مدرسة النبراس الدولية
Al Nebras International School
The Montessori Way

HBK-GEN-001: Parents' Handbook 2026–2027

Parent & Family Guide | Pre-K–Grade 9 | Academic Year 2026–2027

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1. Introduction

1.1 Letter from the Director

Dear Families,

Welcome to the 2026–2027 academic year at Al Nebras International School – The Montessori Way! Whether you are new to our community or have been with us for years, we are delighted to have you as part of our growing school family.

This year marks another exciting milestone in our journey. Building on the successful unification of our campuses in Lusail, we now welcome students from Pre-K all the way through Grade 9. Our new Middle School program extends the Al Nebras experience beyond the elementary years, offering a rigorous American standards-based secondary program informed by Montessori principles that builds on the independence, curiosity, and love of learning our students develop in their Montessori years.

At Al Nebras, our mission is clear: to nurture the whole student – academically, socially, emotionally, and physically – through a rich blend of Montessori philosophy and the academic rigor of the American Common Core curriculum. Every decision we make is guided by our commitment to creating an environment where students feel supported, inspired, and empowered to take ownership of their learning.

This Parents' Handbook has been designed to be a practical and reliable guide to our policies, procedures, and daily operations. It has been substantially updated for 2026–2027 to reflect our growth into the Middle School years, the latest requirements of the Ministry of Education and Higher Education (MOEHE) and the Ministry of Public Health (MoPH), and the valuable feedback we received from our Parent–Teacher Organization. It reflects our goal of fostering strong, open communication and a meaningful partnership between parents, staff, and the school administration – because together, we create the foundation for every student's success.

Please take time to review the information included, and don't hesitate to reach out to our team if you have any questions or need clarification. Your feedback and collaboration are key as we continue to grow and refine the learning experience for your children.

Thank you for trusting us with your student's education. We look forward to another year filled with exploration, growth, and memorable experiences for every member of the Al Nebras community.

Sincerely,

Lamia Yehia Ibrahim

Co-Founder & Managing Partner

1.2 Our History

Our journey began in 2013 with a vision to revolutionize education in Qatar. Founded by Lamia Ibrahim and Hussain Salatt, our story emerged from a deep-seated passion for education, particularly the Montessori method. Lamia and Hussain, inspired by their own children's transformative experiences in Montessori schools overseas, embarked on a mission to introduce this innovative approach to learning to the heart of Qatar.

In the early days, the seeds were sown with just 13 students. Today, settled in Lusail as one unified campus, we have flourished into a diverse and vibrant community of students from many nationalities. The school is a current school member of the American Montessori Society (AMS) and the International Montessori Council (IMC), a distinction that underscores our commitment to the highest educational standards.

As part of our continuous growth, the 2026–2027 academic year sees our program extend through Grade 9. Our American Common Core curriculum, delivered the Montessori way from Preschool through Grade 6, continues through a traditional American program in the Middle School years – enabling a holistic education and a seamless transition for our students from preschool through elementary, middle school, and beyond.

Lamia Ibrahim and Hussain Salatt envisioned not just a school but a community dedicated to providing a solid foundation for a lifetime of learning. As we look back on the journey from a modest beginning to a thriving educational institution, our commitment to excellence remains unwavering. We are honored to be a part of the educational journey of each student who walks through our doors.

1.3 Mission

Al Nebras International School is an American school: our curriculum follows the American Common Core standards, delivered through the Montessori approach from Preschool through Grade 6 and through a traditional American program from Grade 7 onward. Guided by this identity, our mission is to:

- Offer a holistic education in which guides see the students as unique individuals, understand their multiple intelligences, respect their ideas, and encourage their enthusiasm for learning.
- Create an environment that offers students opportunities to reach their highest potential: academically, socially, physically, and emotionally.

- Develop a love of excellence in our students in everything they do, whether inside or outside the school.
- Develop teamwork and adherence to noble values, which include self-respect, respect for others, honesty, integrity, responsibility, empathy, compassion, kindness, caring for others, and love of society.
- Develop the school's vision and openness to different cultures smoothly and with understanding.
- Build a partnership of students, families, staff, and administrators who create an environment that lays the foundation of those habits of mind that support happiness and success both in school and in life.
- Commit to giving and helping others.

1.4 Vision

To be Qatar's leading American school and Montessori learning community – a school where every student's individuality is honored; where the American Common Core curriculum is brought to life through authentic Montessori practice from Preschool through Grade 6 and through a rigorous traditional American program from Grade 7 onward; and where students grow into independent, compassionate, and capable global citizens who contribute to Qatar and the world.

1.5 Core Values

- **Respect** – for the child, for one another, for families, and for the cultures and traditions of Qatar and our diverse community.
- **Integrity** – honesty, transparency, and ethical conduct in everything we do.
- **Excellence** – the pursuit of the highest standards in Montessori practice, professional conduct, and personal growth.
- **Independence** – nurturing self-directed learners and reflective, empowered individuals.
- **Compassion** – empathy, kindness, and care for the whole child and the whole community.
- **Service** – commitment to giving, helping others, and contributing to society.

Our mutual goal is to provide the best possible education for the students. To do this, the rules and regulations of Al Nebras must be clearly stated and equitably enforced.

The rules and regulations in this handbook apply to all the parents of the students attending Al Nebras International School (The Montessori Way).

1.6 Accreditation, Licensing & Memberships

Al Nebras International School operates under a license from the Ministry of Education and Higher Education (MOEHE) of the State of Qatar, in accordance with Law No. 23 of 2015 Regulating Private Schools and its Executive Regulations. The school participates fully in MOEHE monitoring, evaluation, and reporting requirements, including the ministry's private-school evaluation visits and the Qatar National School Accreditation (QNSA) framework.

The School is licensed by the Ministry of Education and Higher Education (MOEHE) in the State of Qatar. The school is a member of the American Montessori Society (AMS) and the International Montessori Council (IMC). The school also uses the NEASC Foundation Standards as a guide for continuous improvement and school development.

2. Academic Programs

At Al Nebras International School, we are committed to excellence in education through the seamless integration of the Montessori philosophy with the academic rigor of the American Common Core curriculum. Guided by Dr. Maria Montessori's profound understanding of child development, our approach recognizes the unique journey students take through the different planes of development – physical, intellectual, social, emotional, and spiritual.

At the heart of our program is the student, with every stage of growth carefully nurtured. Our curriculum is thoughtfully designed to meet the evolving needs of each developmental plane:

- **Preschool Years** – Guided by the principle "Let me do it by myself!", students build independence, self-confidence, and essential life skills through hands-on exploration and discovery.
- **Lower and Upper Elementary** – The focus shifts to "Let me think for myself," fostering critical thinking, reasoning, and intellectual curiosity.
- **Middle School (Grades 7–9)** – We embrace the philosophy "Let me do it by myself, let me think for myself, help me to do it together," supporting adolescents as they

seek independence, intellectual ownership, and collaborative skills to understand and engage meaningfully with the world around them.

Our program is fully aligned with the American educational system, embedding the Common Core standards in Mathematics and English Language Arts, the Next Generation Science Standards (NGSS) in science, and the C3 Framework in Social Studies. In line with MOEHE requirements, all students also study the compulsory national subjects: Arabic Language, Islamic Education (for Muslim students), and Qatar History (Grades 1–9). Our curriculum is further enriched by the Qatar Foundation Rasekh framework, which deepens our students' roots in the Arabic language, ethical and citizenship values, and local and global innovation.

2.1 Mixed-Age Grouping (Preschool through Grade 6)

Our commitment to mixed-age grouping creates a dynamic and authentic learning environment that mirrors real-life communities. In Montessori classrooms, students of different ages work together, promoting collaboration, empathy, and mutual growth. Older students, acting as mentors, naturally reinforce and deepen their own understanding by guiding younger peers, while younger students benefit from individualized attention, modeling, and inspiration from those ahead of them. This structure not only strengthens academic skills but also fosters social-emotional development, leadership, and a sense of belonging.

2.2 Preschool Program (Pre-K, KG1 & KG2)

This stage marks the beginning of the student's educational journey, laying the foundation for independence, concentration, and a love of learning. At this age, students are in a sensitive period for language, movement, and practical life skills, which they use to explore, interact with, and make sense of the world around them. The program nurtures their imagination and curiosity while supporting the early development of social, emotional, and cognitive growth, preparing them for the transition into Lower Elementary.

2.3 Lower Elementary (G1, G2 & G3)

Al Nebras' Lower Elementary serves students ages 6 to 9 in a mixed-age Montessori environment. This stage marks the important transition from the preschool years, supporting the explosion and development of handwriting and reading skills, and

nurturing the early stages of the rational mind. Students at this age are in a period of vivid imagination and creativity, which they use to interpret and make sense of the world around them.

2.4 Upper Elementary (G4, G5 & G6)

The Upper Elementary program serves students ages 9 to 12. At this stage, students have acquired foundational tools to explore, and they are ready to apply them in increasingly formal and structured ways. They engage in collaborative projects that draw upon the diverse strengths of their peers, deepening social skills, empathy, and academic mastery. Students begin to work with more advanced tools such as graphs, research methods, and scientific experiments, preparing them for the next plane of development.

2.5 Middle School (G7, G8 & G9) – New for 2026-2027

From Grade 7 onward, students transition to a traditional American program, with subject-specialist teaching, structured lessons, and regular graded assessment – while preserving the independence, curiosity, and love of learning nurtured in the Montessori years. Middle School students follow a full program of English Language Arts, Mathematics, Science (NGSS), Social Studies, STEAM, Physical Education, Arabic, Islamic Education, and Qatar History. Students benefit from an advisory period, expanded laboratory and library access, and two Physical Education sessions each week.

2.6 Assessment and Student Progress

Assessment at Al Nebras is designed to inform teaching and to keep families genuinely connected to their child's growth:

- **Montessori program (Preschool–Grade 6):** assessment is primarily observational and formative. Guides record observations and progress in Transparent Classroom weekly and use this information to plan each child's next steps.
- **Middle School (Grades 7–9):** formative observation is complemented by structured graded assessments, with results recorded and reported to parents through progress reports and conferences.
- **Assessments/Evaluations** in each core subject give students regular, low-stress practice in demonstrating their learning.

- **NWEA MAP Growth:** students in Grades 1–9 participate in the internationally recognized MAP Growth assessment three times per year — beginning of year (September), middle of year (January), and end of year (May) — giving families an objective, standardized measure of growth in reading and mathematics.
- **Parent-guide conferences** are held twice per year, complemented by written progress reports.
- The school also participates in MOEHE assessments and international assessments as directed by the ministry.

3. Admissions

At Al Nebras International School, we accept students from all nationalities and ensure fair treatment for all applicants. We give priority to the siblings of current students, but this does not guarantee admission.

3.1 Registration Procedures

- Attendance of parents at the school to obtain comprehensive information about the school's policies and curriculum.
- **Completion of the Application Form**
  - Parents are required to complete the application form on the school's website and provide complete and accurate information regarding their child.
  - Any diagnosed or suspected educational, developmental, behavioral, medical, or support needs must be fully disclosed and included in the application.
  - This information enables the school to understand the students' needs, determine appropriate accommodations and support, and assess whether the school can provide a safe, suitable, and effective educational placement.
  - Providing inaccurate information, omitting relevant information, or failing to disclose any known or suspected needs may result in the rejection of the application.
  - The school reserves the right to refuse admission, cancel enrollment, or withdraw a student's registration if it is determined that relevant information was withheld, omitted, or misrepresented during the admissions process.
  - This right applies even if the omission or misrepresentation is discovered after the student has commenced attendance at the school. If the school subsequently identifies educational, developmental, behavioral, medical, or support needs that

were not disclosed during the admissions process and determines that it cannot adequately meet the student's needs or provide an appropriate educational placement, the school reserves the right to terminate the student's enrollment.
- In such cases, any applicable fees may be refunded on a prorated basis in accordance with the school's policies, and families may be advised to seek a more suitable educational placement.
- Where required, the school may notify the Private Schools Licensing Department of the Ministry of Education and Higher Education (MOEHE) of the withdrawal and the reasons for it.

3.1.1 Placement Assessment and Admission Review

- **Application Review:** Each application is reviewed individually, taking into consideration the student's previous school reports, academic performance, behavior, additional learning needs, and any relevant educational, psychological, or specialist documentation.
- **Consideration of Support Needs:** The school welcomes a diverse range of learners and accommodates a limited number of students requiring additional support at each grade level. Admission decisions take into account the student's individual needs, the availability of places, and the support that can reasonably be provided within the relevant school section.
- **Invitation to Assessment:** Following the initial review, the school determines whether to invite the student for an admission assessment. The review helps ensure that the school can provide an appropriate educational environment for the student.
- **No Guarantee of Assessment or Admission:** Submission of an application does not guarantee an invitation to an assessment, nor does it guarantee admission to the school.
- **Placement Assessment:** Students invited for assessment participate in age-appropriate placement activities and/or academic assessments designed to help the school understand their current level of development, learning profile, and educational needs.
- **Additional Assessment Opportunity:** If a student experiences challenges during the initial assessment, the school may offer a second assessment opportunity at no additional charge when it believes further information is needed to make an informed admission decision.

- **Admission Decisions:** Admission decisions are based on the student's readiness for the program, available space, the information gathered during the review and assessment process, and the school's ability to meet the student's educational and support needs.
- **Support Capacity:** In some cases, the school may determine that a student's learning or support needs exceed the resources currently available within a particular school section. In such cases, the school may decide not to proceed with admission in order to ensure that the student receives the most appropriate educational support.
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- Calculating age according to the MOEHE Guidance Document for Regulating the Admission and Registration of Students in Private Schools and Kindergartens (Second Edition, 2026) issued by the Private School Licensing Department. As a general guide, the admission ages are: **Pre-K – 3 years; KG1 – 4 years; KG2 – 5 years; Grade 1 – 6 years**, with age calculated as of 31 December of the admission year, based on the original birth certificate. Under Qatar's Compulsory Education Law, a child who turns 6 between the start of the school year and 31 December must be enrolled in Grade 1 that year.
- Acceptance into any grade is granted to those who passed the previous grade directly to the desired grade.
- Student transfers follow the procedures of the Ministry of Education and Higher Education and are recorded on the ministry's NSIS system.

In the event of student acceptance, the following documents must be provided:

- Copy of the valid Qatar ID for the student.
- Copy of the student's birth certificate.
- Copy of the valid passport for the student.
- Copies of the valid Qatar IDs and passports for the parents.
- Student's health file and up-to-date immunization record (per Ministry of Public Health requirements).
- Student's academic file (last school report and behavior report from the previous school, and a transfer certificate where applicable).
- Financial Clearance from the previous school.
- Recent passport-size photographs.

3.2 Enrollment Policy

The commitments and arrangements with respect to the operation of the school are set out in the Enrollment Policy provided to and signed by you at the beginning of the academic year.

3.2.1 Fees Regulations:

- All tuition fees are approved by the Ministry of Education and Higher Education in accordance with Law No. 23 of 2015 Regulating Private Schools. The school may not charge fees above the approved schedule, and any future MOEHE-approved fee changes will be communicated to families with the advance notice required under the ministry's School Fees Policy.
- All fees are for a full academic year and are to be paid either in full or in two installments.
- Fees do not include school trips or extracurricular activities. Fees for school trips are non-profit and cover only transportation and entrance costs. Participation in fee-based activities is always optional.
- Refunds on withdrawal follow the school's Enrollment Policy and the MOEHE-approved fee schedule; please contact the Admissions Office for the applicable refund terms before confirming a withdrawal.

3.3 Withdrawing from Our School

All parents have the right to choose a suitable educational environment for their own children. After choosing a school and being accepted/registered, the student is registered in the Ministry of Education and Higher Education systems under our school's name. Depending on the reason for withdrawing, the process is different.

3.3.1 Transferring to another school in Qatar

At the end of the academic year:

- Inform the Admissions Office of your request and fill out the withdrawal form.
- A Transfer Certificate is requested from the new school.
- After checking all documents and finances, the transfer process will be completed.

During the academic year:

- Send a written request from the parent to the Admissions Office at least two weeks prior to withdrawal, mentioning the reason for the transfer and the student's last day.
- A Transfer Certificate is required from the new school to transfer the student on the ministry's NSIS system.
- School records will only be released once the student has completed the checkout process by settling all school fees and finalizing all documents, including the withdrawal form.

Please note the MOEHE unified transfer windows: transfers **between different curricula** are processed until the end of January, and transfers **within the same curriculum** until the end of February of each academic year.

3.3.2 Leaving the country

- If the family is leaving the country, parents must email the Admissions team to begin the checkout process and prepare all needed documents.

After the parent confirms their child/children is/are leaving the country or the school, the Admissions team will contact the Ministry of Education and Higher Education to complete the withdrawal. The student will be transferred (if going to another school) or removed (if leaving the country, or if absent without explanation for more than 30 days) from the ministry's system.

Please note: Education is compulsory in the State of Qatar for students from age 6 until age 18 or the completion of the stage. Prolonged unexplained absences must be reported by the school to the MOEHE.

4. School Operations

4.1 Academic Calendar

The academic calendar follows the unified calendar issued by the Ministry of Education and Higher Education (MOEHE) and is submitted for approval before it is shared with our families. The number of school days is in line with MOEHE policy and is subject to change even after approval.

Key dates from the official MOEHE Annual School Calendar for 2026/2027:

- **Students' first day of school: Sunday, 30 August 2026.**

- **Semester 1 mid-term break: 25–29 October 2026** (classes resume Sunday, 1 November 2026).
- End-of-Semester-1 assessments for Grades 1–9 take place 29 November-10 December 2026, before Qatar National Day.
- **Mid-year (winter) break: begins 16 December 2026; students return Monday, 4 January 2027.**
- **First Parent-Teacher conference: December 15-16; students do not have school those days.**
- Semester 2 mid-term assessments for Grades 1–9: 24 February – 4 March 2027, followed by an extended weekend.
- End-of-year assessments for Grades 1–9: 30 May–10 June 2027.
- The school year comprises no fewer than 180 instructional days.
- **Qatar National Day** is 18 December (in 2026 it falls on a Friday; school celebrations are held during the preceding week).
- **National Sport Day** is the second Tuesday of February — Tuesday, 9 February 2027.
- The **International Day of Education** (24 January) is celebrated during the surrounding school week with activities that engage students and their families.
- School timings during the holy month of **Ramadan** are announced each year in line with the MOEHE calendar.
- **Eid Al-Fitr** and **Eid Al-Adha** holidays are announced by the State each year and will be communicated as soon as they are confirmed.
- **Second Parent-Teacher conference: June 23-24; students do not have school on those days.**

The events planned for the academic year can be found in the annual **Parent Calendar**, which is defined before the end of the previous school year and shared with families at the beginning of the year. It includes key school events, parent–teacher conferences, holiday information, and special event requirements (such as costumes, traditional clothing, or food contributions). We do our best not to change these dates. More details about each event will be provided in the monthly newsletters.

4.2 School Operational Hours

We recognize the significance of a structured daily routine in nurturing the growth and development of our students. Students should be dropped off at least 15 minutes before their designated start time and picked up promptly at dismissal.

Stage	Drop Off	School Hours (Sun-Wed)	Pick Up (Sun-Wed)	Pick Up (Thursday)
Preschool (Pre-K–KG2)	7:45 am	8:00 am – 1:30 pm	1:30 pm	12:30 pm
Elementary (G1–G6)	7:15 am	7:30 am – 2:30 pm	2:30 pm	1:00 pm
Middle School (G7–G9)	7:15 am	7:30 am – 2:30 pm	2:30 pm	1:00 pm

School gates open at 7:15 am. For Grades 1–9, the arrival window is 7:15–7:30 am and the first period begins at 7:35 am sharp.

Thursdays hold a special schedule across all stages: Thursday afternoons are dedicated to staff professional development, meetings, and other essential school-improvement activities, so all students are dismissed early as per the table above.

The school day for Grades 1–9 includes several periods during the week, a 30-minute lunch, a 30-minute supervised playtime/breaktime, and a time for prayer. **The school provides an appropriately scheduled and supervised time for Dhuhr prayer during the school day, in accordance with applicable MOEHE requirements. Prayer arrangements are organized to maintain appropriate student supervision, safety, dignity, and the orderly operation of the school.**

4.3 Drop-Off & Pick-Up Procedures

Ensuring the safety and smooth transition of your child at drop-off and pick-up times is paramount to us.

4.3.1 Drop Off:

- School gates open at 7:15 am.
- **Preschool & Grade 1:** Parents are required to park in the designated underground car park. Staircases 1 & 2 are for preschool students, and Staircase 3 is for Grade 1 students. Escort your child to the classroom for a personalized handover to the teacher. Kindly be mindful of limited parking spaces and ensure a quick drop-off.

- **Grades 2 and above:** Carpooling is encouraged. Drop-off can be done at the main gate. Students enter the school premises independently and proceed to their classrooms. Parents are NOT permitted to accompany students to the classroom door.

For all grades, please avoid lingering to maintain an efficient drop-off process.

4.3.2 Pick Up:

Staircase doors and class doors will only open at the scheduled pick-up times. School gates for parking will open as follows:

- **Preschool:** gates open at 1:20 pm for daily pick-up, and at 12:20 pm on Thursdays.
- **Elementary & Middle School:** gates open at 2:20 pm for daily pick-up, and at 12:50 pm on Thursdays.
- **Preschool & Grade 1:** Parents Park in the designated underground parking (Staircases 1 & 2 for preschool – Staircase 3 for Grade 1) and collect their child directly from the classroom, ensuring a secure handover. Parents must wear their child's school ID for entry.
- **Grades 2 and above:** Parents pick up their children at the designated dismissal area (details are shared by email and during orientation). School staff and security guards supervise the dismissal process. Parents must wear their child's school ID for entry.
- If a student needs to be picked up at a different time, you may only pick your child up during class transition times from the reception area. Please inform the school ahead of time.
- Arriving 15 minutes after the designated pick-up time is considered late. If a student has not been picked up within 15 minutes, the administration team will contact the parents, then the emergency contacts listed in the student's file.

4.3.3 Car Line Safety Rules:

Please communicate this information to drivers, nannies, grandparents, or other caregivers who drop off or pick up your child:

- Always enter the parking lot where marked with an enter arrow, and enter slowly.
- Do not block cars from entering or exiting, and do not pull around a car in front of you.
- Wait until your designated time to enter the lot.

- Once you are in a lane in the car line, do NOT change lanes unless directed by the car line administrator.
- Do not move into the drop-off/pick-up zone until specifically directed.
- Insist that children remain seated, with seatbelts on, until the car has stopped in the loading zone. Do not allow children to lean out of windows, stand through the sunroof, or sit on your lap.
- Always turn off your engine whenever you park.
- The drop-off and pick-up area is a **no cell phone zone**.
- Pick-up and drop-off are not the times to communicate with staff members.
- If you need extra time, a staff member will direct you to a designated parking spot.
- When picking up your child, ensure they are physically under your control as you walk to your car. Do not allow students to run or walk independently to cars.
- Do not move your car until the car line administrator has told you it is safe to do so – children you cannot see often pass behind or beside vehicles.

4.4 Late Arrivals

The importance of prompt arrival cannot be overemphasized. Students enjoy the opportunity to greet their teachers and peers before lessons begin, and it is harder for students to enter their class community once the day has started. Please guide your child in developing the healthy habit of punctuality.

A student is considered late if they arrive after **7:35 am** (Grades 1–9) or after **8:15 am** (Preschool). If you arrive late:

- Students in Preschool must be escorted by a parent to the reception area.
- Students in Grade 1 and above should go directly to the reception area on their own.
- The Front Desk will check your child in, give them a slip, and our staff will ensure your child goes to their classroom.
- Students who are late are have to be checked in at the front desk. This is a major safety concern in the case of an emergency, and the school cannot be held responsible if this procedure is not followed.

Repeated unexcused lateness is recorded and addressed with families in line with the school's behavior policy and MOEHE attendance requirements.

4.5 Early Pick Up

To preserve the continuity and benefits of your child's experience in the classroom, all appointments should be scheduled after school hours. It interrupts the learning of ALL students when one is dismissed early.

In the event of an occasional unavoidable early departure, please email your classroom guide the day before and cc the administration team. When you arrive:

- Park and go to the front office.
- We will alert the classroom guide to escort your child to meet you at the front office.

If your child is to be picked up by someone other than a person regularly scheduled, you must add them as an authorized contact by sending us an email and completing the authorization form.

THE SCHOOL WILL NOT RELEASE YOUR CHILD TO ANYONE EXCEPT YOU OR THOSE NAMED AS AUTHORIZED PICK-UPS ON YOUR CHILD'S REGISTRATION FORM, even if they are known to our faculty and staff. Please note that the school cannot prevent a student from being picked up by their biological parent unless a court order or legal documentation specifying such restrictions is on file with the administration.

4.6 Elevator Usage

For the safety of our students and to ensure proper supervision, **students are not permitted to use the school elevators at any time during the school day**, including arrival and dismissal.

Students may only use the elevators if they have been **specifically authorized and issued a pass by the school** due to an individual need or special circumstance.

During arrival and dismissal, parents and visitors are also kindly requested **not to use the elevators with students**, except in the case of **strollers, elderly family members, or individuals with disabilities or mobility needs**.

4.7 Attendance, Absence and Tardy Policy

Regular attendance is essential for students to receive the full benefit of their education and to participate fully in the life of the school. Education is compulsory in the State of Qatar from age 6 until age 18 or the completion of secondary education, in accordance

with applicable Qatari law. The school monitors attendance daily and reports attendance data to the Ministry of Education and Higher Education (MOEHE) as required.

- **Parent Responsibility:** Parents are responsible for ensuring that their children attend school regularly and arrive on time each day.
- **Reporting an Absence:** Parents must notify the school of the reason for any absence on the morning of the absence through the school's designated attendance reporting channel (email to the class teacher).
- **Excused Absences:** Absences may be excused for reasons such as illness, medical appointments, family emergencies, religious observances, or other reasons approved by the school. Supporting documentation may be required.
- **Illness-Related Absences:** Students who are absent due to illness must be cleared by the school nurse before returning to school when required. Absences related to illness will generally be considered excused when the school nurse has been informed and appropriate medical documentation, such as a doctor's note, is provided.
- **Unexcused Absences:** Absences that are not reported, are unsupported by required documentation, or do not meet the criteria for an excused absence may be recorded as unexcused.
- **Documentation Requirements:** The school may request medical certificates, appointment confirmations, or other relevant documentation, particularly for extended, repeated, or examination-related absences.
- **Absence During Examinations:** If a student is absent on a scheduled examination or assessment day due to illness, a valid medical certificate or sick leave certificate must be submitted to the school. Rescheduling of the examination will only be considered upon receipt of the required documentation.
- **Make-Up Work:** Students are responsible for completing work missed due to absence. Teachers will provide reasonable opportunities for students to make up essential assignments and assessments, subject to grade-level expectations and timelines established by the school.
- **Planned Absences and Travel:** Parents are strongly discouraged from scheduling family vacations or non-essential travel during the school year. Attendance during the first and last weeks of school is particularly important, as these periods support student orientation, relationship building, reflection, and closure. Extended or frequent absences can be especially disruptive for younger students and may make re-entry to the classroom more challenging.

- **Punctuality:** Students are expected to arrive at school on time each day. Repeated lateness disrupts learning and the classroom community.
- **Repeated Lateness:** The school monitors patterns of lateness and may contact parents to discuss concerns. Continued late arrivals may result in meetings with school administration and the implementation of attendance improvement measures.
- **Attendance Monitoring:** Unexplained absences are followed up by the school administration. Parents may be contacted to confirm the student's whereabouts and well-being.
- **Prolonged Absence:** Prolonged unexplained absences (more than 30 consecutive school days) must be reported to the MOEHE and may result in the student being removed from the school's register in accordance with ministry regulations.
- **MOEHE Reporting Requirements:** In accordance with the Compulsory Education Law and MOEHE requirements, the school is required to issue written notice to parents in cases of repeated or irregular unexcused absences and to report continued non-attendance to the Ministry when required.
- **Support for Attendance Concerns:** Where attendance concerns arise, the school will work in partnership with families to support improved attendance and ensure students have the best opportunity for academic and social success.
- **Promotion and Attendance Requirements:** Regular attendance is an essential component of academic success. Students who do not meet the school's minimum attendance requirement of **attending at least two-thirds of the academic year** may not be eligible for promotion to the next grade level, regardless of academic performance. When reviewing promotion decisions, the school may consider the student's overall attendance record, documented excused absences, academic progress, and individual circumstances.

Please also refer to the Health & Medical Policy for additional information regarding illness, medical absences, and return-to-school requirements.

4.8 Carpools

We strongly encourage all families to consider carpooling to reduce traffic, protect the environment, shorten drop-off and pick-up times, and have all students and staff in class on time.

If you arrange a carpool with other parents, they must be listed in the Authorized Pickups section of your child's registration form. Please keep us informed of any additions or changes. Anyone picking up your child who is not familiar to the staff will be asked to show identification. Please let your carpool driver know if there is a change in your child's regular schedule.

4.9 Graduation Ceremony

Our KG2 students who have officially finished their preschool years, and our G 6 students who have officially finished their elementary years, are considered as our senior graduating classes and attend the commencement ceremony. One month before graduation day, students will start practicing during class time. Please refer to the yearly Events Calendar. Attendance at graduation practice and the rehearsal day is mandatory.

The school will distribute graduation gowns before the graduation day; parents will be requested to pay 300 QAR as a deposit, refundable only after the gown is returned in good, clean condition. If the gown is returned dirty or damaged, the deposit will not be reimbursed.

4.10 Celebrations

Preschool students' birthdays will be celebrated at the school in a special way only if parents request it. If you would like to celebrate your child's birthday at school, please contact your child's guide at least one week ahead. Elementary and Middle School students' birthdays will be acknowledged in class but without a celebration.

4.10.1 Do's:

- Do bring a special gift for the classroom such as a book for the library, a puzzle, or an educational game (optional). This is a nice way for your child to share their birthday and experience the joy of giving.
- Do join the celebration.
- Do send the birthday poster one day prior to the celebration, with pictures of your child during the different stages of their growth.

4.10.2 Don'ts:

- Don't bring any type of food items or treats.
- Don't bring balloons of any kind, due to allergies, choking, and strangling hazards.

- Don't send invitations for parties held outside of the school unless you include ALL of your child's classmates.

4.11 Field Trips

We believe that experiential learning is an integral part of a student's educational journey. At Al Nebras, we organize enriching field trips that complement our approach and provide students with hands-on experiences beyond the classroom. All school activities and trips follow the MOEHE Guide to School Activities in Private Schools and Kindergartens.

- **Purpose:** Field trips enhance the academic curriculum by offering students real-world exposure and practical understanding, contributing to the holistic development of each student.
- **Approval and safety:** Before announcing any trip, the school obtains the required MOEHE approvals, completes a written risk assessment, and briefs accompanying staff. A first-aid kit and trained staff accompany every trip.
- **Parental consent:** No student participates in an off-campus activity without signed written parental consent, as required by the MOEHE. Parents will be informed well in advance through official communication channels, with an itemized breakdown of any fees.
- **Supervision:** Off-campus trips follow the MOEHE-required supervision ratios — at least one supervisor per 7 students for pre-school ages, one per 10 for kindergarten and primary students, and one per 13 for older students, with additional dedicated supervision for students with special needs. For Preschool trips, each child carries an identification card with the child's name and parent contact numbers.
- **Fees:** The fees associated with each field trip are announced with the details of the trip. These fees are non-profit and are solely intended to cover transportation costs and entrance fees. Participation in fee-based activities is optional; on-campus curricular activities are always free of charge.
- **Health needs:** Before any trip, parents must communicate with the school nurse about any special medical requirements. Emergency medications must be submitted in a clearly labeled, travel-safe container.

4.11.1 Shadow Teacher Requirement

Students who require a **Shadow Teacher** must be accompanied by their assigned Shadow Teacher on all field trips. The Shadow Teacher is required to attend the trip to ensure the student's safety, support, and appropriate participation throughout the activity. Where applicable, **the field trip fee for the Shadow Teacher must also be paid** by the parent/guardian in addition to the student's field trip fee.

4.12 School Events and National Celebrations

Al Nebras celebrates the identity, culture, and values of the State of Qatar throughout the year. In line with MOEHE requirements, a substantial share of our annual activities plan is dedicated to activities that reinforce values and national identity.

Key whole-school events include:

- **Qatar National Day** (18 December) – celebrated with traditional activities; families are encouraged to dress students in traditional clothing.
- **National Sport Day** (second Tuesday of February).
- **International Day of Education** (24 January) – celebrated during the surrounding school week with student- and family-engaging activities.
- **International Day of Solidarity with the Palestinian People** (29 November) – observed each year in line with MOEHE guidance.
- **Family Fun Day** – a school event coordinated by the school with support from teachers and the PTO, normally held between the end of November and the beginning of December.
- **Multicultural Day** – families are invited to share traditional clothing, decorative items and, where possible, traditional food. Please keep traditional items ready at the start of the year.
- **Sports Day, exhibitions, and student showcases** – students invest great effort in preparing these occasions; presenting their work to their families fosters self-worth and pride.

4.13 Security and Visitors

All visitors to campus – including parents outside drop-off and pick-up times, contractors, and delivery personnel – must sign in and out at the school entrance, present identification, and wear a visitor's badge (unless wearing their child's school ID

badge). All information requested on the visitor log is mandatory. Adults who work regularly on campus are subject to background checks under the school's Child Protection & Safeguarding Policy, in line with MOEHE Circular No. 15 of 2025.

5. Classroom Policies

5.1 Settling In

Preschool: The first few days at school vary from one student to the next as they adjust to their new environment and routine. Some are ready to leave their parent's side from day one while others need more help and encouragement. No two students are completely the same when they start school for the first time, but what is absolutely certain is that we need your support to make the process smoother – if you are confident, then your child is more likely to be so too. In the first few weeks, we will work together to help your child feel comfortable and secure.

Elementary: The transition into Elementary marks an important developmental shift. Students move from the more individual, sensory-based work of early childhood into a social community where collaboration, group projects, and shared responsibilities become essential. For some students, settling in may take just a few weeks; for others, the process can extend over a longer period. The first meeting with the family is key: our team will explain the characteristics of this developmental stage, the changes the student will experience, and how families can support independence, organization, and social growth at home.

Middle School: Students entering Grade 7 experience a significant transition – from the Montessori classroom to a traditional American program with subject-specialist teachers, timetabled lessons, and graded assessments. Our Middle School team supports this transition through the advisory period, orientation sessions, and close communication with families. Parents can help by supporting routines for organization and homework, encouraging independence, and staying in regular contact with the Stage Coordinator about how their adolescent is adjusting – academically, socially, and emotionally.

5.2 Items to Bring from Home

5.2.1 Items kept at school for preschool students:

- Two changes of clothes (same colors as the school uniform).

- A pair of indoor, closed-toe shoes/slippers (NOT flip-flops).
- An apron.
- A jacket.

5.2.2 Items kept at school for elementary students:

- Notebook and coloring materials for playground time (optional).
- Indoor shoes (remain at school).
- Spare clothes (optional).

5.2.3 Items sent home daily for all students:

- Water bottle.
- Snack/lunch bag with all needed utensils (kindly separate lunch and snack).
- Backpack – **please ensure it is a small bag without rolling wheels so it fits in your child's cubby.**

5.2.4 Items NOT to bring to school:

- Jewelry – necklaces, rings, wristbands, bracelets, watches.
- Gadgets – mobile phones, cameras, smartwatches. If a Middle School student must carry a phone for after-school arrangements, it must remain switched off and be handed in at the reception desk; the school accepts no responsibility for loss or damage.
- Toys – they can easily be lost or broken, or distract from learning. The only exception is if the item is needed for show and tell or a classroom assignment.

5.2.5 Items Secondary Students Should Bring to School–Grades 7–9 for 2026–2027

Learning Materials and Student Supplies

- The school provides all required textbooks, workbooks, subject notebooks, folders, school planners (where applicable), and core curriculum resources. Students are responsible for bringing school-provided materials to class when instructed and for keeping them in good condition. Families should not purchase textbooks, notebooks, folders, or other curriculum materials unless specifically requested by the school.
- Students are expected to bring and maintain the following personal supplies:

  - Pens, pencils, an eraser, a sharpener, a ruler, and highlighters.
  - A geometry set, including a protractor, compass, and set squares, when required for Mathematics.
  - A non-programmable scientific calculator that meets the requirements communicated by the Mathematics Department.
  - A labeled reusable water bottle.
  - Lunch and a healthy snack.
  - Any art, practical, project, laboratory, or other subject-specific materials requested in advance by the relevant teacher.
- Where applicable, students may also be required to bring:
  - An approved personal device and charger when requested by the school and in accordance with the school's Technology and Acceptable Use Policy. Printed textbooks, handwritten notes, and physical notebooks remain important learning resources.
- Additional subject-specific requirements, approved device specifications, and annual updates will be communicated through the Secondary Student and Family Handbook and the official annual school materials list. Families should not purchase additional materials until they receive confirmation from the school.
- **ALL ITEMS MUST BE CLEARLY LABELLED.** The school has a Lost and Found box; please check it if your child has misplaced an item. The school does not accept responsibility for losses. All personal belongings must be taken home before school holidays and the end of the academic year. Unclaimed items will be donated to a local charity.

5.3 Snacks and Lunch

Please provide a healthy snack and lunch for your children. Examples of healthy snacks are fresh fruits and vegetables, raisins, apple sauce, dry cereals, pretzels, and granola bars.

We have a strict **No-Nut policy** (the entire nut family, including cashews, almonds, peanuts, and peanut butter) and **no chocolate** (including cocoa and Nutella). In addition, in line with the Ministry of Education and Higher Education's healthy-nutrition guidelines for schools, the following are **not permitted** in lunchboxes or on campus: energy drinks, soft and sugary carbonated drinks, sweets and candies, chips, and fried foods. Please also avoid muffins and other items high in sugar.

Food deliveries from external restaurants or delivery services are **not permitted during the school day**. Parents are kindly requested to ensure that students arrive at school with all required meals and snacks. In urgent situations, parents may bring food to the school for their child.

5.4 School Uniform and Dress Code

At our school premises, all visitors are expected to comply with the **generally accepted standards of dress in the State of Qatar**, while respecting the local culture, values, and traditions.

Students must wear the school uniform, provided by an independent supplier. Uniform ordering timings and details will be shared by separate email. For girls, we kindly ask parents to purchase cotton shorts or tights to be worn under skirts.

Uniforms must be **clean, complete, and worn correctly every day**. Wearing the correct uniform is part of the school's behavioral expectations.

Our school uniform complies with the **MOEHE general controls for school uniforms in private schools (Circular No. 18 of 2024)**, which require a modest appearance consistent with the values and traditions of Qatari society. Detailed uniform requirements can be found in Appendix 1.

5.5 Ground Rules for Students

Preschool: The purpose of these rules is to aid your child in the development of self-respect and respect for others. The ground rules include, but are not limited to:

- All students will remove their outside shoes in the changing area of their class and put on their indoor shoes by themselves. We kindly ask parents NOT to help in this process.
- Students must wear the school uniform.
- Parents will only be allowed inside the classroom when invited. For the sake of the students and their prompt settlement, we kindly ask parents NOT to go beyond the class door.
- Siblings, parents, or any third party are NOT allowed in the classrooms, lunchrooms, or playground at any time.
- All students need to observe classroom and playground rules and all directives provided by their guides.

- All students have the duty to demonstrate respect for themselves, school personnel, and peers.
- All students will demonstrate respect for the indoor and outdoor environments, including all classroom materials, books, and plant life. Parents are responsible for reimbursing the school for replacement and shipping charges if a student intentionally damages, loses, or breaks a material or book.
- All students will respect the right of each classmate to work undisturbed.
- After dismissal time, no students are allowed to stay on the school premises.
- The guides will work with each student in a gentle but firm and consistent manner.

Elementary: Our classroom community is built on respect, responsibility, and cooperation. Besides the ground rules above, our elementary students are expected to demonstrate:

- **Respect for people and environment:** speak politely and use kind words with classmates, staff, and visitors; treat classroom plants, books, and materials with care.
- **Freedom with responsibility:** choose work thoughtfully, follow through on responsibilities, use materials for their intended purpose, and move quietly and respectfully around the classroom.
- **Work expectations:** arrive on time, stay engaged during focused work cycles, manage time well, and keep the workspace tidy. Each student has the right to work without disturbance.
- **Community participation:** take part in classroom jobs, care for shared spaces, listen attentively during group activities, and – for older students – model respectful behavior and mentor younger peers.
- **Conflict resolution and self-management:** address conflicts by communicating respectfully and directly, use negotiation and compromise before seeking adult assistance, and make amends when needed.

Middle School: In addition to all of the above, Middle School students are expected to:

- Arrive prepared for each subject with the required books and materials, and meet deadlines for assignments and assessments.
- Take growing ownership of their learning – using their advisory period, planners, and teacher feedback to organize their work.
- Uphold academic integrity: all submitted work must be the student's own, and plagiarism or cheating is treated as a serious behavioral matter.

- Use any school technology strictly according to the school's acceptable-use rules.
- Model leadership and courtesy for younger students across the campus.

Parental access: To ensure a calm and focused learning environment, parents may enter classrooms only when invited by staff. Siblings, parents, and other visitors are not allowed inside classrooms, lunchrooms, or playgrounds during school hours. Urgent concerns should be communicated through the school administration; for detailed discussions, parents are encouraged to schedule a meeting with the classroom guide.

6. Communication & Partnership Between Home and School

Parents must cooperate with the guides and teachers in maintaining an environment that is conducive to the proper growth and development of their child – physically, cognitively, emotionally, and socially. Parents should report any significant change in their child's behavior or any change in the circumstances at home. Common causes of childhood distress are a parent away from home, separation of parents or divorce, illness, moving, death of a pet or a death in the family, hospitalization of a family member, or an accident involving a family member.

6.1 Who to Contact – Our Team

So that families can always reach the right person, the school publishes its organizational structure and key contacts. Every school communication will clearly identify the division it concerns (Preschool, Elementary, Middle School, or whole school).

Role	Name / email address	Contact for
School Director	Miss Lamia / lamia@montessoriway.qa	Overall school leadership; final escalation point
Deputy of the School Director / Full Academic & Admin Coordinator	Miss Nisrine / nisrine@montessoriway.qa	Academics, operations, student welfare, staff matters
Preschool Stage Coordinator	Miss Manori / manori@montessoriway.qa	Pre-K, KG1, KG2 classes and programs
Elementary Stage Coordinator	Miss Ruth / ruth@montessoriway.qa	Grades 1–6 classes and programs

Role	Name / email address	Contact for
Middle & High School Stage Coordinator	Mr. Luis / luis@montessoriway.qa	Grades 7–9 classes and programs
MoE Subject Coordinator	Miss Shema / shema@montessoriway.qa	Arabic, Islamic Education & Qatar History program
School Counselor, Inclusion Coordinator & Designated Safeguarding Lead	Miss Annie / annie@montessoriway.qa	Student well-being, counseling, inclusion & special educational needs, child protection
School Nurse	Miss Khadija / nurse@montessoriway.qa	Health files, medication, illness and clinic matters
Student Affairs / MoE Liaison	Miss Marwa & Miss Hana / admissions@montessoriway.qa	Admissions, transfers, ministry paperwork, student records
School Finance	Miss Salwa / finance.lusail@montessoriway.qa	Payments
Public Relations	Miss Carmen/ pr@montessoriway.qa	After School Activities

6.2 Communication Channels

To keep communication clear, consistent, and easy to navigate:

- **Transparent Classroom** is the primary communication and progress tool for classes up to Grade 6. Through this portal, your child's guide shares photos, observations, updates, and information about your child's progress. An explanation of Transparent Classroom and how progress is tracked is provided at orientation.
- **Email and newsletters** are the main channels for all grades. Monthly newsletters from the class team share classroom themes, learning topics, and how they can be supported at home.
- **WhatsApp Community:** a WhatsApp group is created for each class. These groups are **admin-only** – only the school team can post – and are used exclusively for important reminders and updates already communicated through official channels. At least one parent or guardian of each student should be part of the WhatsApp Community.
- **School-wide announcements** come from the administration and identify the relevant contact person or department.

- All parent contact information – phone numbers and email addresses – must be accurate and kept up to date to ensure smooth communication.

6.2.1 Microsoft 365 Communication Arrangements for Secondary (Grades 7–9)

Microsoft 365 is the school's official digital communication and learning environment for middle & High School Students. It is used to maintain clear, secure, and traceable communication among students, families, teachers, and the school administration.

The following arrangements apply:

- **Microsoft Outlook and official school email:** Formal communications with families—including academic concerns, meeting invitations, progress updates, administrative notices, and individual student matters—are sent through official school email accounts to the parents' email addresses registered with the school. Families are responsible for keeping their contact information current and checking their email regularly.
- **Microsoft Teams:** Students use their school-issued Microsoft accounts to access class announcements, assignments, learning resources, deadlines, teacher feedback, and other academic information. Students must use only their official school accounts when communicating with teachers or submitting schoolwork. Microsoft Teams does not replace formally issued progress reports or report cards.
- **Microsoft Forms:** Microsoft Forms is the approved channel for parental consent and administrative requests. Forms may be used for field-trip permission, event registration, early-pickup requests, absence notifications, medical or emergency-information updates, acknowledgments, and other school procedures. Families must submit the relevant official form by the stated deadline. An email, WhatsApp message, or verbal response does not replace a required Microsoft Form submission.
- **Official records:** Communications, form submissions, approvals, and relevant student records are retained within the school-managed Microsoft 365 environment in accordance with the school's access, confidentiality, data-protection, and record-retention requirements. Confidential student information should only be communicated through the designated official channels.
- **WhatsApp Community:** The school's admin-only WhatsApp Community may be used for brief reminders, urgent operational announcements, and notifications that

an official email or Microsoft Form has been sent. WhatsApp is not an official channel for providing consent, submitting requests, reporting absences, discussing confidential student matters, making complaints, or communicating academic decisions.

- **Personal accounts and messaging:** Staff members, students, and families must not use personal email accounts, personal WhatsApp accounts or telephone numbers, private social-media messages, or other personal messaging platforms for school business. Messages sent through personal accounts are not considered official school communications or records. Families should contact staff through the appropriate official school email address or designated Microsoft Form.

Additional Secondary communication, technology, acceptable-use, response-time, and digital-record requirements will be set out in the **Secondary Student and Family Handbook, Grades 7–12**.

6.3 Parent Meetings and Workshops

Parents are expected to attend a minimum of **three family events or workshops** each year. These may include classroom sessions, Family School workshops on topics such as positive discipline, and the mandatory **Orientation Meeting**, where we present the school's philosophy and goals. Attendance is monitored at the classroom level, as it forms part of the commitment when choosing this educational approach. If by mid-year you have not attended any workshop or orientation session, please inform your child's classroom guide or the administration so we can help you plan the remaining sessions of the year.

In addition, parents are strongly encouraged to participate in the social events prepared by the students, such as Sports Day, Multicultural Day, and other exhibitions. These occasions are meaningful at every age. If parents are unable to attend, they should inform their children in advance and, whenever possible, arrange for another family member or close friend to attend on their behalf.

6.4 Student Progress & Conferences

There will be **two parent-guide conferences** each school year, each lasting approximately 15 minutes. A conference schedule is sent home in advance, allowing parents to sign up for the most convenient appointment time. Whenever possible, both

parents are encouraged to attend. Written minutes of each meeting are shared with parents within 72 hours.

Guides and teachers may request a meeting when needed to support the student's work in the classroom. They may also recommend specific lectures, books, or activities when beneficial. To help students develop self-organization and self-discipline, unfinished work from the week – or additional work when required – will be sent home. Homework is purposeful and proportionate. There is no routine homework in Preschool. Elementary homework is limited primarily to reading, short practice activities, and occasional projects. In Grades 7–8, homework is introduced gradually, with protected independent-practice time provided at school and short follow-up tasks assigned when appropriate. Expectations increase progressively in later Secondary grades. Families will be contacted if a student regularly requires significant additional support or time.

6.5 Contacting Guides and Teachers

Parents may request additional conferences at any time by contacting the school administration. Parents should NOT enter the classroom or talk to the guide during class time or during drop-off and pick-up times – impromptu conferences cannot do your questions justice.

- For **urgent matters**, leave a message with the school administration; the guide will contact you as soon as possible.
- For **non-urgent matters**, email the class team directly. Please allow up to 48 working hours for email replies.

6.6 Complaints and Concerns

We want to hear concerns early, while they are easy to resolve. The escalation path is:

1. **Class guide/teacher** – most concerns are resolved here through a scheduled conversation.
2. **Stage Coordinator** for your child's division.
3. **Deputy of the School Director**, then the **School Director**.
4. Formal complaints that cannot be resolved at these levels are handled through the school's **internal complaints committee**, in line with MOEHE Circular No. 4 of 2023. The complaints procedure ensures neutrality, confidentiality, a clear time frame, and

written records – and provides a route to raise a complaint even if it concerns a member of school leadership. Please check Appendix 2 for more information

6.7 Parent-Teacher Organization (PTO) and Room Parents

At Al Nebras, we recognize the invaluable role that parents play in their student's educational journey. The PTO is a **parent-led volunteer body** whose purpose is to build community, support school initiatives, and strengthen collaboration between parents, teachers, and school leadership. Administrative, operational, and decision-making responsibilities remain with the school, while the PTO supports initiatives within a clearly defined scope.

- **PTO elections are launched at the start of each academic year** so the PTO can begin its work early, with clarity and continuity.
- School leadership and the Stage Coordinators hold regular coordination meetings with the PTO, and every major event supported by the PTO begins with a kickoff meeting.
- **Room Parents:** each class may have a Room Parent who helps build class-level connection, parent participation, and social interaction among families. Room Parents complement, but never replace, official school communication.
- **Yearbook:** the yearbook is a PTO-led project with school support. Parents can volunteer to support photography, scanning, and content organization, subject to the school's privacy and consent rules.
- Active parental involvement is key: parents are encouraged to participate in meetings, share their insights, and volunteer for activities. Volunteer opportunities are communicated with clear advance notice, and we aim to respect volunteer capacity.

6.8 Confidentiality of Student Records & Information

Our staff members are held to a strict standard of confidentiality pertaining to our students and families. All staff members are required to treat all information pertaining to the student in trust and confidence. No staff member will disclose confidential information to any third party, and staff will not exchange student information with parents in front of others without the parent's approval.

In accordance with Law No. 13 of 2016 on Personal Data Privacy Protection:

- Student records are stored securely for **three years** after the student leaves the school.
- **Parental consent is required** before student photos are published on the school website or social media, and before student information is shared with third parties – except where sharing is necessary to ensure the student's safety.
- Parents and students have the right to decline the collection of biometric data during school activities; alternatives will be provided so that no student is excluded.

7. Parents' Role in Supporting Positive Behavior

At Al Nebras International School, we believe that positive behavior grows from meaningful connections, consistent guidance, and an environment of mutual respect. The partnership between home and school plays a vital role in nurturing students who are socially, emotionally, and academically resilient. When parents and educators share the same values and communicate with respect, students feel safe, confident, and empowered to make thoughtful choices.

In our environment, adults are guides and role models rather than disciplinarians. Students learn how to behave by observing how adults handle stress, resolve conflicts, express emotions, and celebrate achievements. We focus on building self-awareness, empathy, and personal accountability instead of using rewards or punishments. To create a consistent experience for students, we encourage parents to mirror these principles at home:

7.1 Modeling Respectful Behavior

- Speak calmly, even during frustration.
- Be open about mistakes and model how to correct them.
- Show active listening, turn-taking, and respectful disagreement.
- Use body language and tone that invite cooperation rather than resistance.

7.2 Establishing Predictable Routines

- Students thrive on structure. Predictable sleep, meal, and play routines support emotional regulation and independence.
- Consistency reduces anxiety and helps students feel secure.

7.3 Practicing Emotional Coaching & Open Communication

- Label emotions to help students recognize and name their feelings.
- Encourage expression with words instead of actions.
- Hold boundaries with empathy: "You're upset, and it's still not okay to hit."

7.4 Using Positive and Process-Oriented Language

- Focus on what to do, not what to avoid: "Let's walk gently indoors," instead of "Don't run."
- Celebrate effort and persistence: "I saw you trying different ways until it worked — that's perseverance."
- Acknowledge growth and link actions to benefits: "Because you packed your bag last night, we had a smooth morning."
- Encourage reflection and joy in the learning journey: "It looks like you enjoyed figuring that out."

7.5 Teaching Conflict Resolution

- Guide students to listen actively and respond with empathy.
- Use role-play to practice healthy responses.
- Support "repair" after harm — a heartfelt apology, a drawing, or helping to clean up.

7.6 Respecting Developmental Stages

- Understand that children pass through sensitive periods when specific skills (language, order, social interaction) develop naturally.
- Offer choices and hands-on opportunities that match their age and abilities.
- Be patient during phases of independence or emotional exploration — including the adolescent years, when identity, peer belonging, and autonomy take center stage.
- Avoid labels like "naughty" or "bad," and instead focus on guiding the behavior with kindness.

7.7 Teaching and Reinforcing Core Values

- Respect for self, others, and the environment.
- Peaceful conflict resolution. - Kindness, honesty, and cooperation.

- Independence with responsibility.
- Empathy and inclusion.
- Shared problem-solving and community contribution.

Positive behavior is learned through trust, time, and consistent guidance. Your voice, your tone, your choices – all become the foundation of your child's internal compass. By partnering with the school, modeling respectful behavior, and using consistent language of support and accountability, you help your child flourish.

7.8 Screen Regulation at Home

At Al Nebras, we strongly advocate for minimal screen time in the early years due to its significant impact on brain development. Research shows that excessive screen exposure negatively affects the prefrontal cortex – the area responsible for attention, emotional regulation, and executive functioning. Overstimulation from screens can lead to delayed language development, reduced attention span, and challenges in emotional self-regulation.

7.8.1 For Preschool Students - Recommended screen time:

- The World Health Organization (WHO) and the American Academy of Pediatrics (AAP) recommend no more than one hour per day for children ages 3–6 – and ideally much less on school days.
- **No gaming policy:** Gaming – including so-called educational games – is not appropriate at this age. Skills promoted by such games can be more effectively developed using real-life materials, like beads for counting, blocks for building, or paper and crayons for writing and drawing.
- **Screen-free weekdays:** During weekdays, screen time is not required or encouraged. Instead, focus on outdoor play, pretend games, puzzles, and reading books.
- **Weekend use:** If allowed, screen time should be minimal, supervised, and on a stationary screen like a television at an appropriate distance. Avoid tablets or smartphones.

7.8.2 For Elementary Students Recommended screen time:

- **Weekday use:** Screen time should be purposeful and limited - educational research, reading eBooks, documentaries aligned with classroom learning, or carefully

selected educational platforms. Leisure screen time on school days should be limited to 1 hour or less.

- **Supervised access:** Children should never use devices unsupervised. A parent or guardian should remain in the same room, and parental controls should be enabled.
- **Weekend use:** Up to 3 hours of non-consecutive screen time may be allowed, balanced with outdoor activities, physical exercise, family interactions, and creative play.
- **Healthy digital habits:** Encourage children to reflect on how screen time makes them feel, and teach the importance of balancing online and offline experiences.

7.8.3 For Middle School Students Recommended screen time:

- Adolescents need clear family agreements about technology rather than unlimited access. We recommend a written family media plan covering when, where, and how long devices may be used.
- **Devices out of the bedroom at night:** sleep is the first casualty of unregulated screens; charge devices outside the bedroom.
- **Social media:** most platforms set a minimum age of 13. If your teen uses social media, keep accounts private, know their platforms, and talk regularly about what they see and share. Discuss digital footprints – what is posted online stays online.
- **Online safety at home mirrors school:** the school educates students about cyberbullying, online exploitation, and safe technology use, in line with the MOEHE Student Protection and Care Policy – and reports of cyberbullying are treated with the same seriousness as any other bullying. Please tell the school if your child experiences anything concerning online involving school peers.

8. Behavior and Discipline

At Al Nebras International School, we believe that discipline is not about control or punishment but about guidance and self-regulation. We view behavior as a reflection of each student's growth and development. Our classrooms are prepared environments where students learn independence, respect, and responsibility through consistent routines, purposeful activities, and positive role modeling from adults.

The Ministry of Education and Higher Education (MOEHE) defines student behavior as all words and actions expressed during school life:

- **Positive behavior:** conduct aligned with values, ethics, and school rules that supports learning and the well-being of the community.
- **Negative behavior:** actions that disrupt learning or harm the individual, peers, or environment.

Changes in a student's family life may affect their behavior and performance at school. Parents are asked to inform the school administration and class guide if significant changes have occurred, such as:

- Extension of leave or business trips by a family member.
- A student residing in a place other than the family home for more than a day or two.
- Loss of a family member.
- Moving to a new home.
- Change in the family environment (separation, divorce, new partner, newborn).

8.1 Objectives of the Behavior Policy

- Promote fairness, mutual respect, and cooperation.
- Apply consistent and proportionate consequences.
- Encourage responsibility, accountability, and positive social interactions.
- Maintain a safe, inclusive, and nurturing learning environment.

8.2 Acceptable and Unacceptable Discipline Measures

Acceptable measures: - Positive reinforcement, such as praise and recognition. - Restorative practices that teach empathy and repair relationships. - Clear, calm communication of expectations and logical consequences.

Unacceptable measures – in compliance with MOEHE safeguarding rules and the MOEHE Guide to General Policies, the following are strictly prohibited in all Qatari schools: - Physical punishment of any student. - Psychological humiliation, verbal shaming, or insults. - Collective (group) punishment or threats for one student's actions. - Deducting test or assignment grades as a form of penalty. - Denying access to food, water, restroom, or safe participation in school activities.

8.3 The Role of the Guide/Teacher

- Creating a safe and respectful environment.

- Modeling calm and positive behaviors.
- Establishing clear, consistent routines and behavioral expectations.
- Providing proactive guidance and support to help students self-regulate.

8.4 The Role of Parents

Parents are partners in fostering positive behavior. Consistency between home and school is essential. We encourage parents to:

- Model respectful and empathetic behavior at home.
- Reinforce the same behavioral expectations practiced at school.
- Communicate openly with guides about any changes at home that may impact the student's behavior or emotional state.

8.5 Behavioral Expectations

Students are expected to:

- Respect themselves, others, and their environment.
- Take responsibility for their actions.
- Treat all classroom materials and spaces with care.
- Walk safely and quietly inside the school.
- Use calm, respectful voices.
- Keep shared areas clean and organized.

8.6 Levels of Misconduct

Level	Examples of Misconduct	Response Process
Level 1 – Minor	Talking out of turn, disturbing lessons, incorrect uniform, late arrival without reason, running indoors, eating in prohibited areas, first-time teasing or unkind gestures.	Guide addresses behavior immediately. Behavior recorded if repeated. Parents notified on second occurrence. Positive reinforcement and reminders.
Level 2 – Moderate	Repeated Level 1 behaviors, possession of prohibited items, inappropriate language, refusal to follow instructions, rough play, emerging patterns of bullying.	Referral to Stage Coordinator. Prohibited items confiscated (returned to parents). Parent meeting and written agreement. Involvement of School Counselor. Monitoring plan if needed.

Level	Examples of Misconduct	Response Process
Level 3 – Serious	Fighting causing injury, vandalism, repeated bullying (including cyberbullying), unsafe items brought to school, repeated Level 2 behaviors.	Referral to Behavior Committee. Temporary internal (1–3 days) or external suspension (1–5 days). Behavior Intervention Plan (BIP) with parents. Counselor assessment and restorative meeting. Right to appeal suspension.
Level 4 – Severe	Assault, severe bullying or harassment, possession of dangerous items, gross indecency, criminal acts on school grounds.	Immediate removal from class. Review by Behavior Committee and Senior Leadership. MOEHE notified immediately. Possible exclusion or expulsion with MOEHE approval. Written notification to parents with right to appeal.

8.7 Bullying – Including Cyberbullying

Bullying in any form – physical, verbal, social, or electronic – is not tolerated at Al Nebras. In line with the MOEHE Student Protection and Care Policy (Circular No. 15 of 2025), the school protects students from all forms of bullying, including cyberbullying, whether it occurs on campus, off campus, or through electronic communication related to school life. Students and parents are encouraged to report bullying to the class guide, the Stage Coordinator, or the School Counselor. Every report is taken seriously, investigated, and addressed through the levels of misconduct above, with restorative support for all students involved. Serious online cases are handled in line with Qatar's Cybercrime Law No. 14 of 2014.

8.8 Inclusion and Student Support Services

Al Nebras International School is committed to providing an inclusive educational environment where every student is valued as an individual and supported with dignity, respect, fairness, and a sense of belonging. We recognize that students learn and develop in different ways and may require varying levels of support, accommodations, or interventions to access learning, participate meaningfully, and develop independence.

8.8.1 Early Identification and Intervention

- The school follows an early identification and intervention approach.
- Where academic, developmental, behavioral, communication, social-emotional, sensory, or functional needs are observed, school staff will document concerns and implement appropriate school-based interventions.

- Parents will be informed and involved throughout the process.
- Where appropriate, the school may recommend further assessment by a qualified external specialist.

Individualized Support and Accommodations

- Students with identified disabilities, learning difficulties, developmental needs, or other support needs may receive reasonable accommodations and individualized support based on documented needs.
- Support may include:
  - Differentiated instruction
  - Classroom and assessment accommodations
  - Individual Education Plans (IEPs)
  - Individual Support Plans (ISPs)
  - Behavior Intervention Plans (BIPs)
  - Counseling services
  - Learning support services
  - Sensory and self-regulation supports
  - Shadow Teacher support, where required
- Individualized plans are monitored and reviewed periodically in collaboration with parents, teachers, the School Counselor & Inclusion Coordinator, and relevant specialists.

8.8.2 Role of the School Counselor & Inclusion Coordinator

- Coordinate early identification and intervention processes.
- Support the development, implementation, and monitoring of individualized support plans.
- Collaborate with students, families, teachers, school leadership, Shadow Teachers, and external specialists.
- Facilitate referrals for additional assessment or specialist services when appropriate.

8.8.3 Behavior Support

- All students are expected to participate safely, respectfully, and responsibly within the school community.

- For students with identified support needs, behavioral expectations and interventions are considered within the context of the student's individual profile and accommodations.
- Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) may be used where appropriate to provide consistent and individualized support.

8.8.4 Shadow Teacher Support

- Where a student requires individualized adult support to access the educational program safely and successfully, a Shadow Teacher arrangement may be recommended.
- The level of support is determined based on documented needs and reviewed regularly.
- Shadow Teacher support follows a least-intrusive approach designed to promote independence, inclusion, participation, and skill development.
- All Shadow Teachers must comply with the school's safeguarding, confidentiality, professional conduct, documentation, and induction requirements.

8.8.5 Parent Partnership and External Support

- The school and parents work collaboratively to support each student's educational, developmental, and social-emotional needs.
- Parents are expected to provide relevant reports, assessments, and information to support appropriate educational planning.
- Where additional specialist assessment or intervention is recommended, the school will discuss recommendations with the family and support appropriate referrals and follow-up.

8.8.6 Confidentiality

- Information related to inclusion, counseling, assessments, accommodations, and individualized support plans is treated confidentially.
- Information is shared only with relevant personnel on a need-to-know basis to support the student's education, well-being, and safety, or where disclosure is required by law or competent authorities.

8.8.7 Placement Review

- Where a student's needs require a level or type of support that extends beyond what the school can reasonably provide within its educational setting, the school will conduct a placement review in collaboration with the family.
- The review may include consideration of:
  - The student's needs and progress
  - Existing interventions and accommodations
  - Professional recommendations and assessments
  - Available school resources and support services
  - The student's well-being, safety, and educational access
- The objective of the review is to determine the educational setting that can best support the student's continued learning, development, well-being, and safety.
- Any recommendation regarding alternative placement will be documented and managed in accordance with applicable MOEHE requirements.

8.9 Student Expulsion

Expulsion is considered a last resort. The school follows a graduated process:

1. Verbal warning and parent communication.
2. Written warning, documented and signed.
3. Behavior contract with student and parent.
4. Temporary suspension (internal or external) with academic support.
5. Referral to the Behavior Committee.
6. Final expulsion only with the MOEHE's written approval.

Exceptional cases: In urgent situations where student behavior poses a risk to safety — physical violence causing serious harm, possession of dangerous items, criminal acts, or gross indecency — immediate action will be taken. The MOEHE will be notified immediately, and parents will be informed in writing with the right to appeal.

No action such as dismissal is taken against a student except after uploading a letter with the student's file and receiving the approval of the Ministry of Education and Higher Education.

Some students are more successful in an environment with a more direct instructional method of teaching. Parents of students who experience persistent impulsive or

aggressive behavior, even after all the above disciplinary actions, may be advised to seek a school that specializes in direct instruction.

9. Student Well-Being, Counseling & Child Protection

The safety and well-being of every student is the school's first responsibility. Al Nebras is committed to safeguarding and promoting the welfare of all students, in line with the MOEHE **Student Protection and Care Policy in Private Schools and Kindergartens (Circular No. 15 of 2025)**, the laws of the State of Qatar, and the NEASC Foundation Standards. This policy applies to all staff, students, parents, and visitors while on school premises and during all school activities.

9.1 Our Safeguarding Team

The School Counselor & Inclusion Coordinator, **Miss Annie**, serves as the school's **Designated Safeguarding Lead (DSL)** and is registered with the MOEHE as the school's accredited **Student Protection and Care Officer**. The DSL receives and records all concerns, decides on next steps, liaises with parents and with the competent Qatari authorities, and keeps confidential safeguarding records separate from general student files. The School Director holds overall accountability for safeguarding, and the school submits an annual safeguarding compliance report to the MOEHE.

Every member of staff – teaching, administrative, and support – receives safeguarding training at induction and annually, and is required to report any concern about a student's welfare to the DSL the same day. All staff, substitute teachers, volunteers, and contractors complete background checks before any contact with students.

Staff members respond to safeguarding concerns by listening carefully, recording factual information, maintaining confidentiality on a need-to-know basis, and reporting concerns promptly through the school's safeguarding procedure. The Designated Safeguarding Lead reviews reported concerns, determines the appropriate next steps, and coordinates any required support, referral, or communication with the relevant authorities.

Pastoral Lead

Pastoral Leads form part of the school's wider safeguarding and pastoral care structure, providing an additional layer of support for students within each stage. They support student well-being, positive behavior, peer relationships, conflict resolution, and the

early identification of concerns. Pastoral Leads work closely with teachers and the School Counselor and report any safeguarding or child-protection concern immediately to the DSL/DDSL in accordance with the school's safeguarding procedures

9.2 What We Protect Students From

In line with the MOEHE policy and the UN Convention on the Rights of the Child, the school recognizes and responds to:

- **Physical abuse** – any non-accidental physical harm.
- **Emotional abuse** – persistent belittling, humiliation, intimidation, or rejection.
- **Sexual abuse** – any sexual activity with or exposure of a child.
- **Neglect** – failure to meet a child's basic physical, medical, emotional, or supervisory needs.
- **Exploitation** – including online grooming and cyber exploitation.
- **Bullying in all its forms**, including cyberbullying.

9.3 What Parents Should Know

- **If you have a concern** about your own child or any student's safety or well-being – at school, at home, or online – contact the DSL (Miss Annie) directly, or the School Director. Concerns raised in good faith are always taken seriously and handled confidentially.
- **If a student is at immediate risk of harm**, the school is required to report immediately to the **Sidra Child Protection Program (S-CAP)** or the **police (999)**, and cooperates with the **Aman Protection and Social Rehabilitation Center**. The school's duty to report suspected abuse or neglect is a legal obligation under Qatari law and is not subject to parental consent.
- Parents are responsible for adhering to this policy while on campus, and for providing the information needed to keep students safe.
- Parental consent is obtained before sharing a student's information, unless sharing is necessary to ensure the student's safety.
- Parents who feel an injustice has occurred under the protection policy may submit a grievance to the MOEHE Department of Private Schools and Kindergartens.

9.4 Student Counseling Services

In line with the **MOEHE Student Guidance Manual (Circular No. 2 of 2025)**, the School Counselor provides preventive, developmental, and responsive counseling services that support students' academic, social-emotional, behavioral, and psychological well-being.

The School Counselor's responsibilities include:

- Providing preventive social-emotional and psychological programs, and awareness sessions for students and parents.
- Identifying behavioral, psychological, academic, social-emotional, and developmental concerns through observation, consultation, and appropriate assessment, and facilitating early intervention where needed.
- Conducting individual and group counseling sessions for students across age groups, including students with disabilities and learning difficulties.
- Conducting classroom observations and collaborating with teachers to develop consistent strategies that support student success and well-being within the school environment.
- Supporting students experiencing attendance concerns, tardiness, academic difficulties, aggression, anxiety, emotional regulation challenges, peer relationship difficulties, social isolation, and other barriers to learning and participation.
- Consulting with and guiding parents to strengthen consistency between home and school and support students' social-emotional, behavioral, and academic development.
- Referring students, in partnership with their families, to appropriate specialists, services, or national institutions when further assessment or intervention is recommended.
- Supporting the implementation and monitoring of individualized support plans and collaborating with relevant school personnel and external specialists as appropriate.
- During exceptional circumstances, implementing the MOEHE Guidelines for Student Counseling During Exceptional Circumstances while maintaining confidentiality, promoting student well-being, and reinforcing messages of reassurance and support within the school community.

9.4.1 Partnership with Parents

The School Counselor works collaboratively with parents and guardians in a spirit of transparency, respect, and partnership. Parents are encouraged to participate actively in

the counseling and intervention process and are kept informed about relevant concerns, student progress, and support strategies.

Confidentiality: Counseling information is treated with sensitivity and kept confidential. Information will not be disclosed without parental consent except where disclosure is required by law, Ministry requirements, or where there are concerns regarding the student's safety, the safety of others, or the student's well-being.

Where external specialist services are recommended, the school will guide families toward appropriate resources and coordinate follow-up, as needed, to support the student's well-being and educational success.

9.5 National Support Institutions for Families

Families can also access Qatar's national support services directly:

Institution	Services	Contact
Emergency (Police / Ambulance)	Any immediate danger	**999**
Aman Center – Protection & Social Rehabilitation	Protection of children and women from violence, exploitation, and neglect	aman.org.qa · hotline **919** · "Saedni" app
Sidra Medicine – Child Advocacy Program (S-CAP)	Child protection helpline; child & adolescent health and mental health	sidra.org · **4003 4000** (weekdays 7 am–3 pm; call 999 in emergencies)
Family Consultation Center (Wifaq)	Family and marital counseling	wifaq.org.qa · **16003**
Behavioral Health Support Center	Behavioral health support and rehabilitation	bhc.org.qa
National Human Rights Committee	Children's rights complaints and protection	nhrc.org.qa · +974 4404 8844
Community Police (Ministry of Interior)	Awareness, conflict resolution, prevention	cpolicing@moi.gov.qa · 2356999
Hamad Medical Corporation – Nesma'ak	Appointments, health inquiries (24/7)	**16060**
MOEHE – Private Schools & Kindergartens	School-related concerns and grievances	psa@edu.gov.qa · hotline **155** · complaints portal privateschools.edu.gov.qa

10. Health & Medical Policy

At Al Nebras International School, we are committed to promoting the health, safety, and well-being of every student in our care. The school clinic, managed by our qualified and licensed school nurse (**Miss Khadija**), operates in alignment with professional healthcare standards and the guidelines set forth by Qatar's **Ministry of Public Health (MoPH)** and the MOEHE Guidance Manual for School Safety, Health and Security. All parents are expected to review and support these protocols to ensure a safe and nurturing environment for all students.

10.1 Medical Records and Documentation

Prior to the start of the academic year, every student must have a complete and updated health file. This file includes a comprehensive Student Medical Report and Consent Form that outlines any medical conditions, allergies, prior hospitalizations, or ongoing treatments.

- Parents are required to provide **up-to-date immunization records that comply with Qatar's national immunization schedule** issued by the Ministry of Public Health. Immunizations under the national schedule are available free of charge at Primary Health Care Corporation (PHCC) health centers (appointments: **107**). Please note the school-age doses in particular: the pre-school boosters at ages 4–6, and the **Tdap booster between ages 13 and 18** for our older students. Annual influenza vaccination is recommended for all students.
- **New students from overseas and students transferring within Qatar** must complete the MoPH/PHCC **school-entry health assessment ("Fit to Join School")** at a PHCC government health center. This assessment includes a physician examination, height and weight, vision, hearing, and dental checks; PHCC sends the results to the MOEHE electronically, and the certificate is valid for enrollment purposes for two years.
- If a student requires regular medication during school hours, a **Medication Authorization Form** must be submitted, signed by the parent and/or a prescribing physician.
- For students with chronic illnesses or conditions that may affect school participation, an **Individual Healthcare Plan** is developed in coordination with the school nurse.
- Emergency contact information for **at least two guardians** must be included.

All health records are kept confidential and stored securely in the school clinic. Records are reviewed and updated annually or as soon as any health-related changes occur, and are retained for a minimum of three years in compliance with regulatory standards.

10.2 Attendance, Illness, and Absences

To protect the health of all students and reduce the spread of communicable diseases, students who exhibit signs of illness must remain at home until they have fully recovered.

When to keep your child at home. A student must be kept at home, and will be sent home from school, if they:

- Present with a fever of **37.8°C (100°F) or higher**. Students must be fever-free for 24 hours without fever-reducing medication before returning.
- Experience vomiting or diarrhea – the student must remain at home until **24 hours** have passed since the last episode.
- Exhibit signs of eye infections (conjunctivitis/pink eye), unexplained stomach pain, or severe toothache.
- Show symptoms of respiratory tract infections such as bronchitis, influenza, or pertussis – a doctor's clearance is required before returning.
- Have **head lice** – the student must be free of lice and nits and will be rechecked by the school nurse prior to rejoining the class.
- Are diagnosed with or show symptoms of communicable childhood illnesses, including but not limited to:
  - **Measles** – may return 4 days after the appearance of the rash, with medical clearance.
  - **Rubella** – may return 4 days after rash onset.
  - **Chickenpox** – all blisters must be dry and scabbed.
  - **Mumps** – may return 5 days after swelling onset, with medical clearance.
  - **Streptococcal (strep) throat / Scarlet Fever** – return permitted after 48 hours of antibiotic treatment and if fever-free.
  - **Hand, Foot and Mouth Disease** – may return with medical clearance.
  - **COVID-19 and other notifiable respiratory infections** – managed according to the current guidance of the Ministry of Public Health; students should remain home while symptomatic, and a doctor's clearance may be required before returning.

This exclusion list reflects the school's health policy, set in line with international pediatric standards and the Ministry of Public Health's general guidance that children with an infectious illness – high temperature, rash, or any doctor-diagnosed infectious condition – must stay home until fully recovered, with a doctor's certificate of fitness where required. If a student has been hospitalized, a medical certificate is mandatory to ensure the student has fully recovered and can participate in school activities.

Responsibilities. Parents or guardians are expected to notify the school nurse whenever a student is absent due to illness. In the case of any diagnosed communicable disease, the school must be informed promptly so appropriate infection-control measures can be implemented – the school, in turn, notifies the health authorities where required by MoPH regulations. Parents must ensure that their child returns to school only when fully recovered and able to participate in all activities. While regular attendance is encouraged, it must never compromise the health of the child or others.

10.3 Communication with Parents

The school nurse maintains proactive communication with parents:

- **Minor or non-urgent concerns** (a mild headache, minor scrape, or forgotten hygiene item): communication is sent via email, typically at the end of the day.
- **Illness or non-emergency injuries** (fever, vomiting, or a playground injury): parents are contacted via phone and may be asked to pick up the student. A doctor's clearance may be required before returning to class.
- **Medical emergencies** (anaphylaxis, seizures, diabetic complications, serious head injuries): the nurse will immediately contact the parent or guardian and, if necessary, call emergency services (**999**). Emergency first aid is provided until help arrives.

All incidents are recorded in the student's health file. For any incident involving physical harm to a student, an incident report is completed by the staff member who witnessed the incident, reviewed by the nurse, signed by the supervisor, and the original copy is given to the parents and a copy is kept in the student's file

Parents are promptly informed about **any head injury, regardless of severity**, and a written observation guide is provided for monitoring at home.

10.4 Medication Procedures

- Medications, including daily prescriptions and emergency treatments, may only be administered by the school nurse upon submission of a completed **Medication Authorization Form** signed by the parent/guardian and/or a licensed medical practitioner.
- All medications must be provided in their **original, clearly labeled containers**, indicating the student's full name, correct dosage, and administration instructions.
- Parents must hand the medication and the completed form directly to the nurse. **Students are not permitted to carry any form of medication in their bags** – the only exceptions are physician-documented self-carry plans for emergency medication (e.g., asthma inhalers or EpiPens for older students), agreed in writing with the nurse.
- All medications are stored securely in the clinic and monitored for expiration. Emergency medications – EpiPens, glucagon injections, and inhalers – must be supplied by the parents and are kept in a secure but easily accessible location.
- The school nurse will not administer vitamins, aspirin, herbal supplements, or alternative treatments under any circumstance.
- All medication administrations are documented and closely monitored.

10.5 First Aid and Clinical Assessment

The school nurse is trained to deliver age-appropriate first aid to all students. Minor injuries such as cuts and abrasions are treated on-site, while injuries that may require further medical attention result in a call to the student's parents. When a student reports feeling unwell, the nurse performs an assessment to determine whether a return to class, rest in the clinic, or early dismissal is appropriate. Preschool students are monitored with particular care because of their limited capacity to communicate symptoms. First-aid kits are maintained in the clinic, in each wing of the school, and for every off-site trip.

10.6 Allergy and Nutrition Policy

To safeguard the health of students with food allergies and support healthy eating habits, the school enforces a strict **No Nuts and No Chocolate** policy. Parents are urged to read all food labels carefully – foods containing traces of nuts or chocolate, even in baked goods or spreads, are not allowed.

Students with known food or environmental allergies must have these documented in their health file. The school nurse collaborates with parents to create an Individual Healthcare Plan detailing the management of allergic reactions, signs to watch for, and the use of emergency medications. All staff are trained to recognize symptoms of allergic reactions and administer treatment when needed.

In line with the healthy-nutrition standards applied in Qatar's schools – the MOEHE school canteen guidelines, with food safety overseen by the Ministry of Public Health – lunchboxes should be built around **daily items** such as whole-grain sandwiches, fresh fruits and vegetables, salads, milk, and water. The following are **prohibited in schools**: energy drinks, soft and sugary drinks, sweets and candies, chocolate, chips, fried foods, and cured/processed meats.

10.7 Personal Hygiene

Parents are expected to ensure that their child arrives at school clean and well-groomed: freshly laundered uniforms, clean and labeled water bottles and lunchboxes, and hygiene supplies such as extra clothes and wet wipes as needed.

Encourage your child to practice handwashing, daily showering, tooth brushing, and using the toilet properly. We will be helping the students with these personal hygiene skills at school, and we ask you to allow your child the independence to do so at home.

Diapers/nappies are NOT allowed. All students must be potty-trained; we do not accept students who are not potty-trained. Our Life Teachers in each preschool classroom help students with the toilet and will clean a student properly in case of an accident. Our facilities are not equipped for diaper changing, and per the Ministry of Education and Higher Education's instructions, schools are not permitted to change diapers.

Repeated hygiene concerns will be documented and communicated respectfully to families for follow-up.

10.8 Sufficient Rest

Because our program is rich in hands-on experiences and encourages deep concentration, sufficient rest is essential to help your child arrive at school alert, emotionally regulated, and ready to learn.

Recommended sleep durations (as advised by pediatric health experts):

- **Preschoolers (3–5 years):** 10–13 hours of sleep per night.
- **Elementary-aged students (6–12 years):** 9–12 hours of sleep per night.
- **Adolescents (13–15 years):** 8–10 hours of sleep per night.

Establishing a consistent bedtime and quiet evening routines — reading together, puzzles, or soft music, with screens off well before bed — supports brain development, emotional resilience, and better behavior during the school day. Students who exhibit fatigue or minor discomforts but do not require dismissal may rest temporarily in the clinic under the nurse's supervision.

10.9 Assistive Devices and Special Medical Needs

Parents are encouraged to communicate about any short-term injuries (e.g., fractures) so necessary accommodations can be arranged. A medical clearance letter should be provided, and the school nurse will develop a care plan in consultation with the parents to ensure the student's safety and inclusion in all school activities. Daily monitoring of equipment and coordination with teaching staff ensures that students with mobility or medical support needs can fully participate in the school day.

10.10 School Health Screenings and Campaigns

The school cooperates with the Ministry of Public Health and the Primary Health Care Corporation in national school-health programs. This includes the national **school vision-screening program**, under which students in **Grades 1, 3, 5, 7, and 9** in government and private schools are screened by the school nurse each year, with referral to a health center where needed, as well as growth monitoring and national vaccination campaigns (such as the annual seasonal influenza campaign). Parents are informed in advance of any screening or vaccination campaign conducted at school, and written parental consent is obtained before any vaccine is administered at school.

10.11 Emergency Preparedness

The school maintains an Emergency Response Plan covering fire, medical emergencies, severe weather, utility failure, lockdown, and off-site emergencies during trips.

- **Evacuation drills** are conducted at least twice per academic year, and a **lockdown drill** at least once per year, in line with Qatar Civil Defense requirements.

- In a medical emergency, the nurse leads care and decides, with leadership, whether to call an ambulance (**999**); the student's emergency contacts are called by the administration.
- During any crisis, **only the School Director (or designee) communicates with parents**, authorities, and media. Please rely on official school communication rather than word of mouth or social media during an emergency.

10.12 Legal, Ethical, and Operational Standards

The school clinic remains operational during all school hours, with daily routines that include sanitizing equipment, monitoring hygiene supplies, and checking medication inventory. Strict infection-control practices are followed.

The nurse maintains full confidentiality in all matters concerning student health. However, in situations involving suspected child abuse or neglect, the school is legally obligated to report such cases to the proper authorities, in compliance with Qatari law. The school also works closely with the Ministry of Public Health during inspections and participates in national health awareness campaigns.

We appreciate your partnership in supporting the health and safety of our students. Should you have any questions regarding this policy, please contact the school nurse.

11. Community Responsibility & Sustainable Development

In line with the MOEHE **Community Responsibility Framework for Private Schools and Kindergartens (Circular No. 19 of 2026)** and the ministry's **Guidelines for Enhancing the Sustainable Development Goals (SDGs) in Schools**, Al Nebras integrates community service, environmental awareness, and sustainability into school life – reflecting our core value of **Service** and our mission of commitment to giving and helping others.

Throughout the year, students take part in age-appropriate initiatives such as charity and giving campaigns, sustainable school garden and food-waste awareness projects, recycling and environmental drives, and community-connection activities aligned with the Qatar National Vision 2030. Families are warmly invited to join these initiatives – volunteering, contributing ideas, and helping our students experience the joy of giving.

Details of each initiative are shared through the school's official communication channels during the year.

12. Code of Ethics

As a member school of the American Montessori Society (AMS) and the International Montessori Council (IMC), our school is required to comply with the AMS Code of Ethics. In addition, we adhere to the Code of Ethics established by the Ministry of Education and Higher Education for private schools and kindergartens.

12.1 Governing Principles for Management

Commitment to the students. In fulfillment of the obligation to the students, our management:

- Shall encourage independent action in the pursuit of learning.
- Shall protect the opportunity to provide for participation in educational programs without regard to race, gender, color, creed, or national origin.
- Shall protect the health and safety of students.
- Shall honor professional commitments and maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain.
- Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

Commitment to the public. Al Nebras' management shares in the responsibility for developing policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public. In fulfilling these goals, the management:

- Shall support and not misrepresent the school's policies in public discussion, distinguishing private views from the official position of the school.
- Shall not interfere with or exploit the rights and responsibilities of colleagues within the teaching profession.

12.2 Governing Principles for Staff, Guides & Teachers

12.2.1 Commitment to the students:

- Will strive to conduct themselves professionally and personally in ways that reflect their respect for the students.
- Will refrain from using any form of abuse – obscene words or any physical assault.
- Will do whatever is within their talents and capacity to protect the rights of each student.
- Will maintain the confidentiality of student records and information.

12.2.2 Commitment to the public:

- Will always dress and act in compliance with the appropriate public appearance followed in Qatar, taking into consideration Islamic values and local traditions.
- Shall not take part in any political activity in Qatar nor in any activity prejudicial to the interests of the school.

12.2.3 Commitment to the profession:

- Will strive to conduct themselves professionally and personally in ways that reflect their respect for one another.
- Will serve the school's goals and objectives.
- Shall treat all work-related matters and confidential information in trust and confidence.

13. Acknowledgment

This handbook offers an overview of the school's general policies and procedures for families; it may not cover every specific situation or exception. As Al Nebras continues to grow and evolve, the school reserves the right to revise, supplement, or modify procedures, practices, or policies as needed, in line with MOEHE and MoPH requirements. Where this handbook is updated during the year, families will be informed through the school's official communication channels.

We ask every family to review this handbook together and keep it available as a reference throughout the year. Your partnership – attending orientation and workshops, keeping your contact information current, following our safety procedures, and

communicating openly with our team — is what makes Al Nebras a safe, joyful, and thriving community for every student.

Al Nebras International School — The Montessori Way Lusail, Qatar Parents' Handbook 2026–2027 · Version 1.0 · Revised August 2026

Appendix 1. School Uniform Requirements

المسلسل: 612/2024
التاريخ : 2024/06/30

السادة الأفاضل/ المدارس ورياض الأطفال الخاصة المحترمين

السلام عليكم ورحمة الله وبركاته،

تعميم رقم (18) لسنة 2024

بشأن الضوابط العامة للزي المدرسي للطلبة ومظهر الكوادر الوظيفية بالمدارس ورياض الأطفال الخاصة

تتوجه إدارة المدارس ورياض الأطفال الخاصة إليكم بالتقدير على جهودكم المتميّزة في قيادة العملية التعليمية، وسعيكم الدائم للارتقاء بمنظومة التعليم في مدارسكم، ونشكركم على حضوركم الجلسة الحوارية بشأن الزي المدرسي التي عُقدت بمقر الوزارة يوم الإثنين، الموافق 24 يونيو 2024.

ومن ثم، نود أن نتشارك معكم التعميم المعدّل رقم (18) لسنة 2024 بشأن الضوابط العامة للزي المدرسي للطلبة والكوادر الوظيفية بالمدارس ورياض الأطفال الخاصة؛ حرصًا على تعزيز عملية تعليمية آمنة وفاعلة تحافظ على مظهر عام لائق. وذلك على النحو الآتي:

أولًا: مواصفات الزي المدرسي للطلبة

مواصفات الزي المدرسي للطلبة بالمدارس الخاصة من الصف الأول الابتدائي فما فوق (بنين وبنات)

<table>
<tr><th colspan="3">الصفوف من الأول إلى الثالث الابتدائي</th></tr>
<tr><th>النوع</th><th>الذكور</th><th>الإناث</th></tr>
<tr><td>الزي الرسمي</td><td colspan="2">تخضع مواصفات الزي المدرسي للطلاب الذكور والإناث لسياسات المدرسة الخاصة، شريطة ألا يرتفع الزي المدرسي وملابس السباحة والرياضة عن الركبة.</td></tr>
<tr><th colspan="3">الصف الرابع فما فوق</th></tr>
<tr><th>النوع</th><th>الذكور</th><th>الإناث</th></tr>
<tr><td rowspan="4">الزي الرسمي</td><td rowspan="2">قميص ذو أكمام طويلة أو قصيرة.</td><td>الصفوف من الرابع إلى السادس الابتدائي
قميص ذو أكمام طويلة أو قصيرة.
الصف السابع فما فوق
قميص ذو أكمام طويلة.</td></tr>
<tr><td>الصفوف من الرابع إلى السادس الابتدائي
بنطال أو شورت لا يرتفع عن الركبة.
الصف السابع فما فوق
بنطال</td><td>الصفوف من الرابع إلى السادس الابتدائي
بنطال طويل أو مريول أو تنورة لا ترتفع عن الركبة، مع جورب نسائي (هيلاهوب) غير شفّاف عند لبس التنورة، أو تنورة تحتها شورت (skort).
الصف السابع فما فوق
بنطال طويل أو مريول أو تنورة لا ترتفع عن الركبة، مع جورب نسائي (هيلاهوب) غير شفاف عند لبس التنورة، أو تنورة إلى الكاحل لا يشترط معها الجورب النسائي (هيلاهوب).</td></tr>
</table>

الملابس الرياضية	قميص رياضي	قميص رياضي
	بنطال أو شورت رياضي	**الصفوف من الرابع إلى السادس الابتدائي** بنطال أو شورت رياضي لا يرتفع عن الركبة.
		الصف السابع فما فوق بنطال **واسع** أو شورت رياضي لا يرتفع عن الركبة، مع لبس الضاغط الرياضي (sports tights).
ملابس السباحة	ملابس مخصصة للسباحة لا ترتفع عن الركبة	ملابس مخصصة للسباحة ذات أكمام طويلة أو قصيرة ولا ترتفع عن الركبة.

ملاحظات:

- عند مشاركة الطلبة في المسابقات الرياضية الدولية، يُترك خيار الالتزام بمواصفات الملابس الرياضية وفقًا لاشتراطات المسابقة والجهة المنظمة، شريطة موافقة ولي الأمر (جميع المراحل التعليمية).
- يُمنح الخيار للطلاب الذكور بلبس قميص السباحة (swimming top) (جميع المراحل التعليمية).
- تنطبق الاشتراطات والضوابط المحدّدة أعلاه أيضًا على المدارس الخاصة التي لا تعتمد زيًا مدرسيًا محددًا للطلبة، من حيث مواصفات القمصان، والتنانير، وملابس السباحة، والرياضة.
- ينبغي الالتزام بالزي المدرسي المحتشم الذي يواءم قيم المجتمع القطري وذلك في جميع الأنشطة والمناسبات.
- ينبغي الالتزام بالضوابط الصادرة مسبقًا بعدم الاختلاط بين الطلبة في حصص السباحة بدءًا من الصف الرابع الابتدائي فما فوق.

ثانياً: مواصفات المظهر العام للكادر الوظيفي بالمدارس ورياض الأطفال الخاصة

مواصفات المظهر العام للكادر الوظيفي (ذكور وإناث)

النوع	الذكور	الإناث
المظهر الرسمي	البِنْطال والقميص ذو الأكمام الطويلة أو القصيرة، سواءً مع ربطة عنق أو بدونها.	الفساتين، والبناطيل، والتنانير الطويلة، والبلوزات ذات العنق اللائق والمحتشم، على ألاَّ يقل طول أكمامها عن منتصف الذراع.
الملابس الرياضية	قميص وبنطال رياضي لائق.	قميص وبنطال رياضي واسع.
ملابس السباحة	ملابس مخصصة للسباحة ذات أكمام طويلة أو قصيرة، وإلى الركبة.	ملابس مخصصة للسباحة ذات أكمام طويلة أو قصيرة، وإلى الركبة.

ملاحظات:

- ينبغي الالتزام بمظهر يتناسب مع طبيعة العمل التربوي، وتجنّب الملابس الشفافة، أو الضيقة، أو القصيرة، أو التي بدون أكمام، أو مكشوفة الكتفين، أو الظهر، أو التي تحمل عبارات أو رسومًا مخالفة للقيم القطرية.
- ينبغي تغطية الأوشام بشكل ملائم، وتجنّب التشبه بالجنس الآخر.

- ينبغي تجنّب استخدام الإكسسوارات غير الملائمة لمكان العمل.

ثالثاً: السلوك والسياسات المدرسية

- على إدارات المدارس ورياض الأطفال الخاصة تحديث سياساتها المتعلقة بزي الطلاب والكادر الوظيفي؛ لضمان توافقها مع الضوابط الواردة في هذا التعميم.
- ينبغي لمدراء المدارس ورياض الأطفال الخاصة توعية المجتمع المدرسي بضوابط الزي وما يتضمنه الميثاق الأخلاقي للمدارس الخاصة، واتخاذ الإجراءات المناسبة تجاه أي مخالفات للضوابط المذكورة أعلاه.

رابعاً: أحكام ختامية

- تدخل الضوابط أعلاه حيّز التنفيذ للطلبة بدءًا من العام الأكاديمي المقبل 2024-2025.
- يمكن استثناء المدارس الخاصة التي تعاقدت على شحنة الزي المدرسي للعام الأكاديمي الجديد قبل صدور التعميم بشرط تقديم ما يثبت ذلك (فواتير ومستندات داعمة) للأخصائي المكلف بالإشراف على مدرستكم والالتزام بضوابط لبس التنانير وملابس السباحة والرياضة.
- لا يتطلب الحصول على موافقة مسبقة من إدارة المدارس الخاصة بشأن تصميم الزي المدرسي للطلبة، شريطة الالتزام بالضوابط المنصوص عليها في هذا التعميم.
- يوقّع مدير المدرسة تعهد الالتزام بالضوابط المذكورة أعلاه (مرفق)، ويرسله للأخصائي المكلّف بالإشراف على المدرسة **خلال أسبوع عمل من بداية العام الأكاديمي 2024 - 2025.**
- يتولى الأخصائي المكلف بالإشراف على المدرسة أو الروضة القيام بزيارات دورية للتأكد من الالتزام بهذه الضوابط.
- بموجب هذا التعميم، يصبح التعميم رقم (10) لسنة 2024 لاغياً.

وفي حال كانت لديكم استفسارات في هذا الصدد، يُرجى التواصل مع الأخصائي المكلّف بالإشراف على مدرستكم أو روضتكم.

وتفضلوا بقبول فائق الاحترام والتقدير ،،،

د. رانيه يسري محمد
مدير إدارة المدارس ورياض الأطفال الخاصة

نسخة:
- مكتب وكيل الوزارة المساعد لشؤون التعليم الخاص
- إدارة تراخيص المدارس الخاصة

Ministry of Education and Higher Education
State of Qatar

S. No.: 612/2024

Date: 30/06/2024

M/S private schools and kindergartens

Peace, mercy and blessings of Allah be upon you,,

Circular No. (18) of 2024

Regarding the general controls of the school uniform of the students and appearance of the personnel in the private schools and kindergartens

Private Schools and Kindergartens Department appreciates your distinguished efforts in leadership of the educational process and your permanent endeavor to improve the education system at your schools. We thank you for your attendance at the dialogue session regarding the school uniform, which was held at the Ministry one Monday, corresponding to 24 June 2024.

Hence, we would like to share with you the modified circular No. (18) of 2024 regarding the general controls of the school uniform of the students and personnel in the private schools and kindergartens in order to enhance a safe educational process, which keeps the general appearance fit, as follows:

First: specifications of the school uniform of the students

Elementary grade 1 through elementary grade 3		
Type	Males	Females
Official uniform	Specification of the school uniform of the male and female students are subject to policies of the private school, provided that the school uniform, swimming clothing and sports clothing are not higher than the knee.	
Grade 4 and above		
Type	Males	Females

Official uniform	Long sleeve shirt and short sleeve shirt	**Elementary grade 4 through elementary grade 6** Long sleeve shirt or short sleeve shirt **Grade 7 and above** Long sleeve shirt
	Elementary grade 4 through elementary grade 6	**Elementary grade 4 through elementary grade 6**
	Trousers or short, which is not higher than the knee.	Long trousers, apron or skirt, which is not higher than the knee, along with Hellahop, which is opaque when wearing the skirt or skirt on short.
	Grade 7 and above	Grade 7 and above
	Trousers	Long trousers, apron, skirt, which is not higher than the knee along with Hellahop, which is not an opaque, when wearing the skirt or skirt reaching the ankle and there is need for the Hellahop with it.

<table>
<tr><td rowspan="3">Sports clothing</td><td>Sports shirt</td><td>Sports shirt</td></tr>
<tr><td rowspan="2">Sports trousers or short</td><td>Elementary grade 4 through elementary grade 6
Sports trousers or short, which is not higher than the knee</td></tr>
<tr><td>Grade 7 and above
Wide sports trousers or short, which is not higher than the knee, along with sports tights.</td></tr>
<tr><td>Swimming clothing</td><td>Swimming clothes, which are not higher than the knee</td><td>Long sleeve or short sleeve swimming clothes, which are not higher than the knee.</td></tr>
<tr><td colspan="3">Notes:
• When the students participate in the sports and international competitions, option of adherence to specifications of the sports clothing shall be left in accordance with requirements of the competition and regulator, provided that the guardian agree to the same (this clause is applicable to all the educational stages).
• The aforementioned option shall be granted to the students, i.e. wearing the swimming top (this clause is applicable to all the educational stages).
• The above-mentioned requirements and controls are also applicable to the private schools, which don’t approve specific school uniform for the</td></tr>
</table>

students, in terms of specifications of the shirts, skirts, swimming clothing or sports clothes.

- It is necessary to adhere to the conservative school uniform, which suit values of the Qatari society in all the activities and occasions.
- It is necessary to adhere to the pre-issued controls regarding the intermingling between the students in the swimming classes starting from grade 4 and above.

Second: Specifications of the general appearance of the personnel in the private schools and kindergartens

specifications of the general appearance of the personnel (male and female

Type	Male	Female
General appearance	Long sleeve or short sleeve trousers and shirt, whether with or without a tie.	The long dresses, trousers, skirts and blouse with appropriate and conservative neck, provided that length of their sleeves shall not be less than middle of the arms.
Sports clothing	Fit sports trousers or shirt	Wide sports trousers or shirt
Swimming clothing	Long sleeve or short sleeve swimming clothing reaching the knee.	Long sleeve or short sleeve swimming clothing reaching the knee.
Notes:		

- It is necessary to adhere to an appearance, which suits nature of the education work and avoid the transparent, tight or short clothing without sleeves or clothing, which show the Shoulders or back, or which bear expressions or drawings contrary to the Qatari values.
- The tattoos shall be appropriately covered and it is necessary to avoid imitation of the opposite sex.
- It is necessary to avoid use of the accessories, which are not appropriate for the work place.

Third: the behaviors and school policies:

- Managements of the private schools and kindergartens shall update their policies related to uniform of the personnel to ensure that it is compatible with the controls contained in this circular.
- Principals of the private schools and kindergartens shall educate the school society about controls of the uniform and the matters contained in code of ethics of the private schools and shall take the appropriates procedures towards any violations of the above-mentioned controls.

Fourth: Final provisions

- The above controls come into force and become applicable to the students starting from the coming academic year 2014-2015.
- The private schools, which contracted on shipment of the school uniform of the new academic year can be excepted, before issue of the circular, provided submitting the evidencing proving the same (invoices and supporting documents) to the specialist, assigned to supervise your school and adherence to controls of wearing the skirts, sports clothing and swimming clothing.

- It is not necessary to obtain a prior consent from the Private Schools Department regarding design of the school uniform of the students, provided adherence to the controls stipulated in this circular.
- Principal of the school shall sign undertaking of adherence to the above-mentioned controls (attached herewith) and send it to the specialist assigned to supervise the school **during one week from beginning of the academic year 2024 – 2025**.
- The specialist assigned to supervise the school or kindergarten shall undertaking periodic visits to make sure the adherence to these controls.
- Under this Circular, the Circular No. (10) of 2024 becomes cancelled.

If you have any inquiries in this regard, please communicate with the specialist assigned to supervise your school or kindergarten.

Yours Sincerely,

//signed//
Dr. Raniah Yousri Mohamed
Director of Private Schools and
Kindergartens Department

CC:

- Office of Assistant Deputy Minister for Affairs of Private Education
- Private Schools Licensing Department

المسلسل: 797/2024
التاريخ : 2024/08/19

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797/2024

السادة/ مديري المدارس ورياض الأطفال الخاصة المحترمين،

السلام عليكم ورحمة الله وبركاته،

إلحاقًا بالتعميم رقم (18) لسنة 2024

بشأن الضوابط العامة للزي المدرسي للطلبة ومظهر الكوادر الوظيفية بالمدارس ورياض الأطفال الخاصة

تُهديكم إدارة المدارس ورياض الأطفال الخاصة أطيب التحيات، وتثمن جهودكم في قيادة العملية التعليمية، ونود أن نشكركم على التواصل معنا بشأن بعض الاستفسارات المتعلقة ببنود التعميم رقم (18) لسنة 2024، وحرصًا من إدارة المدارس ورياض الأطفال الخاصة على الأخذ بآرائكم والتعاون معكم من أجل تعزيز عملية تعليمية آمنة ومناسبة لجميع الأطراف، فيرجى من سيادتكم التكرم بالعلم بالتالي:

- يمكن استثناء المدارس الخاصة التي قد أبرمت اتفاقات وزوّدت طرفًا آخر بمواصفات الزي المدرسي من أجل حياكته وبيعه لأولياء الأمور، وذلك الاستثناء للعام الأكاديمي 2024-2025 فقط.
- تُمنح الطالبات الإناث في جميع المراحل التعليمية الخيار بين ارتداء القميص ذي الأكمام الطويلة أو القصيرة.
- في حال وجود حالات طبية لدى الطلبة تستدعي استثناءً من الضوابط المنصوص عليها في التعميم رقم (18) لسنة 2024، يمكن منح هذا الاستثناء من قِبل إدارة المدرسة.

وفي حال كانت لديكم استفسارات إضافية، يُرجى التواصل مع الأخصائي المكلّف بالإشراف على مدرستكم.

وتفضلوا بقبول فائق الاحترام والتقدير،

د. رانيه يسري محمد
مدير إدارة المدارس ورياض الأطفال الخاصة

7797/2024 Serial:

Date:19/8/2024

797/2024

Peace be upon you and God's mercy and blessings,

In addition to Circular No. (18) of 2024

Subject: Regarding the general controls for school Dress code for students and the appearance of staff in private schools and kindergartens

The administration of private schools and kindergartens sends you its best regards and appreciates your efforts in leading the educational process. We would like to thank you for contacting us regarding some inquiries related to the provisions of Circular No. (18) of 2024. In the interest of the administration of private schools and kindergartens to take your opinions into account

And cooperate with you to enhance a safe and appropriate educational process for all parties, please be kindly informed of the following:

- Private schools that have concluded agreements and provided another party with the specifications of the school uniform to sew it and sell it to parents can be exempted, this exemption is for the academic year 2024-2025 only.

- Female students in all educational stages are given the option to wear a long-sleeved or short-sleeved shirt.

- If students have medical conditions that require an exception to the controls stipulated in Circular No. (18) of 2024, this exception may be granted by the school administration.

If you have additional inquiries, please contact the specialist in charge of supervising your school.

Please accept my highest respect and appreciation

Dr. Rania Youssef Muhammad

Director of Private Schools and Kindergartens

Appendix 2. Complaint Policy

"This policy has been prepared in accordance with the Ministry of Education and Higher Education for Schools and Preschools."

Introduction

This policy aims to ensure the provision of high-quality education, the creation of a safe and conducive environment for students, and to facilitate and streamline the educational process. We have established a comprehensive system in accordance with the Ministry of Education and Higher Education, aimed at enhancing the quality of services provided. This is in line with our commitment to continuous improvement and excellence in our educational institutions.

At Al Nebras, we believe in a transparent and open environment. Every individual has the right to voice concerns or complaints without fear of retaliation or judgment.

Complaints from parents will be received only by the school to confine issues within the framework of the school without escalating them to the Ministry of Education. It will require strict adherence and the cooperation of all parties involved to maintain the integrity of the educational process and ensure a smooth and effective learning environment.

The difference between a Concern and a Complaint

- **A Concern** may be defined as "an expression of worry or doubt over an issue for which reassurance is sought."
  - Begin by discussing the matter with the concerned staff member or teacher. Oftentimes, direct communication can resolve misunderstandings.
  - If not resolved, an email should be sent to the school personnel in charge of the matter at hand; the right action is expected to be taken within 48 hours according to school policies.
- **A Complaint** may be defined as "an expression of dissatisfaction or discontent about a situation or an incident. It usually implies that the person making the complaint feels something has gone wrong or has not met their expectations.

The Formal Complaints process:

Parents are required to fill in the designated Complaint form provided by MoE, with detailed information regarding the nature of the complaint. Parents will have to submit the completed complaint form via email to: **complaint@montessoriway.qa**

- The school complaint committee will acknowledge the receipt of the complaint by email on the same day as submitting the complaint. Specifying an immediate appointment for urgent cases to be addressed and handled within the same day.
- A formal investigation will be conducted, and findings will be communicated to the complainant within the same day for urgent cases, while non-urgent cases will be addressed within two working days.
- The school will inform the parents that the complaint is closed by sending either an email or SMS.
- If the complaint is not closed, ONLY the school may send a report to the Ministry along with all evidence for extra directives and guidance.
- All complaints and concerns will be documented and handled with the utmost confidentiality. Personal details of those involved will not be disclosed unless necessary for the investigation.

Withdrawing a Complaint

If a complainant wishes to withdraw his complaint, he will be asked to confirm the withdrawal in writing – see Appendix 3.

Unreasonable Complainants

Al Nebras International School is committed to dealing with all complaints in a fair and impartial manner, and to providing a high-quality service to those who complain. However, the school does not consent to its staff tolerating unacceptable behavior and will take action to protect it from any abusive, offensive, or threatening behavior.

A complaint may be regarded as unreasonable (invalid) when the person making the complaint:

- Refuses to articulate their complaint or specify the grounds on which the complaint was based, or the outcomes sought by raising the complaint, despite offers of assistance.

- Refuses to abide by the adopted complaints investigation process while still wishing the complaint to be resolved.
- Makes unjustified complaints about staff members who are trying to deal with the issue and seeks to have them replaced.
- Repeatedly makes the same complaint despite previous investigations or responses concluding that the complaint is groundless or has been addressed.
- Refuses to accept the findings of the investigation, where the school's complaint procedure has been fully and properly implemented and completed.
- Seeks an unrealistic outcome.

A complaint may also be considered unreasonable (invalid) if the person making the complaint does any of the following, either face-to-face, by telephone, in writing or electronically:

- Behaving maliciously and aggressively.
- Using threats, intimidation, or violence.
- Using abusive, offensive, or discriminatory language.
- Publishing unacceptable information on social media platforms and/or newspapers.

Complainants should limit communications with the school while a complaint is under investigation. Constant and excessive correspondence, either by letter, phone, email or text can slow down, even delay reaching a resolution. In case the complainant persists in contacting the school, causing a significant level of disruption, the school may alter its communication methods and limit the number of contacts in a communication plan.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately, and the police will be informed. The sanctions may also include banning an individual from entering Al Nebras premises.

Social Media

For the complaints to be resolved as quickly as possible, the school requests that the complainants do not discuss the complaints publicly via social media platforms, such as (Facebook, Instagram, WhatsApp) etc. The school will deal with the complaints in a confidential and respectful manner. The complainants are expected to do the same.

Appendix 3. Complaint withdrawal form

Appendix 1

Complaint Withdrawal Form

I, the undersigned, _____do not wish to proceed with the complaint that I filed against _____ on _____. I hereby WITHDRAW the complaint that I submitted.

Complainant's Signature: _____

Date: _____

نموذج متابعة شكوى

Date:		تاريخ فتح الشكوى:
Complainant:		المشتكي:
Complainant Phone#:		رقم تليفون المشتكي:
Against School\Kindergarten:		ضد مدرسة/روضة:
Category of the Issue:	**- Management** ☐ - إدارية **- Academic** ☐ - أكاديمية **- Moral** ☐ - أخلاقية **- Safety & Security** ☐ - أمن وسلامة **- Violation of Values** ☐ - مخالفة للقيم والهوية	نوع المشكلة:

Complaint Summary: ملخص الشكوى

.....
.....
.....

خاص بلجنة الشكاوى
Committee use only

الإجراءات التي تم اتباعها من قبل لجنه الشكاوى في المدرسة لحل المشكلة:

The procedures followed by school committee to resolve the issue

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ما تم التوصل اليه مع ولي الامر:

(What has been concluded with Parent/ Guardian):

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خاص بلجنة الشكاوى

Committee use only

رأي ولي الامر:

(Parent Guardian Opinion):

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خاص بولي الأمر

For Parents

Endorsement إقرار

نقرنحن أعضاء اللجنة بأن جميع البيانات المدونة صحيحة وبأن المعلومات الواردة في الشكوى صحيحة وان كافة الإجراءات الواردة أعلاه تم تنفيذها.

كما نقربأنه وفي حالة عدم مصداقية البيانات الواردة بالشكوى أوتغيير الأقوال بأي حال من الأحوال يؤدي إلى بطلانها ويعرضنا للمسائل القانونية،

وهذا إقرارمنا بذلك.

التوقيع: ..... ختم المدرسة:

التاريخ: .....

We, the members of the committee, affirm that all the information provided is accurate, and the details in the complaint are true. We confirm that all the procedures mentioned above have been executed.

We also acknowledge that if the information in the complaint is found to be false o if there are any discrepancies in the statements, it may invalidate the complaint and subject us to legal consequences.

This is our acknowledgment.

Signature: ..... School Stamp:

Date: .....