Student/Parent Handbook

Doha International School

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Doha International School

1. School Vision, Mission, Motto

Vision

Our vision is to empower students to acquire, and value knowledge and skills that will support them as life-long learners.

Mission

Doha International School focuses on the individuality and uniqueness of each child. We provide an environment that allows each child to develop at his/her own pace and activities are planned that encourage self-confidence, curiosity, and self-discipline, as well as assisting in the development of the child's social and emotional health.

Our Motto

Diversity, Inspiration, Success

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2. Welcome Message

Education is the most powerful weapon we can use to change the world.."

Nelson Mandela

I want to warmly welcome you to the 2025-2026 school year. Doha International School emphasizes that will stand for excellence with a promise to deliver the best of our abilities.

Our aim is to help provide an excellent educational experience for our students. We are committed to ensuring that our students receive the best support to learn and grow.

We and our teachers are committed to a high-quality learning experience focused on the individual needs of each student. We are striving to be creative and innovative in our instruction to engage students in their learning through a variety of activities, and development of technology.

Our goal is to improve the overall quality of our students, help them reach their full potential and accomplish our aim which is to see safe, healthy, and socialized students with a strong identity that are fully engaged in school while preserving the Arab-Islamic identity and culture and national constants.

We wish our students great success this school year.

Marwa Fleihan
School Principal

3. Executive Director Message

Dear All

I am pleased to share with you the establishment of this educational institution, which I sincerely hope will be remarkable and innovative, ultimately benefiting all our students, and our greater community at large.

On behalf of all employees of Doha International school, who, under the patronage of his highness the Amir Sheikh / Tamim bin Hamad bin Khalifa Al Thani, we are fully developing their pedagogical processes, while considering the principles of our religion, ideals, customs, and traditions.

We depend on all stakeholders to help us achieve the highest international scholastic standards that we are actively implementing in our Qatari educational institutions.

This organization, which belongs to all of us, is working hard to be accredited as an international school and to follow the respective curricular standards. I would also like to emphasize that we share in all the principles of the Ministry of Education. We will do everything it takes to give the very best to our students. Thus, let us work together to implement what we all consider as most valuable, to not only serve our children, but our country and global community as well, by providing our future with industrious young leaders.

Mr. Yousef Al Jassem
Executive Director

Doha International School

4. Our Core Values:

1.**Knowledge**: Provide an exemplary educational message.

2.Improvement: Provide the best levels of learning aimed at improving the academic excellence of all students.

3. **Safety**: Provide a safe and refined educational environment, which embraces the values of cultural diversity within the boundaries of our Arab-Islamic identity and culture.

4.Confidence: Develops the social aspect of students and gives them the confidence, capabilities, and tools to meet the challenges of the 21st century.

5. Preparedness: Prepare the students to seize the best opportunities available to them Globally including Qatar National Vision 2030.

6.Values and traditions: Instill the community values, national identity, and Qatari culture in our students.

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5. Students' Conduct

We believe that exemplary conduct is an important factor in establishing a healthy and orderly learning environment. We have therefore established the following guidelines for our students:

STUDENT'S DRESS

The school uniform distinguishes a student at Doha International School. Students in uniform are required to conduct themselves in a manner, which demonstrates pride in their school both on and off the school campus.

Female students must wear **long, thick, non-transparent socks** in **white or navy blue**. The school shirt must have **long sleeves**, in accordance with the **School Uniform Policy issued by the Ministry of Education and Higher Education for this academic year**. Girls may also wear **navy blue trousers instead of the school dress**, together with the school shirt.

Students are required to wear the full and correct uniform for school and any other school-related activity. Parents are required to ensure that students attend school in full uniform.

Uniform:

Offence	Level of Punishment
Not wearing the school uniform	Level 1
Wearing Improper uniform	Level 1
Not adhering to the dress code	Level 1

NOTE:

Level 1:

1.1 Verbal Warning

1.2 Written Warning

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1.3 Parent call

1.4 Student sent home.

1.5 Student Contract

1.6 Break Detention

1.7 Double break detention

1.8 After school detention

Physical Education (PE) Uniform

The PE uniform is to be worn during PE class or school-related activities only.

Accessories

Hair - Students are required to have their hair always kept well-groomed. Hair coloring is not allowed; and colored hair pieces are not allowed.

Earrings – Only one pair of simple earrings in the ear is allowed: a plain small gold or silver stud.

Wristwatch - A simple wristwatch with a gold, silver, black or brown colored band, smart watches are not allowed.

No chains, rings, bracelets, anklets, or other adornments will be permitted.

Exams/Quizzes:

If a student is absent during an exam or quiz without approved sick leave, the exam or quiz will not be repeated or rescheduled.

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6. Attendance Policy

As stated by the Ministry of Education and Higher Education 's policy, students are expected to attend 180 school days.

For a student to achieve high academic standards, he/she must attend school daily and regularly.

The teacher takes attendance daily before the end of the first session by entering it into the attendance system.

We have an administrative staff member who is responsible daily for taking the attendance and absence of bus students.

The receptionist will contact the parents of absent students to find out the reason for the absence during the early school hours.

-A student is considered coming late to school if he is 5 to 10 minutes late in class.

- Parents must inform the school in case of the student's absence.

- Submit a medical report to the school administration in the absence of the student and there are tests.

- Submit a medical report to the school administration if the student is absent for more than three consecutive days.

-Parents should inform the school if the student is leaving early.

Consequences:

In case of frequent absence of the student:

- The guardian must be informed of the consequences of this on the student's academic status.

- Conduct a meeting between the guardian and the administration to find out the reasons for the absence and draw the attention of the parents to the academic results / study and the level of grades resulting from that.

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Attendance:

Offence	Level of Punishment
Morning tardiness	Level 1
Continuous tardiness with excuses	Level 1
Skipping school after being dropped	Level 1
Leaving school without permission	Level 2
Entering or leaving school through a non-approved entrance	Level 1
Tardiness to class between periods	Level 1
Skipping class	Level 1
Failing to attend or changing buses without written permission from parents	Level 1
Loitering in the parking or in the school vicinity	Level 1
Failing to attend punishment	Level 1

NOTE:

Level 1:

1.1 Verbal Warning

1.2 Written Warning

1.3 Parent call

1.4 Student sent home.

1.5 Student Contract

1.6 Break Detention

1.7 Double break detention

1.8 After school detention

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Level 2:

2.1 Saturday Detention

2.2 One day suspension

2.3 Two days suspension

2.4 Three days suspensions

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7. The School Behavior Policy

In the discipline department we are committed to preparing students who are:

- Academically prepared.
- Culturally competent
- Highly skilled team member
- Innovative thinker and problem solver
- Effective, efficient user of information technology
- Vital participant in civic responsibility
- Effective communicator

GOALS:

1. Demonstrate improvement of student Achievement
2. Embrace a culture of constant innovation
3. Communicate and engage frequently with our parents
4. Demonstrate operational efficiencies
5. Provide a safe learning and working environment

 In the Discipline department, each student deserves to have access to high quality, standards-based, data driven instruction. Our way of communication includes honesty, clear communication, especially with how and why decisions are made. We try to develop in every student a positive attitude toward self-discipline, regular attendance, and socially acceptable behavior. We help the school maintain a learning atmosphere that is safe, conducive to learning, and free from unnecessary disruption. parents/guardians, and staff, and provides procedures and clarity for all discipline related issues.

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Each student who attends Doha International School is expected to obey the Rules while on school buildings, in school transportation, during activities, field trips, and sport events.

Expectations from Student

 All students are expected to accept responsibility for their own behavior, follow established school and classroom rules, maintain academic integrity, maintain appropriate dress and hygiene, respect others, and respect the rights and property of others.

 Students to wear DIS uniform as designed and given to the students. In other occasions where uniform is not worn the following dress code should be taken into consideration: No tight clothes, Shorts are not allowed, no sleeveless shirts, no see-through clothes, skirts should be below the knee when seated, no torn, ripped clothes allowed, flip flops, slippers, bare feet are not allowed the footwear should protect the student feet.

 Doha International School is a closed campus. The closed campus helps promote safe learning and working environments for all students, staff, and parents/guardians. Students are to remain on campus throughout the school day.

 Any student, who commits an act of harassment or bullying is subject to disciplinary action. Student should report bullying and unsafe behavior immediately to school staff,

 In order to promote a healthy school environment and the general health, welfare, and well-being of students, use or possession of tobacco or other nicotine delivery devices, weapons, or any illegal substance by students while in or on school property or at school-sponsored activities is prohibited. Any student in possession of the above-mentioned is subject to disciplinary action, including suspension from school.

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 In order to have a safe and positive learning environment students should not take part in violence, intimidation, bullying, or any other physical confrontation, and other forms of bullying such as cyber bullying. These offences are taken seriously and result in disciplinary actions.

 For elementary the level of punishment will be up to level 2 only the same process of non-registration will be applied.

Disciplinary Levels:

Level 1:

1.1 Verbal Warning

1.2 Written Warning

1.3 Parent call

1.4 Student sent home.

1.5 Student Contract

1.6 Break Detention

1.7 Double break detention

1.8 After school detention

Level 2:

2.1 Saturday Detention

2.2 One day suspension

2.3 Two days suspension

2.4 Three days suspensions

Level 3:

3.1 One-week suspension

3.2 Two weeks suspension

Level 4:

4.1 Non re-registration

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The Behavioral Issues committee can meet and decide on consequences for level 2 and above when needed.

Behavioral Issues committee members: Social Worker, Principal , Academic Vice Principal and School Teachers.

Offence	Level of Punishment
Gross violation of the school rules and regulations	Level 2
Cursing and using bad language	Level 1
Assaulting, battering, threatening, vandalism and arson	Level 2
Maltreatment of any student, worker, or others	Level 2
Improper conduct with teachers or members of the administration	Level 2
Improper conduct during school activities and events	Level 1
Playing cards anywhere in the school or on field trips	Level 1
Improper behavior in classroom, activities, other events, disruption of class and disruption of canteen	Level 1
Disrespecting teachers or staff	Level 2
Leaving the classroom / school without permission	Level 2
Refusing to follow Instructions by a teacher, administrator, or staff member	Level 2
Cheating or copying homework from classmates	School policy
Possession of items that do not belong to program being taught and unacceptable by teacher (toys, magazines, novels, etc)	Level 1
Wearing improper clothing for any school event or activity	Level 1
Sitting in unattended areas (behind school, under stairs, etc	Level 1
Behaving with another person in an intimate manner	Level 2
Ordering food from outside the school, receiving it from a driver, or any other delivery person	Level1
Improper conduct, disturbing, and making noise, disrespect in the detention, suspension area	Level 2
Theft	Level 2-3
Possession, use, offering of tobacco, alcohol, or illegal substance such as drugs	Level 2-3-4
Possession or use of the following items on campus without permission of administration: • Mobile phone	Level1+ confiscation

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• Laptop • MP3/iPod etc. • Camera • Handheld games Any other banned electronics/items	
Student using bathroom facilities allocated to the opposite gender	Level 2-3
Spreading rumors about anyone in school or the school itself (verbally, written, electronic etc…)	Level 2
Giving false information to administrators, teachers, of staff	Level 2
Forging any document or signature	Level 2-3-4

*If a student fails to serve his/her punishment or repeat the action more than once the next step will be applied and if the action is other levels of punishment will be applied based on the Behavioral Issues committee decision.

* Floor supervisors should be in continuous contact with parents and administration when needed.

* Floor supervisors will report incidents to administration (social worker, principal, and academic vice principal), parents will be involved if there is a need and as seen fit by the management.

* If the student is involved in three or more major incidents that led to suspension and repeatedly given punishments, then the student will have to sign a contract with his parents in the presence of social worker and the principal. The student will be denied re-registration.

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Academic Dishonesty (cheating/plagiarism)

Doha International School values team efforts and group problem-solving. However, when students are asked to work alone it would be a violation of ethics for a student to take information from another individual. Copying another student's work—whether on homework, class work, or a test—is a form of cheating. Plagiarism, the use of one's own of another person's original ideas or writing without giving credit to the true author, will also be considered cheating and the student will be subject to academic disciplinary action including the loss of credit for the work in question. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties according to the Student Code of Conduct.

Bullying

Doha International School is committed to ensure that students learn in a supportive, caring, and safe environment without fear of being bullied.
We follow the Anti Bullying Policy.

Anti-Bullying Policy

First: Introduction

Doha International School is committed to providing a safe, supportive and respectful learning environment for all students. We believe that every student has the right to learn and grow in an environment free from all forms of bullying, whether verbal, social or physical.

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Second: Introducing Bullying and Its Types

Bullying is defined as repetitive and deliberate behavior that aims to physically or psychologically harm another person, and includes:

***Verbal bullying** is saying or writing mean things. Verbal bullying includes:

-Teasing him

-Naming Nicknames

-Violence

-Threat of Causing Harm

***Social bullying**, sometimes referred to as relational bullying, involves harming someone's reputation or relationships, social bullying includes:

-Telling other children not to be friends with someone.

-Spreading rumors about someone

-Embarrassing someone in public

***Physical bullying** involves harming a person's body or property. Physical bullying includes:

-Hitting/kicking

-Spitting

-Tumbling/Pushing

-Taking or breaking someone's stuff

Third: Objectives

1. Creating a bully-free school environment
2. Raise students, teachers, and parents to the dangers and effects of bullying
3. Develop effective mechanisms to monitor, prevent and respond to cases of bullying
4. Provide support to victims and guide bullies toward positive behavior

Fourth: Preventive Measures

1. Organizing awareness workshops for students about bullying and its effects.
2. Training teachers and administrators to detect and deal with early signs of bullying.
3. Placing positive signs and messages in the school to promote the values of respect and tolerance.
4. Involve parents in raising awareness and following up on their children's behavior.

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Fifth: Procedures for Responding to Bullying Cases

1. Report Encourage students to report any bullying incident they witness or experience**:**

2. **Investigation**: An immediate and confidential internal investigation is conducted by a competent team (e.g., a social worker or a disciplinary committee).

3. **Intervention**: Taking appropriate disciplinary measures towards the bullying student in accordance with the school discipline regulations.

4. **Support**: Providing psychological and social support to the student victim, as well as providing educational counseling to the bullying student.

5. Documentation and follow-up: Document the incident and follow up on the case to ensure that the behavior does not repeat itself

Sixth: Roles of the Concerned Parties

Students: Respect others, report bullying, not participate in it in any way

Teachers and administrators: Monitoring behaviors, intervening promptly, and providing appropriate guidance

Parents: cooperate with the school, monitor their children's behavior, and promote dialogue with them

Seventh: Consequences

First time: verbal warning and reporting to the school counselor for help

Second time: written warning

Third time: Meeting with parents

Fourth time: Detention and expulsion from school

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8. Expectations from Parents

- Parents should be aware of the importance of dropping their children off early at 7:00 am to help them settle and prepare for the day.
- Parents should be aware of school behavior policies from the beginning of the year; they should agree to support school actions taken to support students with special behavior issues.
- Parents are expected to maintain accountability for their children's personal hygiene, proper hair cut/hair tie and clean school uniforms.
- Parents should maintain open and courteous communication with all school personnel.
- Parents should remain involved by attending Parent/Teacher meetings, Parent Teacher Association (PTA) meetings, and school activities (when invited).
- Parents should respond to surveys and provide any information required to be effectively engaged in their children's school life.
- Parents should dedicate time with their children at home to support and follow up on their children's social and academic progress.
- Parents should model good behavior by applying school policies. No Shouting in the school area.
- Parents should not communicate directly with any student to solve any problem related to their children without reference to the Admin Department.

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9. Classroom Rules

- Be on time at the beginning of the day and after breaks.
- Come prepared with stationery, workbooks and completed homework.
- Be kind and polite to others.
- Keep your hands and feet to yourself.
- Be respectful of classmates, teachers, and belongings.
- Listen to the teacher and follow instructions.
- Work hard and do your best.
- Raise your hand when you would like to speak in class or need the bathroom.
- Obey all school rules.
- Be prepared for class each day.
- No food or drinks in the classroom.
- Be polite to the teacher and your classmates.
- Help keep the classroom tidy.
- Have a good attitude.

10. Security, Health, and Safety

Doha International School's vision and mission aims to create a safe and healthy school environment as the health of students is always one of the school's top priorities, and this is clearly reflected in the services provided by the school and its range of procedures supervised by the administrative staff, including transportation service policy, belt policy, bus control, maintenance, cleaning, weekly reports, requirements, regulations, firefighting tools and evacuation procedures in case of fire and disaster and to ensure the safety of students, evacuation plans, emergencies, security and supervision of teachers during classes, clinics, health care, nurse reports, morning delays and attendance, and to communicate with parents in case of the absence of the student, as the Civil Defense visits the school and verify the correct application of safety procedures.

-The nurse provides all students, Teaching, and administrative staff with educational sessions to raise awareness and train them on hygiene.

-First aid kits are routinely checked to ensure all necessary supplies are always available.

- The nurse contacts the parents in case of a student's illness to inform them of his/her health situation.

-Fire Drill exercises are carried out to ensure that the teaching and administrative staff and students are aware of how to implement the evacuation plan efficiently and safely in case of emergency.

- The school keeps cleaning and sterilization equipment in a safe place out of the reach of students.

- School buildings are cleaned and sterilized repeatedly and daily in accordance with the procedures stipulated in the cleaning schedules.

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School Safety and Security Guidelines for Emergencies:

The safety and security of students and staff is our top priority. All decisions related to the school will be made effectively and efficiently, taking into consideration everyone's safety.

1. Emergency measures in case the school closes early:

If the school needs to be closed earlier than usual for any reason, the following procedures are taken:

• The decision to close the school will be made by the senior management who will provide notice to the school principal and the principal will notify all school staff and students at the time of closure and the procedures to be followed.

• Groups of parents will be contacted by SMS from the school and the information will be posted on the school's website as well.

• Bus drivers will be contacted to attend immediately.

• Transportation drivers and supervisors will supervise the loading of students to buses and their transportation. Academic Faculty assigned for this day expect to assist with supervision and others will be encouraged to participate with them.

• Students using their own transportation will remain in the classroom under the supervision of teachers until their parents or guardians come.

• The school will have passport photos available to all students and staff, as well as parents' emergency contact numbers.

2. Preparations for evacuation in case of threat of war:

In the event of evacuation from the country, all faculty members and families are expected to abide by the recommendations made by their embassies. Embassies will issue the following warning levels:

Level 1

• The school will be closed during this time

• Employees must stay at home while keeping cash and passports in case of eviction announcement.

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Level 2

• All residents will be informed to leave the country on commercial flights

• Embassies and the school's travel agency will help organize their travel and transportation plans to the airport.

Level 3

• Residents are notified to leave the country, and embassies cannot take responsibility for ignoring eviction orders.

3.Serious Incidents:

Serious incidents may have a severe emotional and/or physical impact on students and staff. In the event of any serious incident require a coordinated and systematic response to restore stability and create a sense of security and safety among members of the school community.

• Serious accidents may include but are not limited to:

• Serious bodily injury or emotional injury

• Natural disaster or other major disaster in society

Serious Incident Team

A serious incident team is selected by the school principal and includes a group of employees to manage a specific incident including:

• Executive Director

• School Principal

• School Social Worker

• Subjects Coordinators

• Transportation staff

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Responsibilities

The school principal or his designee shall be responsible for:

• Oversee the coordination of any response to critical incidents

• Develop and implement a critical incident plan

• Provide training for employees to carry out prevention to cope and respond to dangerous incidents

• Track staff needs during critical incident response

• Determine the level of consultation/support required

• Coordination with relevant external support agencies

The Subjects coordinators are responsible for:

• Follow up on the needs of students and staff during the response to serious incidents

In-class teachers are responsible for:

• Monitoring individual students

• Perform the procedures required by the critical accident team

• Refer the student to support services

The school nurse is responsible for notifying the school principal about the priorities of appropriate treatment.

Response steps:

When any serious accident occurs, the responsible staff will immediately contact the school principal to explain the circumstances.

The principal will assess the situation and determine who should join the team to address the critical incident. The Critical Incident Team will provide support and advice to the principal on the most appropriate steps.

In the event of any accident or serious injury anywhere within the school campus, the student will not be transferred until the following steps are taken:

• The first responder will conduct a priority assessment of the student's injury.

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• The administrator and nurse will be notified to assess the situation together.

• The administrative officer will discuss the topic with the principal and make the appropriate recommendation.

4. Fire Accidents:

The school administration develops an evacuation plan in the event of a fire and explains it to the staff at the beginning of the school year and will conduct fire drills (fake evacuation) once in each Term in addition to placing an envelope inside each class that includes a list of students' names and two cards, one green and the other red and a sample report form.

Evacuation plan:

All employees of the administrative staff, educational staff and teacher assistants for kindergarten classes and students are trained on the evacuation plan by carrying out a mock evacuation 3 times a year, once in each semester aimed at training them on how to act in case of fire emergency.

- Introducing students and educational and administrative staff to the emergency exits and the two assembly points outside the building in order to ensure maximum safety.

Appointing 4 supervisors to follow up the implementation of the plan and informing them of this:

First Officer: Responsible for students and staff in the administration building.

Second Officer: Responsible for students and staff in Building A.

Third and fourth Officer: Responsible for students and staff in Building B.

In addition to the three supervisors, the school nurse is prepared for any situations that require intervention.

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The implementation of the plan is carried out according to the following steps:

1. Keep calm when you hear the fire alarm.

2. The teacher must take the envelope inside each class, which includes a list of students' names, two cards, one green and the other red, and a sample report.

3. Ask students to calm down, stand in a straight line and not take anything from their belongings.

4. Make sure to evacuate the class and take a look inside the adjacent bathroom.

5. Directing students to exit towards the nearest safe exit quietly and carefully, especially when descending the stairs.

6. Follow up the students and direct them to the assembly point outside the building.

7. The person in charge of the building shall ensure that the building is completely evacuated.

8. The teacher calls the names of all students to ensure that no one is absent or missing.

9. If all students on the list are present, the green card will be raised to the supervisor of the list.

10. If one or more students are missing, the red card will be submitted to the supervisor.

11. The names of the missing students are written on the report form.

12. Stay alert with students all the time and don't let any student go anywhere.

13. Stay out until the fire alarm stops and the return to class is reported by the school principal.

14. The teacher must return students to classes calmly and in an orderly manner.

15. The teacher must return the envelope to its place.

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11.Academic and Curriculum Standards

Doha International School follows the American Curriculum (California), it offers a broad and balanced educational approach supported by a wide range of co-curricular activities, providing students a unique environment for developing the skills they need to become well-rounded students capable of excelling in all subject areas. American Curriculum place a priority on high standards of achievement, resulting in this curriculum being one of the most popular curriculums in international schools.

For Kindergarten (KG1 and KG2):

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English Language Development and focus on promoting Qatar National identity.

For Grades from 1 to 6:

For the Core subjects of Math, English ,Science and Social Studies , The school bases its curriculum on the American Common Core Student Learning Standards as interpreted by the State of California.
For more details about the Student Learning Standards please check the below link:
https://www.mheducation.com/prek-12/explore/states/california/literacy/programs/wonders.html

In addition to this, the school is committed to teaching the Qatari curriculum in Arabic, Islamic studies, and Qatar History, as dictated by the Ministry of Education and Higher Education in Qatar. French , Art , Computer and PE are offered as supplementary subjects.
All subject departments have a responsibility to align their planning, lesson and activity designs, student's assessments, and their professional development to serve the curriculum and fulfill the broader goals of the school.
When selecting Learning resources, the school ensures that they meet the standards set by MoEHE. Before exposure to students, all learning materials are scrutinized and filtered to align with Islamic values and the local cultural traditions; while still ensuring that the content is contextually relevant and relatable to a diverse student

and for this purpose we formed a committee consisting of the Coordinators of the three main Subjects (English , Math and Science) the Coordinator of the three mandatory subjects(Arabic, Islamic, Qatar History) and the teacher of the Islamic studies to review all the books and check its contents and we removed

words/pictures that don't fit with the Islamic religious values.

Below are more details on the Curriculum Standards and educational resources for the main core subjects for all classes from KG1 to Grade 6.

Weekly Agenda

The weekly agenda sent to parents every Thursday of each week on Class Dojo , contains all Class works , Home works , Tests , quizzes , projects.

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Daily Class Schedules

Doha International School Time Table								
	Period 1 07:30-08:20	Period 2 08:20-09:10	Break 09:10-09:30	Period 3 09:30-10:20	Period 4 10:20-11:10	Break 11:10-11:30	Period 5 11:30-12:20	Period 6 12:20-01:10
Sunday			Break			Break		
Monday			Break			Break		
Tuesday			Break			Break		
Wednesday			Break			Break		
Thursday			Break			Break		

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12.Assessments

At Doha International School, teachers make every effort to ensure the student's success in all subjects, however the student must also take full responsibility for achieving this success, and they must pass all tests with an average or higher grade, and if the student gets low grades, there are steps he or she must follow to achieve the degree of success and rise to the next grade. The student must do all the required duties and tests to be able to succeed.

If the student fails in three of the core subjects (English, Arabic, Science and Mathematics), he or she will not be allowed to retest and will not be able to upgrade to the next class, and if the student fails in two core subjects and two non-core subjects and he/she is an undisciplined student, he will not be able to retest, if the student fails less than three core subjects, he or she is allowed to test the subject in which he failed in, and if he succeed , a passing grade will be updated in the report card, but if the student fails the test, he will be allowed to upgrade to the next grade under one condition which is to repeat the tests in the subjects he failed in during the same academic year after school time, and if he succeed, a letter will be issued and the grades previously recorder in the report card for the past year will not change. If the students fails in one core subject and one non-core subject he/she will be upgraded to the next grade level without repeating the exams.

This grading system takes into consideration key factors regarding the teaching and learning process of American Standards curricula:

Learning is a measurement and evaluation: learning is measured by the degree of participation in daily classroom activity and homework completion, and therefore the student must give the necessary importance to classroom activity and homework.

The student is evaluated on a regular basis and this process is beneficial for both the student and the teacher, as the student learns about the requirements and skills that must be improved, and the teacher learns about the student′s educational achievement level before the final exams.

The teacher assigns grades to all completed classwork or homework as well as tests and other assessment work. In addition to the daily evaluation of classroom projects, written work, scientific laboratories, and the extent to the use of modern technology.

Please note the below:

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- The student will not be allowed to repeat periodic tests when he/she fails, and no additional grades will be assigned when correcting the exam with the teacher in class, Exam grades are final and not subject to change except with the permission of the principal or his/her assistant.
- The student will not be allowed to repeat the exam unless he/she has a medical excuse report which prevent him/her form attending, and these reports will be sent within 48 hours after the exam date otherwise the student will not be able to take the exam.
- The student is continuously evaluated according to the required materials and needs using traditional and non-traditional evaluation methods such as group and individual activities, and a report is issued for each student three times during the year in addition to individual reports that includes the standards required from the relevant curriculum.
- The grading system reflects the teaching method used in class and the general objectives of the curriculum and is based on three pillars related to the educational process:

  1. Learning is measured by the extent of daily classroom participation and homework completion, which is a measure that helps the teacher in assessing the degree of achievement. The student must focus on instructions and do the homework on a regular basis.

  2.This assessment has benefits as it helps the student to improve his scientific level, also gives the teacher an opportunity to follow the student and helps the student to make the necessary adjustments before it is too late.

  3. The final exams are a summary of what the student has learned during the third semester of the academic year, the grading system takes into consideration other assessment methods, including presentations, research, projects, articles, group work and classroom activities.

The goal of this system is to get the student to focus on learning on a daily basis in order to achieve the desired result. It is based on a variety of academic methods and not just a standard final exam.

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The student is promoted only in the case of success and academic achievement or if he/she demonstrates competence and excellence in a subject and obtains a score, and to receive the promotion he or she must have a GPA no less than 60 based on the academic standards.

Arabic Language Assessment Policy

Distribution of Grades during the academic year for all primary grades (1-6)

Distribution of Grades during the semester (1-2-3)		
Tests	**Classwork**	**Total**
60%	40%	100

A detailed table of grades distribution for Grade 1 and 2

	Test (60 Marks)				Classwork (40 Marks)						Total
Assessment Type	Final Term 1	Oral Test	Quiz 1	Quiz 2	Class Participation	Dictation	Writing	Hand-writing	Home-work	Project	100
Grade	25	5	15	15	6	12	5	4	8	5	

A detailed table of grades distribution for Grades 3 to 6

	Test (60 Marks)				Classwork (40 Marks)						Total
Assessment Type	Final Term 1	Oral Test	Quiz 1	Quiz 2	Class Participation	Dictation	Writing	Hand-writing	Home-work	Project	100
Grade	25	5	15	15	6	12	8	4	5	5	

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Qatar History Assessment Policy

Distribution of Grades during the academic year for all primary grades (1-6)

Distribution of Grades during the semester (1-2-3)		
Tests	**Classwork**	**Total**
20%	30%	50 (x2 = 100)

A detailed table of grades distribution

	Tests (20%)		Class Work (30%)			Total
Assessment Type	Quiz	Final Term 1	Class work	Homework	Project	50 (x2 = 100)
Grades	10	10	10	10	10	

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Islamic Assessment Policy

Distribution of Grades during the academic year for all primary grades (1-6)

Distribution of Grades during the semester (1-2-3)		
Tests	**Classwork**	**Total**
60%	40%	100

A detailed table of grades distribution

	Test (60 Marks)				Classwork (40 Marks)				Total
Assessment Type	Final Term 1	Oral Test	Quiz 1	Quiz 2	Class Participation	Recitation	Homework	Project	100
Grade	25	10	10	15	10	10	10	10	

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English Assessment Policy

Grades distribution during the academic year for all primary grades from G1 to G6

Distribution of Grades in Term 1, 2 and 3				
Class Work	**HW**	**Project**	**Assessment**	**Total**
40	10	10	40	100

Grades distribution Table for Grade 1 and Grade 2

CW (40)					**HW (10)**	**Project (10)**	**Assessment (40)**				TOTAL
Dictation	**Writing**	**Reading**	**Grammar &Phonics**	**Participation**			**Quiz**	**Oral Exam**	**Final Exam**	**Final Dictation**	100
5	10	10	10	5	10	10	10	5	20	5	

Grades distribution Table for Grades 3 to 6

CW (40)					**HW (10)**	**Project (10)**	**Assessment (40)**					TOTAL
Dictation	Writing	Reading	Grammar &Phonics	Participation			Quiz 1	Quiz 2	Oral Exam	Final Exam	Final Dictation	100
5	10	10	10	5	10	10	5	5	5	20	5	

Math Assessment Policy

Grades distribution during the academic year for all primary grades from G1 to G6

Distribution of Grades in Term 1, 2 and 3				
Class Work	**HW**	**Project**	**Assessment**	**Total**
40	10	10	40	100

Grades distribution Table for Grade 1 and Grade 2

CW (40)			**HW (10)**	**Project (10)**	**Assessment (40)**		TOTAL
Individual Work	**Collaborative Work**	**Participation**			**Quiz**	**Final Exam**	100
15	10	15	10	10	15	25	

Grades distribution Table for Grades 3 to 6

CW (40)			**HW (10)**	**Project (10)**	**Assessment (40)**			TOTAL
Individual Work	**Collaborative Work**	**Participation**			**Quiz 1**	**Quiz 2**	**Final Exam**	100
15	10	15	10	10	10	10	20	

Science Assessment Policy

Grades distribution during the academic year for all primary grades from G1 to G6

Distribution of Grades in Term 1, 2 and 3				
Class Work	**HW**	**Project**	**Assessment**	**Total**
40	10	10	40	100

Grades distribution Table for Grade 1 and Grade 2

CW (40)				HW (10)	Project (10)	Assessment (40)		TOTAL
Book Exercises	**Worksheets**	**Science Activities And Experiments**	**Participation**			**Quiz**	**Final Exam**	100
10	10	10	10	10	10	15	25	

Grades distribution Table for Grades 3 to 6

CW (40)				HW (10)	Project (10)	Assessment (40)			TOTAL
Book Exercises	**Worksheets**	**Science Activities And Experiments**	**Participation**			**Quiz 1**	**Quiz 2**	**Final Exam**	100
10	10	10	10	10	10	10	10	20	

Arts Assessment policy

Distribution of grades during the academic year for all primary grades from G1 to G6

Distribution of grades in Term (1-2-3)		
Classwork	Assessment	Total
30	20	50 (x2 = 100)

Grades distribution table

Type of Assessment	Classwork (30)			Assessment (20)		Total 50 (x2 = 100)
	Technique	Creativity	Participation	Activities	Project	
Grade	10	10	10	10	10	

Computer Assessment policy

Distribution of grades during the academic year for all primary Grades G1 to G6

Distribution of grades in Term (1-2-3)		
Classwork	Assessment	Total
30	20	50 (x2 = 100)

Grades distribution table

Type of Assessment	Classwork (30)			Assessment (20)		Total 50 (x2 = 100)
	Project	HW	Participation	Quiz	Final Exam	
Grade	10	10	10	10	10	

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French Assessment policy

Grades Distribution during the academic year for all primary grades from G1 to G6

Distribution of grades in Term 1 , 2 and 3		
Classwork	**Exams**	**Total**
30	20	50 **(x2 = 100)**

Grades Distribution Table

Type of Assessment	**Classwork (30)**			**Exams (20)**		**Total** 50 **(x2 = 100)**
	Project	**HW**	**Participation**	**Quiz**	**Final Exam**	
Grade	10	10	10	10	10	

PE Assessment Policy

Distribution of grades during the academic year for all the primary grades from G1 to G6

Distribution of grades in Term (1-2-3)		
Classwork	Assessment	Total
30	20	50 (x2 = 100)

Grades distribution table

Type of Assessment	Classwork (30)			Assessment (20)		Total 50 (x2 = 100)
	Technical Skills	Space Awareness	Participation	Discipline	Leadership	
Grade	10	10	10	10	10	

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Social Studies Assessment policy

Grades Distribution during the academic year for all primary grades from G1 to G6

Distribution of grades in Terms 1,2 and 3		
Classwork	**Exams**	**Total**
30	20	50 (x2 = 100)

Grades Distribution Table

Type of Assessment	**Classwork (30)**			**Exams (20)**		**Total 50 (x2 = 100)**
	Project	HW	Participation	Quiz	Final Exam	
Grade	10	10	10	10	10	

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Each academic department of the school from Grade 1 to Grade 6 uses the following scale to assign grades:

School wide grading scale

Grading Scale	
Indicates Excellent work	
A+ = 97-100 A = 93-96 A- = 90-92	A+ = 5.3 A = 5.0 A- = 4.7
Indicates above-average work	
B+ = 87-89 B = 83-86 B- = 80-82	B+ = 4.3 B = 4.0 B- = 3.7
Indicates average work	
C+ = 77-79 C = 73-76 C- = 70-72	C+ = 3.3 C = 3.0 C- = 2.7
While this is a passing grade, it indicates a minimum achievement with below-average work	
D+ = 67-69 D = 63-66 D- = 60-62	D+ = 2.3 D = 2.0 D- = 1.7
No credit is given; most or all course requirements were not satisfactorily completed.	
F = 0-59	F = 0-0

Student's Motivation:

At Doha International School, we match our students' motivation by encouraging and recognizing those who maintain high standards and grades. Eligible students receive the following awards and certificates of achievement:

- **Student of the Month**: these awards will be issued in all subjects monthly to motivate and encourage students who show improvement or academic excellence in their grade level.
- **Student High Academic Levels:** Students will be awarded this certificate for achieving an average above 95% in all core subjects at the end of each Term.

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- **Star of the Week**: for motivating KG Students in different subjects at the end of each week.

- **Behavior Certificates**: for students showing good behavior and it is not necessarily given to the good behavior students only but also to those who need encouragement to achieve good behavior.

Kindergarten Students Evaluation Policy

In kindergarten, we give young learners time to adapt to school routines and adapt to the classroom environment, teachers focus on the needs of students in the first year of entry ensuring that learning takes place in a comfortable and cheerful environment.

At Doha International School, kindergarten teachers make every effort possible to ensure that students understand and take basic information that helps their transition to primary school smoothly and successfully.

This stage is considered essential in the student's life, as it is considered the foundational stage in which the student acquires language, sensory and interpersonal skills.

In our school, the methods of evaluating kindergarten students depend on measuring the performance and individual and collective behavior of the student, and the evaluation tools are the child's tasks individually and as group tasks of all kinds (oral, written, and skill), the student is evaluated regularly during the Term, and at the end of each Term, the teachers of the basic subjects Arabic, English, Science and Mathematics evaluate each student separately based on the learning skills in each subject .This process is useful for both the student and the teacher, in which the teacher recognizes the level of educational achievement of the student

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and improves the academic level of the student, at the end of each Term the guardian receives a report card showing the student's performance.

Motivating kindergarten students:

At Doha International School, we encourage and motivate our young students by distributing the following awards and certificates of achievement:

• **Student of the Month**: This certificate is issued in all subjects monthly to motivate and encourage students who show academic improvement or excellence in their academic level.

• **Star of the Week**: To motivate kindergarten students in different subjects at the end of each week.

• **Certificates of Conduct:** Awarded to students who demonstrate good behavior and are not necessarily given to students who show good behavior only but also to those who need encouragement to achieve good behavior.

Bulletin Boards

Each classroom has bulletin boards where students and teachers are encouraged to display materials that are educationally relevant to the instructional units/major standards they are covering in class. Classroom bulletin boards create a positive atmosphere for learning. The hallway boards support school-wide focus.

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13.Curricula and Extra Curricula Activities

The school is considered as an important place to receive knowledge and various sciences, and its mission is not limited to that only, as it is a place for building generations, and in which many diverse school activities are held that help to refine the student's personality, and prepare them to go out to the life's challenges, such as sports activity, and social activity, Calligraphy, poetry, music and drawing competitions. School activity is defined as the educational practices through which the potential energies of students are exploited, thus developing their talents, by addressing everything related to school life, and its various activities related to school subjects, social aspects, or what is related to practical aspects such as sports, music, and theater. Therefore, Doha International School was keen to develop a plan for activities during the school year and implement this plan by informing parents of the activities that occur and that are mentioned and explaining their details in the agenda that is sent weekly to parents.

The students also have a PE session once a week for grades from one to six and kindergarten students twice a week. The school also participated in the activity of the Katara Festival for Artistic Talents, also Future Writers in Arabic, Interpretation Competition in Islamic.

Promoting the national identity and Qatari heritage and consolidating tolerant moral values, loyalty and patriotism come within the school's vision and mission. This is achieved through several areas, including classroom and extracurricular activities, My Values define my identity Activities and through:

- Classroom creative projects and work

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- Encouraging students to participate in national competitions and various school trips.
- Encouraging parents to actively participate in extra-curricular activities.

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14.Others

Qatar National Anthem

Students in grades KG through G6 will stand in silence when the Qatari National Anthem is played each morning.

Lost and Found

Students who lose any item in school can find them in the box of "lost and found which is placed in the reception area.

Bus Transportation

To ensure the safety of the students Doha International School has assigned supervisors/helpers in buses to make sure that students arrive safely to their parents.

We designated a staff member from school to mark the attendance of the bus students when coming to school in the morning and when leaving from the school at the end of the school hours.

Visitors to the School

Parents and others are welcome to visit Doha International School. For the safety of those within the school and to avoid disruption of instructional time, visits to individual classrooms during instructional times are not permitted as that would interfere with the delivery of instruction and disrupt the normal school environment.

All visitors (parents and students) are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

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