviors and typical responses. While the matrix offers guidance, administrative discretion may be exercised based on context, severity, student development and age or other mitigating circumstances.

Category / Stage	Definition	Examples of Behavior	Typical Actions & Consequences	Responsibility
Category 1 (Minor / Initial Misconduct)	Low-level behaviors that are disruptive or distracting but not harmful. These behaviors are typically managed within the classroom.	- Excessive talking / blurting out - Interrupting peers or teacher - Not having materials - Eating / chewing gum without permission - Misuse of device - Minor dress code violation - Brief PDA (hand-holding, brief hug) - Mild off-task behavior / horseplay - Inappropriate hallway behavior (running, yelling) - Failure to use language of instruction when required - Undirected inappropriate language - Prolonged unexcused absence from class	- Verbal reminder / warning - Reteaching expectations - Seat change - Reflection activity - Teacher detention / loss of free time - Parent notification (if repeated) - Private restorative conversation - Behavior logged after repeated incidents	Teacher / Homeroom Teacher
Category 2 (Moderate / Escalation)	Behaviors that demonstrate disregard for school expectations, repeated Category 1 behaviors, or moderate disruption to learning or safety.	- Repeated Category 1 behaviors - Disrespectful tone or body language - Refusal to follow directions (insubordination) - Play fighting / excessive physical contact - Unauthorized use of elevator or entry into out-of-bounds areas - Prolonged PDA - Disruptive hallway behavior - Directed inappropriate language - Low-level bullying or social exclusion	- GTL-student restorative conversation - Parent or guardian contact (by GTL) - Reflection form or behavior contract - Loss of privileges (device, activity, lunch seating) - Counseling referral - Detention (break, lunch or after-school) - In-School Suspension - Weekly behavior review	Grade Team Leader (GTL) Principal/ Principal Designee Involvement

		• Skipping class / repeated tardiness • Repeated dress code defiance • Phone visible or accessed during the school day	• Phone confiscation (in accordance with phone policy)	
Category / Stage	Definition	Examples of Behavior	Typical Actions & Consequences	Responsibility
Category 3 (Major / Serious)	Behaviors that significantly disrupt safety or learning, involve intent to deceive, or require administrative intervention.	• Bullying or harassment (verbal, online, or social) • Fighting or physical aggression (without serious injury) • Theft or vandalism • Severe defiance of authority • Use or possession of tobacco or vape devices • Reckless or unauthorized driving • Provoking or instigating physical conflict • Leaving campus without permission • Truancy (skipping class or school day) • Racist or discriminatory remarks • Recording others without consent • Misuse of images etc	• Principal-student-parent meeting • In-School Suspension • Out-of-School Suspension (1–3 days, or as determined) • Written behavior contract or probation • Restitution for damages • Restorative assignment • Referral to school counselor or external support services • Detention (break, lunch or after-school)	Principal/ Principal Designee

Category 4 (Critical / Severe)	Severe behaviors that pose a significant threat to safety, well-being, or the integrity of the school community. Immediate administrative intervention is required.	• Possession or use of illegal substances • Possession of weapons or weapon facsimiles (if facsimiles, used in a threatening manner) • Repeated bullying despite prior interventions • Sexual harassment • Assault causing or intending serious harm • Threats of violence or serious harm • Intimidation or extortion • Tampering with safety equipment • Arson • Gross insubordination with community-wide impact • Repeated fighting • Criminal activity affecting the school community • Online misconduct that materially disrupts the school environment or significantly harms the safety or reputation of members of the school community • Endangering the safety of others	• Immediate meeting with Head of School, Principal, and parents or guardians • Extended suspension for up to 10 school days, • Extended probation • Behavior agreements • Reduction of school day • Safety Check -ins • Bag/belongings searches • Expulsion review or denial of re-enrollment • Referral to legal authorities, as appropriate	Principal and Head of School
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BE YOUR BEST



BE A LEARNER



DO THE
RIGHT THING



REPRESENT US
WELL, ALWAYS

CATEGORY / STAGE	DEFINITION	EXAMPLES OF BEHAVIOR	TYPICAL ACTIONS & CONSEQUENCES	RESPONSIBILITY
CATEGORY 1 (MINOR / INITIAL MISCONDUCT) 	Low-level behaviors that are disruptive or distracting but not harmful. These behaviors are typically managed within the classroom.	- Excessive talking / blurting out - Interrupting peers or teacher - Not having materials - Eating / chewing gum without permission - Misuse of device - Minor dress code violation - Brief PDA (hand-holding, brief hug) - Mild off-task behavior / horseplay - Inappropriate hallway behavior (running, yelling) - Failure to use language of instruction when required - Undirected inappropriate language - Prolonged unexcused absence from class	- Verbal reminder / warning - Reteaching expectations - Seat change - Reflection activity - Teacher detention / loss of free time - Parent notification (if repeated) - Private restorative conversation - Behavior logged after repeated incidents	 Teacher / Homeroom Teacher
CATEGORY 2 (MODERATE / ESCALATION) 	Behaviors that demonstrate disregard for school expectations, repeated Category 1 behaviors, or moderate disruption to learning or safety.	- Repeated Category 1 behaviors - Disrespectful tone or body language - Refusal to follow directions (insubordination) - Play fighting / excessive physical contact - Unauthorized use of elevator or entry into out-of-bounds areas - Prolonged PDA - Disruptive hallway behavior - Directed inappropriate language - Low-level bullying or social exclusion - Skipping class / repeated tardiness - Repeated dress code defiance - Phone visible or accessed during the school day	- GTL-student restorative conversation - Parent or guardian contact (by GTL) - Reflection form or behavior contract - Loss of privileges (device, activity, lunch seating) - Counseling referral - Detention (break, lunch or after-school) - In-School Suspension - Weekly behavior review - Phone confiscation (in accordance with phone policy)	 Grade Team Leader (GTL) Principal/ Principal Designee Involvement
CATEGORY 3 (MAJOR / SERIOUS) 	Behaviors that significantly disrupt safety or learning, involve intent to deceive, or require administrative intervention.	- Bullying or harassment (verbal, online, or social) - Fighting or physical aggression (without serious injury) - Theft or vandalism - Severe defiance of authority - Use or possession of tobacco or vape devices - Reckless or unauthorized driving - Provoking or instigating physical conflict - Leaving campus without permission - Truancy (skipping class or school day) - Racist or discriminatory remarks - Recording others without consent - Misuse of images etc	- Principal-student-parent meeting - In-School Suspension - Out-of-School Suspension (1-3 days, or as determined) - Written behavior contract or probation - Restitution for damages - Restorative assignment - Referral to school counselor or external support services - Detention (break, lunch or after-school)	 Principal/ Principal Designee
CATEGORY 4 (CRITICAL / SEVERE) 	Severe behaviors that pose a significant threat to safety, well-being, or the integrity of the school community. Immediate administrative intervention is required.	- Possession or use of illegal substances - Possession of weapons or weapon facsimiles (if facsimiles, used in a threatening manner) - Repeated bullying despite prior interventions - Sexual harassment - Assault causing or intending serious harm - Threats of violence or serious harm - Intimidation or extortion - Tampering with safety equipment - Arson - Gross insubordination with community-wide impact - Repeated fighting - Criminal activity affecting the school community - Online misconduct that materially disrupts the school environment or significantly harms the safety or reputation of members of the school community - Endangering the safety of others	- Immediate meeting with Head of School, Principal, and parents or guardians - Extended suspension for up to 10 school days - Extended probation - Behavior agreements - Reduction of school day - Safety Check-ins - Bag/belongings searches - Expulsion review or denial of re-enrollment - Referral to legal authorities, as appropriate	 Principal and Head of School



RESTORATION
AT THE CORE

We believe in helping students take responsibility, repair harm, and make better choices. Restorative practices are used at every stage, when appropriate, to rebuild relationships and support growth.



Welcome
Everyone



Imagine
Better



Aim High and
Make It Happen



Work
Together



Act with
Kindness

OUR CORE VALUES

Together, we live The ACS Way every day.

Be Your Best.

Be a Learner.

Do the Right Thing.

Represent Us Well, Always.

Behavior Definitions

The following definitions clarify terms referenced in school expectations and disciplinary procedures. Where there is some ambiguity regarding student behavior and categorization, leadership will apply the closest definition to the behavior.

Academic Dishonesty (Major) – Cheating on assessments, plagiarizing, or falsifying significant academic work.

Academic Dishonesty (Minor) – Copying homework or low-stakes assignments.

Arson – Intentionally setting fire to property.

Assault – Physical attack intended to cause serious harm.

Bullying – Repeated misuse of power over a period of time intended to cause physical, emotional, or psychological harm often involving a power differential.

Defiance/Insubordination – Refusal to follow reasonable directions from school personnel.

Directed Inappropriate Language – Profanity or insults directed toward peers or staff.

Disrespectful Conduct – Inappropriate tone, gestures, or dismissive behavior toward others.

Disruptive Behavior – Actions that interfere with teaching and learning, including excessive talking, interrupting instruction, running in hallways, or creating disturbances.

Dress Code Violation (Repeated) – Persistent refusal to comply with school dress guidelines.

Eating/Chewing Gum – Consuming food or gum in class without permission.

Excessive Talking/Blurting Out – Speaking out of turn, interrupting instruction.

Fighting/Physical Aggression – Physical contact or actions intended to harm, intimidate, or escalate conflict.

Fireworks/Unsafe materials

Harassment – Unwanted, inappropriate, or harmful behavior that causes discomfort, humiliation, or intimidation.

Horseplay/Rough Play – Playful physical behavior that disrupts learning or creates safety concerns.

Language of Instruction Expectation – Students are expected to use the designated language of instruction during class time to support learning and inclusion. Using any language to intentionally exclude others or conceal misconduct may result in disciplinary action.

Leaving Campus Without Permission – Exiting school grounds without authorization.

Low-level Bullying/Exclusion – Teasing or deliberately excluding others from groups or activities.

Misuse of Technology – Using school-issued or personal devices for non-instructional or prohibited purposes.

Not Having Materials – Arriving to class unprepared without required materials or assignments.

Phone Policy Violation – Possessing or accessing a phone during the school day in violation of school policy.

Play Fighting/Excessive Contact – Roughhousing that may escalate to aggression.

Possession of Banned Substances – Having alcohol, drugs, or illegal substances.

Possession of Tobacco or Vape Devices – Having or using tobacco or vaping products on campus.

Possession of Weapons or Facsimiles – Carrying dangerous objects or realistic imitations of weapons.

Prolonged Public Display of Affection (PDA) – Extended hugging, sitting on a partner, or other prolonged affectionate behaviors.

Prolonged Unexcused Absence from Class – Remaining outside class without authorization.

Provoking or Instigating Conflict – Actions intended to escalate disputes or encourage aggression.

Public Display of Affection (PDA) – Inappropriate or prolonged affectionate behavior in a school setting.

Racist or Discriminatory Remarks – Statements or actions targeting individuals based on race, religion, gender, identity, or other protected characteristics.

Reckless or Unauthorized Driving – Operating a vehicle in a dangerous or unauthorized manner on school property.

Recording Others Without Consent – Capturing images, audio, or video of others without permission.

Skipping Class – Missing an individual class period without a valid excuse or leaving class without permission.

Stealing/Theft – Taking or attempting to take property without permission.

Tampering with Safety Equipment – Misusing fire alarms, extinguishers, or other emergency devices.

Truancy – Absence from school for a full or substantial portion of the school day without a valid excuse.

Undirected Inappropriate Language – Profanity not directed at a specific individual.

Vandalism – Deliberate damage to property.

SECTION 8

Health, Safety & Safeguarding

At ACS Doha, the health, safety, and wellbeing of every student are our highest priorities. We are committed to providing a secure, caring, and supportive environment where children feel safe to learn, grow, and thrive.

Student wellbeing extends beyond physical safety. It includes emotional wellbeing, mental health, positive relationships, responsible decision-making, and safeguarding from harm. Every member of our school community shares responsibility for creating an environment where students feel respected, valued, and protected.

The policies and procedures outlined in this section help ensure that every child can learn in an environment that promotes health, safety, dignity, and belonging.

Health Services

Qualified school nurses are available throughout the school day to provide medical care, respond to emergencies, and support the ongoing health needs of our students.

The nursing team provides:

- First aid and emergency care
- Assessment of illness or injury
- Administration of approved medications
- Management of chronic medical conditions
- Development of individual healthcare plans
- Support during school trips and extracurricular activities
- Health education and preventative care

If a student becomes ill or is unable to remain in school, the nurse will contact the parent or guardian and arrange for the student to be collected.

Student Illness

Students who are unwell should remain at home to prevent the spread of illness and to support their own recovery.

Parents are asked not to send children to school if they have:

- Fever
- Vomiting
- Diarrhea
- Contagious illnesses
- Symptoms that significantly affect participation in learning

Students who become ill during the school day will be assessed by the school nurse.

Parents or guardians may be asked to collect their child if continued attendance is not in the student's best interest.

Medical Information

Accurate medical information allows us to respond quickly and appropriately in the event of illness or emergency.

Parents are required to:

- Complete all medical forms through OpenApply before the beginning of each school year.
- Notify the Nursing Department of any significant medical conditions.
- Update the school whenever medical information changes.
- Provide emergency contact information that remains current throughout the year.

Students who do not have completed medical documentation may not be permitted to participate in certain school activities, including field trips.

Medications

ACS Doha recognizes that some students require medication during the school day.

To ensure student safety, medications will only be administered when the required documentation has been completed.

Parents or guardians must:

- Complete the school's Medication Administration Form.

- Provide medication in its original packaging.
- Ensure prescription medications include the pharmacy label.
- Inform the Nursing Department whenever dosage changes occur.
- Deliver medication to the school through a responsible adult.

Medication authorization must be renewed:

- Annually
- Whenever dosage changes
- For each individual medication

All unused medication must be collected before the end of the school year. Medication not collected will be disposed of safely in accordance with medical guidelines.

Allergies and Medical Conditions

ACS Doha is committed to providing a safe environment for students with allergies and other medical conditions.

Students with severe allergies may have:

- Individual Healthcare Plans
- Emergency Action Plans
- Staff awareness procedures
- Emergency medications available at school

Families are asked to work closely with the Nursing Department to ensure healthcare information remains accurate and current.

Nut-Free and Sesame-Free Campus

ACS Doha is a nut-free and sesame-free campus.

Because some students experience life-threatening allergic reactions, families are asked not to send foods containing:

- Peanuts
- Tree nuts
- Sesame
- Foods that may contain traces of these ingredients

Even small amounts of allergen residue may cause a serious allergic reaction.

This policy applies to:

- Student lunches
- Snacks
- Birthday treats
- Classroom celebrations
- School events

EpiPens

Students with a history of anaphylaxis are required to provide an EpiPen for use at school.

Where possible, families are encouraged to provide:

- One EpiPen for the Health Office
- One EpiPen for the classroom

Individual healthcare plans are developed in partnership with families and medical professionals.

Student Wellbeing

Student wellbeing is fundamental to learning.

ACS Doha promotes the academic, social, emotional, and personal development of every child through proactive support, caring relationships, and a positive school culture.

Our Student Support Team works collaboratively with teachers and families to support students experiencing social, emotional, or behavioral challenges.

Support may include:

- Individual counseling
- Small-group support
- Classroom consultation
- Transition support
- Family meetings
- Referral to outside professionals when appropriate

Our goal is to ensure every student feels connected, supported, and successful.

Bullying and Harassment

Every student has the right to learn in an environment free from bullying, harassment, intimidation, discrimination, or abuse.

ACS Doha does not tolerate bullying in any form.

Bullying is defined as repeated, intentional behavior intended to cause physical, emotional, social, or psychological harm, where there is an imbalance of power between individuals.

Bullying may include:

- Physical bullying
- Verbal bullying
- Social or relational bullying
- Cyberbullying
- Exclusion
- Intimidation
- Harassment

Students are encouraged to report concerns immediately to a trusted adult.

All reports are investigated promptly and addressed using restorative practices, education, and appropriate disciplinary procedures.

Parents are encouraged to partner closely with the school whenever concerns arise.

Child Protection and Safeguarding

Safeguarding the wellbeing of children is a shared responsibility and a fundamental commitment of ACS Doha.

Our safeguarding procedures reflect the laws of the State of Qatar, the requirements of the Ministry of Education and Higher Education (MOEHE), and international best practice.

Safeguarding refers to the proactive measures taken to protect children and create safe learning environments.

Child Protection refers to the actions taken when there is concern that a child may be experiencing abuse, neglect, exploitation, or harm.

Every member of staff receives safeguarding training before working with students.

The welfare of the child is always our highest priority.

Designated Safeguarding Leads

The school's Designated Safeguarding Lead (DSL) is:

Benjamin Burgess

The Deputy Designated Safeguarding Lead is:

Meadhbh Murphy

Together with senior leaders and counselors, they oversee safeguarding procedures throughout the school.

Reporting Concerns

All staff, volunteers, contractors, and visitors have a responsibility to report any safeguarding concern immediately.

Concerns are reported through the school's secure safeguarding platform.

Reports are reviewed promptly by the Designated Safeguarding Lead, who determines the appropriate course of action.

Where required by law, concerns are referred to the appropriate government authorities.

Confidentiality

Safeguarding information is handled with the highest level of confidentiality.

Information is shared only with individuals who have a legitimate safeguarding responsibility or where disclosure is required by law to protect the welfare of a child.

Visitors

To ensure student safety, all visitors must sign in upon arrival.

Visitors are required to:

- Present identification when requested.
- Sign in at Reception or the Security Gate.
- Wear a visitor badge at all times.
- Follow all school safety procedures.
- Be accompanied when required.

Visitors should not enter classrooms or teaching areas without prior authorization.

Parent Volunteers

Parents are encouraged to volunteer and contribute to school life.

Volunteer opportunities may include:

- Reading programs
- Library support
- Classroom activities
- School events
- Field trips
- Community celebrations

All volunteers must:

- Sign in at Reception.
- Wear visitor identification.
- Follow safeguarding procedures.
- Avoid unsupervised one-to-one contact with students.
- Follow the directions of school staff at all times.

We greatly value the partnership and support of our parent volunteers.

Outdoor Learning and Weather

Learning outdoors is an important part of the Elementary experience.

Because of Qatar's climate, outdoor activities are carefully monitored.

Outdoor learning, Physical Education, and recess are guided by:

- Real Feel Temperature
- Air Quality Index (AQI)
- Ministry guidance
- Student safety considerations

As a general guideline:

- Outdoor activities occur when the Real Feel temperature is below **40°C (104°F)**.
- Outdoor activities occur when the AQI is below **100**.

When air quality or weather conditions present increased risk, activities may be modified or moved indoors.

Dangerous Items

Dangerous items are prohibited on campus and during all school-sponsored activities.

Prohibited items include, but are not limited to:

- Weapons
- Replica weapons
- Knives
- Firearms
- Fireworks
- Explosives
- Air guns
- Dangerous projectiles
- Laser devices intended to cause harm

Any item used in a manner that threatens the safety of others may also be considered a dangerous item.

Possession of prohibited items may result in immediate disciplinary action.

Smoking, Tobacco, and Vaping

ACS Doha is a smoke-free campus.

Smoking, vaping, tobacco products, and electronic smoking devices are prohibited anywhere on school property and during school-sponsored activities.

Pets on Campus

For health and safety reasons, pets are not permitted on campus unless they are part of an approved educational program authorized by school administration.

Lost and Found

Students are encouraged to label all personal belongings.

Lost property is collected and stored at the Elementary Reception.

Unclaimed items are donated to charity after reasonable notice has been provided to families.

Emergency Procedures

ACS Doha maintains comprehensive emergency response procedures designed to protect students, staff, and visitors during emergencies.

Throughout the year, students and staff participate in age-appropriate emergency drills that may include:

- Fire evacuation
- Lockdown
- Shelter-in-place
- Hold procedures
- Other emergency response exercises

These drills help ensure that everyone understands their responsibilities and can respond calmly and safely.

For security reasons, detailed emergency procedures are not published within this handbook.

During any emergency, families will receive information through the school's official communication channels outlined in **Section 5 – Communication and Parent Partnerships**.

Our Shared Commitment

Creating a safe school is a shared responsibility.

Students, families, staff, and visitors all contribute to maintaining a learning environment where every child feels protected, respected, and cared for.

By working together and following the expectations outlined in this handbook, we help ensure that ACS Doha remains a community where every student can learn with confidence, grow with courage, and thrive in safety.

SECTION 9

School Policies & Additional Information

The policies summarized in this section help ensure the safe, effective, and responsible operation of ACS Doha. While this handbook provides an overview of key expectations, complete policies are available on the school's website and Parent Portal.

Families are encouraged to familiarize themselves with these policies and contact the school whenever clarification is needed.

Technology Acceptable Use

Technology is an important part of learning at ACS Doha. We believe that students should learn to use technology responsibly, ethically, and safely while developing the digital skills needed for future success.

Students are expected to:

- Use school technology for educational purposes.
- Follow teacher directions regarding technology use.
- Protect passwords and personal information.
- Respect the privacy of others.
- Use appropriate language and digital communication.
- Care for school-issued devices.
- Report damaged equipment or inappropriate online activity.

The use of technology is considered a privilege. Misuse of school technology or digital platforms may result in disciplinary action and temporary or permanent loss of technology privileges.

Additional expectations are outlined in the school's **Technology Acceptable Use Policy**.

Digital Citizenship

ACS Doha is committed to developing responsible digital citizens.

Students are taught to:

- Use technology respectfully.
- Think critically about online information.
- Protect their personal information.
- Respect the work and privacy of others.
- Demonstrate kindness in online interactions.
- Recognize appropriate online behavior.
- Report concerns to trusted adults.

Families are encouraged to reinforce these expectations at home and to help students develop healthy technology habits.

Photography, Images, and Media

Throughout the school year, photographs and videos may be taken to celebrate student learning, document educational activities, and share school life with the ACS Doha community.

Parents provide image permissions during the admissions and annual registration process.

Images may be used in:

- School newsletters
- School publications
- Yearbooks
- Social media
- Marketing materials
- School website
- Internal displays

Families may update their media consent preferences by contacting the Admissions Office.

Photography by Families

We understand that families enjoy photographing school events and celebrations.

To help protect the privacy of all students, we ask parents to:

- Photograph only their own children whenever possible.
- Avoid sharing images of other students without permission.
- Respect the privacy wishes of other families.
- Follow all school guidance regarding photography during performances, sporting events, and special activities.

Photography is not permitted in certain locations, including swimming facilities while students are participating in aquatic activities.

Student Photography

Students may only photograph or record others when permission has been granted by both the supervising teacher and the individuals being photographed.

Recording, photographing, or distributing images without permission may result in disciplinary action.

Data Privacy

ACS Doha is committed to protecting the privacy and security of student and family information.

Student records are maintained securely and accessed only by authorized personnel who have a legitimate educational interest.

Personal information is collected, stored, and used in accordance with applicable laws and school policies.

Questions regarding student records or data privacy may be directed to the school administration.

Financial Responsibilities

Families are responsible for ensuring that tuition fees and other financial obligations are paid in accordance with their enrollment agreement.

These may include:

- Tuition fees
- Transportation fees
- Co-curricular activity fees (where applicable)
- Field trip costs
- Replacement of lost or damaged school property

- Other approved school charges

Questions regarding accounts should be directed to the Finance Office.

Complete financial procedures are available in the school's **Fee Policy**.

School Property

Students are expected to care for all school property, including:

- Library books
- Textbooks
- Classroom resources
- Technology
- Musical instruments
- Sports equipment
- Furniture
- School facilities

Families may be responsible for replacing or repairing items that are intentionally damaged or lost through negligence.

Withdrawal from School

Families planning to withdraw their child should notify the Admissions Office as early as possible.

Before leaving the school, families will be asked to:

- Complete withdrawal documentation.
- Return all school property.
- Clear any outstanding financial obligations.
- Complete exit procedures with the appropriate departments.

Student records will be released in accordance with school policy and Ministry of Education requirements.

Policy Updates

ACS Doha continually reviews its policies to ensure they reflect best practice, legal requirements, and the evolving needs of our school community.

The school reserves the right to revise policies, procedures, and practices during the school year when necessary.

Families will be notified of significant changes through the school's regular communication channels.

The most current version of all school policies is available through the ACS Doha website.

Questions?

We understand that every family has unique questions and circumstances.

If you are unable to find the information you need within this handbook, we encourage you to contact us. Our staff are always happy to provide clarification, guidance, and support.

Current contact information, school calendars, policies, forms, and additional resources are available on the ACS Doha website.

Thank You

Thank you for choosing ACS Doha International School.

We are honored to partner with your family during this important stage of your child's educational journey. Together, we will nurture curiosity, inspire confidence, build character, and prepare students to become thoughtful, compassionate, and globally minded citizens.

Our community is strongest when students, families, and educators work together with trust, respect, and shared purpose. We look forward to celebrating your child's achievements, supporting their growth, and creating lasting memories throughout the years ahead.

On behalf of our entire faculty and staff, thank you for being part of the ACS Doha family.

Together, we will continue inspiring the world's next global thinkers and doers.