

Qatar-Finland International School

Policy Document

AY 2024-2025



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General

Dear parents,

On behalf of the staff at Qatar-Finland International School, we are happy to welcome you to the academic year 2024-2025.

Now that you are a member of our family, we would like you to be aware of the school policies. We value a strong collaboration with parents to achieve the highest potential of sharing the same values. Following the policies will make all daily operations easier and smoother. Please ensure that you read and understand our policies in this document and make your child aware of them.

We wish all our students and their families a successful academic year!

The school will update the policy document regularly in collaboration with the students, school staff, and parents. In case of policy updates during the year, the changes will be communicated to parents by the school.

Parents are responsible for providing accurate and reliable data to the school, as well as keeping all relevant information updated.

Please note that the school can share a student's information with all people mentioned in the student information system (father, mother, guardian). Those people can independently make decisions regarding the child's education, including but not limited to:

- Accepting and cancelling the student's place at the school
- Repeating the grade level
- Signing pedagogical documents

The school requires an official court order about the child's single custody for limited access to student information and decision-making.



Admissions Policy

Applying

Step 1: Application

Please fill in the online application, which can be found on the school website under 'Admissions'.

Step 2: Attachments

Upload the following attachments (maximum size 5MB per attachment):

- Copy of the student's passport and residence permit number
- Copies of the parents'/guardians' passports and Qatar IDs
- Copies of school report cards for the two previous years, if available. Please note that if the report card does not include assessment of the student's behaviour and study skills, a separate document including this information from the previous school needs to be provided.
- Copy of the student's birth certificate
- Copy of the student's medical record/vaccination card issued by health centres
- Copies of any health and/or psychological assessments conducted with the student

Copies of school report cards and assessments must be in English. Documents in other languages must be translated into English by an official translation office. A copy of both the original and translation must be provided.

The application is made by filling in the application form and submitting all the documents on the checklist, at which point the file will be officially considered for admission.

Step 3: Review of the Application

The school's Admissions Team reviews the student's application and documents after all have been submitted (see above). Based on the information provided, the team recommends assessment for the applied grade level or the grade level the team deems more appropriate for the student.



Step 4: Assessment

Assessment takes place in small group format; occasionally, the Admissions Team might also ask the student to attend the classroom for a trial day/s. School's admissions coordinator will contact the guardians in order to arrange the assessment time. **The assessment fee is QAR500, non-refundable and paid with a bank transfer** whether the student is accepted or not. Please **bring a recent passport-size picture of your child** when you come for the assessment. Please arrive at school 15 minutes prior to the scheduled time to complete the required office protocol before the commencement of the test. **Please note that late entry to the assessment test is not possible.**

The assessment includes a short questionnaire and/or interview with the guardians of the student.

The assessment is based on a holistic evaluation of the student's learning and his/her performance during the test. In the assessment process, the school values academic, social, emotional, behaviour, and motor skills equally. Concerns in any of these areas can be cause for the refusal of an applicant. We are following the standards of the Finnish curriculum when assessing the student and finding the right grade level. **Thus, despite the student's previous grade level, the school retains the right to decide the proper grade level in Q.F.I. School after the assessment.**

The school will give concise feedback of the student's performance during the test directly after the assessment, depending on whether the person facilitating the assessment is available. The family is not given access to the test results. For more information concerning the assessment results, please contact the Head of Admissions at: marwa.mahmoud@qfiskool.com or +974 50322893, +974 40127888.

Step 5: Acceptance

The school's admission team decides on the acceptance of each applicant, after which the guardians are informed by e-mail whether we are able to admit their child to Q.F.I. School or not. Acceptance of the offer needs to be confirmed by:

- Signing and returning the acceptance letter you receive
- Paying the initial registration fee of QAR2500 before the deadline stated in the e-mail
- Signing school policy documents



Sibling Priority

The siblings of existing students are prioritised in the admissions process. However, they still need to go through the normal assessment. Sibling priority in the admissions process does not guarantee a student a place in the school.

The parents of existing students are encouraged to be proactive in their sibling registration, so that the reservations can be made early enough for the coming academic year.

For any information regarding admissions, please contact the Head of Admissions.

Contact Information

Head of Admissions: Ms. Marwa Mahmoud

E-mail: [admissions\(at\)qfischool.com](mailto:admissions(at)qfischool.com)

Phone: +974 50322893, +974 40127888



Fee Policy

Assessment Fee (QAR500)

This is a single, non-refundable payment to be made during the admission assessment when applying for a place at Q.F.I. School.

Registration Fee (QAR2500)

Once application is successful, this single, non-refundable payment should be made on the day of returning and signing the acceptance letter. Upon receipt of said payment, the guardians will be granted a student enrolment number, indicating that a place has been granted by Q.F.I. School.

Seat Reservation Fee (QAR2500)

This is an annual and non-refundable payment to secure a place at Q.F.I. School. This fee will be deducted from the first term tuition fee.

For newly enrolled students, the payment will be made on the day of returning and signing the acceptance letter together with the payment of the registration fee.

For existing students, the payment will be made before the new academic year commences. Q.F.I. School will inform guardians of the due date of the payment according to the Ministry of Education and Higher Education (MOEHE)'s guidelines.



Tuition Fee

The tuition fee is invoiced for a full academic year which is divided into three terms as stated below.

Grade	First Term	Second Term	Third Term	Annual
	QAR	QAR	QAR	QAR
KG	14,708	14,708	14,709	44,125
Grade 0	14,708	14,708	14,709	44,125
Grade 1-6	16,179	16,179	16,179	48,537
Grade 7-9	18,201	18,201	18,202	54,604
Grade 10-12	20,628	20,628	20,629	61,885

All fees and conditions are subject to change annually. The fee schedule is updated each year according to the MOEHE's guideline. Parents are informed in advance of any changes to fees or conditions for the following academic year, subject to approval by the MOEHE.

Tuition fees include basic learning materials (i.e. books are provided by the school).

Other Expenses

(These charges are not included in the tuition fee)

- Uniforms
- Transport to and from school
- Canteen meals
- Special school trips (voluntary participation and payment) and all trips outside Qatar
- Extra-curricular activities



- Study club
- Laptops for high school students according to the school's specifications

Other Possible Charges

Losses and Damage

Charges will be collected on an individual basis for the loss and damage to school property, books, learning material, learning equipment, lost badges, etc. This list is not comprehensive. Additional charges will be discussed with parents in advance.

Late Payment and Right to Refuse Admittance

To retain school places, guardians are responsible for ensuring that all due fees are paid on time, whether they pay personally or are supported by a voucher or employer allowance scheme. Unpaid fees or consistent negligence in payments may cause students to lose the right to attend lessons, receive report cards or have students' places renewed for the following academic year.

Educational Vouchers (Qatari Students)

The school is listed in the Ministry of Education and Higher Education Vouchers Programme.

Application for educational vouchers for Qatari students should be submitted within a period given by the Admissions Office from the start of the academic year.

The families who do not provide the complete documents to the school within a given period will be subject to the full tuition fee.

Notice to Cancel School Place(s)

Written notice of parents' intention to cancel student place(s) must be given to the **Admissions Office** at least two weeks before the end of the current term. If no written notice is given, it will be assumed that the school place is required and the fees for the following term will be due as normal. The school will require the completion of a Cancellation School Place Form, which can be obtained from the Admissions Office: admissions@qfischool.com.



Payment Methods

Fees are payable by:

- Bank transfer to school bank accounts. Transfer charges, if any, must be paid by the parent.
- Direct bank deposit into the school bank account
- Cheque payable to 'EduCluster Finland' and deliver it to the Finance Office

For bank transfer and direct bank deposit into the school bank account, a copy of the direct bank deposit or bank transfer details indicating the parent's name and student's details must be delivered to the Finance Office or e-mailed to finance@qfischool.com.

Bank Details

Beneficiary Name: EduCluster Finland
IBAN: QA71 CBQA 0000 0000 4670 4163 6420 1
Bank Name: The Commercial Bank
Account Number: 4670-416364-201
Swift Code: CBQQAQQA



Assessment Policy

Qatar-Finland International School follows the assessment as it is described in the Finnish national core curriculum. The Finnish assessment is based on a holistic, overall assessment of the student's performance, progress, and learning.

On a general level, assessment is divided into two categories: *Assessment during studies* refers to assessment carried out and feedback provided before the *final assessment* at the end of the school year.

In Qatar-Finland International School, academic achievement and behaviour are assessed separately. However, it is important to keep in mind that our assessment focuses on *overall* skills rather than simply understanding academic content.

Assessment During Studies

In all grades, assessment during studies mainly consists of guidance of learning through feedback. Assessment during studies is mainly formative in nature; this type of assessment is carried out during the school year as part of the daily instruction and schoolwork. Its key objective is to guide and encourage studies, support learning, and promote the skills of self-assessment and peer assessment. Describing the students' progress and achievement level in discussions, assessment notes, and reports at certain points in time is also an element of assessment during studies.

Assessment during studies also contains a summative assessment of the students' achievements carried out at the end of the learning process, the results of which are communicated to the students in the report cards at the end of Terms 1 and 2. High school students receive their report cards at the end of each of the five periods.

Final Assessment

At the end of the school year, students are given a report card which contains a written assessment and/or a numerical grade indicating how the student has achieved the objectives of the subjects or study units that are part of the curriculum during the school year in question. The school year report also provides an assessment of the student's behaviour. This assessment at the end of the school year is an overall assessment of the student's progress and performance during the entire school year. The school year report also contains a decision on the student's promotion to the next grade or his/her retention.

The end-of-year report card for high school students will contain all the numerical grades for the different modules studied throughout. The report card will show all grades accumulated from Grade 10 as well as provide the credit-weighted average of those grades.



Report Cards

In basic education (Grades 0-9), students receive report cards three times during the academic year at the end of each term. The report cards for Terms 1 and 2 are summative reports of the student's progress during that specific term. The report card for Term 3 is a **summative report for the entire academic year**.

In high school (Grades 10-12), students get a report card after each period. The cumulative numeric grades for the different modules that the students have studied so far will be shown in the report card. It also shows the mathematical average of the module grades on all the subjects.

Pedagogical Documentation

Each student in Grades 0-9 has a personal learning plan (PLP). This document is an essential part of the assessment system as it explains both the strengths and development areas of the student. This pedagogical documentation is done in collaboration with the student and the parents.

Assessment in Early Years (Grades 0 to 2)

In the early years, the emphasis is on assessing the students' progress in learning. In addition to the school year report, the students are also given other types of instructional feedback. The aim is to highlight the students' strengths as learners and to reinforce their self-esteem and motivation to learn.

Assessment is based on transversal competence objectives that play a key role in the student's learning process. Feedback on these areas is given to the student and the guardian and includes but is not limited to:

- Progress in linguistic capabilities, more particularly skills in inquiry and listening, as well as interaction skills and skills in expressing oneself and ideas through different means
- Progress in working skills, focusing on working independently and within a group/teamwork environment
- Progress in the skills of managing one's own and jointly agreed tasks
- Progress in independent studying and planning skills

Feedback is also provided on the progress of the student's studies in various subjects. The school year report indicates whether or not the student has acceptably achieved the objectives set for each subject in the curriculum. Report cards for Terms 1 and 2 focus on assessment during the studies, while the report card for Term 3 serves as the final assessment for that grade level.



In the early years, the assessment is done on a scale as follows:

Not yet meeting the objectives

Student's skills are emerging. The student is not yet meeting the goals and objectives set for the term or academic year.

Approaching the objectives

Student's skills are developing. The student has partially achieved the required objectives set for the term or academic year.

Achieving the objectives

Student's skills and development are consistent. The student has achieved the required objectives for the term or academic year consistently.

Exceeding the objectives

Student's skills and development are advanced. The student has exceeded the required objectives for the term or academic year.

Assessment in Grades 3 to 9

In Grades 3 to 9, students are assessed on a numerical scale from 4 to 10. The given numerical grade describes the student's achievement level as an average summative assessment based on the objectives of each subject or study unit.

The student is awarded a grade eight if he or she *on average* demonstrates the knowledge and skills described by the various criteria for the subject in question as they are described in the curriculum. Exceeding the level required for a grade eight in certain objectives may compensate for performances that are below this level in others.

The student has achieved the objectives adequately (a grade five) if he or she to some extent demonstrates the knowledge and skills indicated by the objectives set for the subject in question; the student has consequently passed the general syllabus in the relevant subject. In this case, the formulation of the grade is also based on the average knowledge and skills demonstrated by the student; thus, exceeding the adequate level (a grade five or above) in some objectives may compensate for failed performances (a grade four) in others.



Assessment in High School

Assessment in Grades 10 to 12 follows the numerical grading system from 4 to 10. During Grades 10-12, the school year is divided into five periods. After each period, students will receive a report that will record their assessments of the different modules they have finished as well as state the number of credits they have accumulated since the start of Grade 10. For a passing grade, students must achieve a level between 30% to 50%, depending on the subject.

Description of the numerical grades in Qatar-Finland International School include but are not limited to the following examples. These areas are emphasised differently at different grade levels, with emphasis on knowledge and skills, problem solving etc. increasing in importance through the grade levels as one moves towards the upper grades. Please note that these descriptions give an overview and are not mutually exclusive.

10 - Outstanding

The student

- has achieved and exceeded the required objectives.
- has an outstanding attitude and is very enthusiastic in his/her work.
- works independently and sets goals for studying.
- has very meticulous and neat notebook work.
- demonstrates an outstanding understanding and knowledge of the subject that exceeds expectations.
- deepens his/her knowledge and skills.
- solves problems creatively and applies learned skills with excellence.
- has an outstanding ability to assess his/her own working and skills.

9 – Excellent

The student

- has achieved and exceeded the required objectives.
- has a positive and enthusiastic approach towards the subject and studying.
- works independently and according to the plan.
- is diligent and neat when working.
- demonstrates understanding of subject content that exceeds expectations.
- actively participates during the lessons.
- also tries to find unconventional solutions in his/her work.



- has a very good ability to assess his/her own working and skills.

8 - Good

The student

- has achieved the required objectives.
- participates in the lesson.
- has a positive approach towards the subject and studying.
- works independently.
- is responsible in his/her studies, skills, and planning.
- demonstrates a good understanding of the subject content.
- is willing to learn more.
- knows how to assess his/her knowledge and skills.

7 - Satisfactory

The student

- has achieved most of the required objectives.
- is able to work independently on most tasks.
- usually has a positive approach towards the subject and studying.
- shows some interest in the subject studied.
- listens to instructions and tries to apply them but needs support occasionally.
- usually tries to do his/her homework.
- attends lessons regularly.
- understands the subject content at a satisfactory level.
- needs some support to assess his/her studying and skills.

6 - Moderate

The student

- has achieved some of the required objectives.
- is able to work independently only on certain tasks.
- shows some interest in the subject and studying.
- is not always able to concentrate on his/her studies.
- takes care of his/her homework only partially.
- is, at times, absent from the lessons without reason.



- needs continuous support and guidance to follow instructions.
- understands subject content only partially.
- is not interested in learning new things.
- needs a lot of support to assess his/her studying and skills.

5 – Adequate

The student

- is unable to work independently.
- often shows an indifferent attitude towards the subject and studying.
- is not able to concentrate on his/her studies even with support.
- is often absent from the lessons without reason.
- does not take care of his/her homework and belongings.
- understands the content incompletely and only occasionally.
- is not able to internalise the meaning of self-assessment.

4 - Fail

The student

- has not achieved the required minimum level for the term or academic year.
- shows a completely indifferent attitude and interest towards the subject and studying even when given support.
- is completely apathetic towards given tasks.
- does not participate during the lessons.
- does not demonstrate understanding of the subject content at the required level.
- is completely careless towards self-assessment.

Repeating a Grade Level in Qatar-Finland International School

Students progress to the next grade level based on a pedagogical decision made by the school. If retention of the grade level is needed, it is clearly stated in the report card. Please note that as the Finnish assessment is based on holistic assessment, a student may also be retained in a grade even without having had any failing performances, if retention is to be considered appropriate from the perspective of the student's general academic success. This decision is made by the school and is clearly communicated with the parent. In this case, the student's guardian is reserved an opportunity to be heard before the decision is made. The final decision remains with the school; the performances of a student who is being retained for the grade in question are nullified.



As described above, the assessment in Qatar-Finland International School differs slightly from the Qatari national assessment. Therefore, a student might be repeating a grade in Qatar-Finland International School but be able to continue to the next grade level in the Qatar national student information system. This will be clearly communicated to the parents in writing.

If there is a risk that the student's performance in a subject will be failed at the end of the school year, this is brought up in good time with the guardian and the student when applicable. In this meeting, steps to be taken to support the student's learning are agreed upon.

Undone Homework

1. When the above-mentioned behaviour is first noticed, the teacher will immediately give a **verbal reminder** as well as a demerit to the student.
2. For undone homework tasks, the **teacher** will have a **pedagogical discussion** with the student and **decide on the action** taken (e.g. homework to be re-assigned for the next day, homework to be done over the break, the student will stay in the class during the break to complete missing work...).
3. If the behaviour is repeated (10 demerits), the class/homeroom teacher will communicate with the parents and place a referral to the counsellor or SEN teacher. **A counsellor will create an action plan and** invite the parents to a **meeting** for further steps to prevent the behaviour in question.
4. Continuous undone homework will lead to natural consequences such as a lower grade, a possible failing of a subject or a possible need to repeat the grade level.

Missing Books/Library Books, Materials and Equipment

In the event of the student losing school materials and/or books, the teacher will have a pedagogical discussion with the student, inform home, and ask them to **replace the materials**. If students fail to return their books by the end of the year, they may not be able to receive their report cards. At the end of the academic year, an invoice is given to students with overdue books, stating the total price owed to replace the book(s). **This will be the price of the book, plus QAR30 to cover shipping and processing fees.** Invoices can also be requested by parents anytime a book has been lost. The same policy applies for damaged books and materials (water damage, ripped pages etc.).

Parents can make the payment for lost or damaged books at the school's finance office. After a payment has been made, the student's account can be cleared.



Uniform Policy

We like students to maintain a modest, neat, and clean appearance at all times. The school expects every student to wear the right uniform every day at school and for parents to supervise and support it. Not following the policy gives the school the right to send the student back home to change clothes. Repeated breach of the policy endangers the student's place at Qatar-Finland International School.

The garments differ throughout the different grade levels, as shown in the pictures of the separate uniform catalogue. In addition, students are expected to wear **comfortable closed shoes** with low heels. The school recommends that the shoes support physical activity. If a head scarf is worn, it must be navy blue or black. Football shoes are not allowed during breaks. The Lynxes jacket can be worn.

For physical education, all students are expected to wear the school P.E. uniform and good quality sports or running shoes. From Grade 3 onwards, students are allowed to use the P.E. uniform only during the P.E. lessons.

If a hat/cap is worn, it must be the official one with the Q.F.I. School logo as shown in the accessories.

No other clothing outside this policy is allowed.

In addition to the abovementioned, long hair **must be tied for safety reasons**, and hair accessories must be conservative. From Grade 10 onwards, students may have their hair untied except for P.E., arts, crafts, and science lab lessons. Small stud earrings are only allowed for girls. Other jewellery must be simple and culturally sensitive. Jewellery must always be removed during P.E. lessons or when requested by a staff member. **The school cannot be held responsible and will not cover any loss or damage of jewellery brought from home.**

Hats and sunglasses may not be worn inside the classroom. Students who choose to wear make-up must do so unobtrusively.



Uniform Policy Procedure

1. Uniforms are checked every day by the teacher of the first lesson.
2. If a student's uniform is incorrect, the **teacher** will have a **pedagogical discussion** with the student. **Parents are notified** about the issue with a demerit.
3. If the student continues to violate this policy (three times) the **class/homeroom teacher** will arrange a **meeting with the student and parents**.
4. If the student continues to neglect the uniform policy, access to the campus will be denied.

Student Attendance Policy

Tardiness

It is very important that students come to **lessons on time**. Students coming late to lessons disrupts everyone's concentration and students will miss important information and instructions when coming late. Tardiness is marked in student files.

1. If the student arrives late to class a **teacher** will notify the parents by giving a demerit.
2. If the student continues to violate this policy (10 times), a **counsellor** will **create an action plan and** invite parents to a **meeting with the counsellor and class/homeroom teacher**.
3. If the student continues to violate this policy, a **counsellor** will invite the parents to a **conditional agreement meeting**. The Head of Faculty, counsellor, and class/homeroom teacher will take part of the meeting in which the school expectations are reinforced. A **counsellor** will schedule a follow-up meeting.
4. If the student continues to violate this policy, the **Head of School** will convey the decision of expulsion to the family.

Absences

The Finnish curriculum emphasises the learning of both social and academic skills. Social skills can best be learnt in a group of peers; therefore, it is important that students do not take extra leave outside school vacations.



However, if there is a need for extra leave, it must be applied for **at least two working days** in advance. **Student Leave Request Forms** can be found on the school website and at the front desk in the main lobby. The class/homeroom teacher can approve a leave of up to three days, while a longer leave must also be approved by the principal. First, the teacher writes his/her comments in the form to inform the principal and the parents of how learning arrangements have been organised, followed by the principal's signature.

Parents are responsible for ensuring student progress during absences. This will include but is not limited to making sure the students finish all assignments given to them. In case of prolonged absences for medical reasons, the school requires a doctor's certificate.

We apply the following policy in cases of student absences:

1. On every unauthorised absence day: the **class/homeroom teacher** will inform the **family** by giving a demerit.
2. On the 2nd unauthorised absence day: the **class/homeroom teacher** will contact the parents.
3. On the 5th unauthorised absence day: the **counsellor** will contact the parents.
4. On the 10th unauthorised absence day: **the counsellor will create an action plan and** invite parents to a **meeting with the counsellor and class/homeroom teacher.**
5. When the student has 15 unauthorised absence days: **a counsellor will invite the parents to a conditional agreement meeting.** The Head of Faculty, counsellor, and class/homeroom teacher will take part in the meeting, in which the school's expectations are reinforced. **The counsellor will schedule a follow-up meeting.**
6. For any further absences: the **Head of School** will convey the decision of expulsion to the family.

Early Pick-Up

In case the student is picked up before the end of the last lesson, the person picking the student up must fill in a **Student Early Pick-Up Form**. This can be acquired from the front desk in the main lobby. The form must be signed by the class/homeroom teacher. No student is allowed to leave without the signed form. There must be a valid reason for the early pick-up, for example a doctor's appointment. Please note that early pick-up should only be used in special situations: early pick-ups affect the student's learning.



Late Pick-Up

Q.F.I. School takes the responsibility for students' health and safety very seriously. We think that it is important that the students get enough free time and rest. Also, according to our policies, the students need to be supervised at all times when at school to ensure their safety. Instead of monitoring the late pick-up, the school staff is occupied with numerous other duties after teaching hours. **The school cannot take the responsibility for the safety of the students after the end of the school day;** for these reasons, the students should be picked up promptly after their school day is over. If the student will be picked up after the pick-up time, the student will be taken to a late pick-up club to wait for the pick-up. The student will be released from the late pick-up club after a parent/guardian's signature.

Late pick-up time starts at 2.16pm.

The late pick-ups will be monitored and recorded. Parents/guardians who arrive **after** the pick-up time **more than three times per term** will be asked to pay a late pick-up club fee for each consecutive late pick-up.

Parents will be charged a per-child late pick-up club fee of **QAR100** for arrivals after 2.15pm.

If the violations continue, the student may not be offered a place at the school for the next academic year.

The school offers **Afternoon Club (G1-2) and extra-curricular activities (ECAs)** after the end of a school day. The ECAs have an additional fee (see Other Expenses).

Permission to Leave Independently and Permission to Pick-Up a Younger Sibling

Students are not allowed to leave the school premises without an authorised adult escort unless they hold a permission badge, which has been given to the student after the parents sign a permission-to-leave-independently form.

Middle and high school students can leave the campus independently with written permission from the guardian. They can also pick up a younger sibling with written permission. The permission forms can be found from the school reception or can be asked for from the homeroom teacher. Students who have been granted permission must wear their permission badges when exiting the school campus.



Student Support

In the Finnish education system, everyone is entitled to student support. The focus is on early intervention in a flexible manner with solid co-operation between the different stakeholders. To prevent the emergence of unnecessary learning challenges, the staff offer general support to all students. The multi-professional Student Welfare Team is consulted when needed and more intensified support is delivered. This team consists of the academic principal, school counsellors, and special educational needs teachers.

School support structures include more challenging or individualised tasks, remedial teaching, part-time special needs education, as well as assistance services and special aids. The support given to the student is flexible, based on long-term planning, and adaptable as the student's needs for support change. Support is provided for as long as necessary according to the student's needs and the availability of the school's resources. The individual support methods are planned in collaboration with the student and the parents, and they are described in the pedagogical documents of the student.

School counsellors and a guidance counsellor can support students in their growth and future plans, and two full-time nurses are available for emergencies and other health matters that occur during the school day.

Behaviour Policy

The aim of Q.F.I. School is to create an atmosphere where students can experience a continuous positive learning environment. However, emphasis is placed on creating an inner motivation mechanism as opposed to an outer reward mechanism. Positive reinforcement should come through **a realistic picture of one's actions** which is based on reflection coming from the students themselves, their teachers, and peers. **The ultimate responsibility for behaviour rests with the students themselves.**

Actions used for positive reinforcement includes but is not limited to:

- Student appraisal: noticing and appreciating good behaviour continuously.
- Student rewarding methods: individual recognition of good behaviour at a group, class, grade, and school level
- Group rewarding methods: recognition of good behaviour at a societal level, promoting a sense of shared responsibility in the group. This is extremely important when guiding students towards effective group skills.
- Merits: electronic messages informing parents of positive behaviour via Ed-admin



Actions used to address breaches in school behaviour policy:

Examples of consequences given may include but are **not limited to**

- Demerits: electronic messages via parent portal informing guardians about student's actions against the school policy
- In-house suspensions: loss of breaks
- Suspensions: the student will be unable to attend school for one to five days, depending on the frequency/severity of the incident. *Note: Suspension is an escalating process. The first suspension is shorter, and the number of days increases in reoccurring cases.
- Action Plan: a supportive document in which behavioural/academic goals are made in collaboration with the student and parents.
- Conditional Agreement: a supportive document that is implemented when the goals of the action plan are not being met for behavioural/academic reasons. Failure to abide by any of the stated conditions/a lack of progress may affect the student's registration status for the following academic year.
- Expulsion
- As with any behaviour that is determined to be a breach of the behaviour policy, the privilege to participate in school activities may be suspended or lost. These may include but are not limited to:
 - Events
 - Field trips
 - Lynxes
 - Leagues
 - Student Council

Using their pedagogical training and expertise, behaviour concerns are addressed by the class/homeroom teacher and school staff. We recognise that fairness is foundational to building trust, encouraging responsibility, and promoting a sense of belonging for all our students. Our approach to discipline is guided by an understanding that **fairness does not always mean identical consequences for all, as each case depends on both frequency and severity**. Based on these principles, the school applies the behaviour policy in an age-appropriate manner.



Depending on the severity of the behaviour, the school keeps the right to choose the actions taken; this might include skipping some steps of the policy. The principal has the right to suspend the student for one to five days. The student is subject to in-house suspension, suspension from school, expulsion or any other consequence determined appropriate by school administration, depending on frequency and severity.

Disturbing Behaviour

Disturbing behaviour includes, but is not limited to:

- Name-calling, pushing, arguing, obscene use of language, inappropriate gestures, etc.
 - Moving around the classroom without permission, running away, etc.
 - Failing to follow the staff's instructions, classroom rules and procedures, etc.
 - Defiance
1. When a student is behaving disturbingly, the staff member who witnesses the disturbing behaviour will have a **pedagogical discussion** with the student and give them a **demerit**.
 2. In case of reoccurring disturbing behaviour (**five demerits**), the class/homeroom teacher contacts the parents and counsellor.
 3. If the student continues to violate this policy (**10 demerits**), a **counsellor** will **create an action plan** and invite parents to a **meeting with the counsellor and class/homeroom teacher**. In case of continuous disturbing behaviour, the **academic principal** will suspend the student. Suspension may be in-house or the student may be sent home.
 4. If the student continues to violate this policy (**15 demerits**), a **counsellor** will invite the parents to a **conditional agreement meeting**. The academic principal, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. A **counsellor** will schedule a follow-up meeting.
 5. If the student continues to violate this policy, the **Head of School** will meet the parents and convey the decision of expulsion.



Dishonesty (Cheating, Stealing, Plagiarism, etc.)

1. When dishonesty is noticed or reported, the **concerned teacher** will investigate the incident, give a **demerit**, and inform the classroom/homeroom teacher. **The concerned teacher** will have a **pedagogical discussion** with the student and decide on the consequence given. Cheating during a test will result in an automatic fail (4). **The teacher will inform the parents.**
2. If the student continues to violate this policy, **a counsellor** will **create an action plan and** invite parents to a **meeting with the counsellor and class/homeroom teacher.**
3. If the student continues to violate this policy, **a counsellor** will invite the parents to a **conditional agreement meeting.** The academic principal, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. **A counsellor** will schedule a follow-up meeting. The student will be **suspended** for one to five days.
4. If the student continues to violate this policy, the **Head of School** will meet the parents and inform them of the **expulsion.**

Bullying

We have a zero-tolerance policy on bullying.

Types of Bullying

There are four types of bullying:

1. **Verbal bullying** is saying or writing mean things. Verbal bullying includes, for example:
 - Teasing
 - Name-calling
 - Inappropriate comments
 - Taunting/Racist comments
 - Threatening to cause harm



2. **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes, for example:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumours about someone
 - Embarrassing someone
3. **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes, for example:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures
4. **Cyberbullying** is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps or online in social media, gaming or forums where people can view, participate in or share content, and can cross the line into unlawful or criminal behaviour.

Cyberbullying includes, for example:

- Sending, posting or sharing negative, harmful, false or mean content about someone else
- Sharing personal or private information about someone else causing embarrassment or humiliation.

The most common places where cyberbullying occurs are, for example:

- Social media
- SMS
- E-mail



Actions:

1. Bullying is noticed or reported. The **concerned staff member** will have a pedagogical discussion and report each occurrence to the classroom/homeroom teacher and give a demerit. The **class/homeroom teacher or the counsellor** meets with the perpetrator, victim, and observer/reporter to determine the presence of both **imbalance of power and repetition**. The class/homeroom teacher will inform the parents and decide on the consequence given.
2. If the student continues to violate this policy, **a counsellor** will **create an action plan** and invite parents to a **meeting with the counsellor and class/homeroom teacher**.
3. If the student continues to violate this policy, **a counsellor** will invite the parents to a **conditional agreement meeting**. The academic principal, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. **A counsellor** will schedule a follow-up meeting. The student will be **suspended** for one to five days.
4. If the student continues to violate this policy, the **Head of School** will convey the decision of expulsion to the family.

Breaking / Destroying School Property

1. The behaviour/incident is noticed or reported. The **concerned staff member** will have a pedagogical discussion with the student, give a demerit and report the occurrence to the classroom/homeroom teacher. Depending on the severity of the case (if it has been continuous/value of the property/child's age), the teacher will communicate with the academic principal to decide on the action taken. Depending on the case, parents will be requested to pay the necessary amount to replace the destroyed property.
2. If the student continues to violate this policy, **a counsellor** will **create an action plan** and invite parents to a **meeting with the counsellor and class/homeroom teacher**. A written **action plan** is created for further steps to prevent the behaviour in question. Possible suspension for one to five days.
3. If the student continues to violate this policy, **a counsellor** will invite the parents to a **conditional agreement meeting**. The academic principal, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. **A counsellor** will schedule a follow-up meeting. The student will be **suspended** for one to five days.



4. If the student continues to violate this policy, the **Head of School** will meet the parents and inform them of the **expulsion**.

Banned Items:

- Cigarettes/E-cigarettes
- Vapes
- Smokeless tobacco of any kind
- Any paraphernalia related to the above (matches, lighters, etc.)
- Weapons of any kind (including toys that resemble weapons)
- Alcohol and drugs (including any drinks in glass bottles that resemble alcoholic beverages)
- Energy drinks (RedBull, Monster, etc.)

Vaping/Smoking/Tobacco Use/Any Illegal or Possession of Banned Substances:

It is strictly prohibited for any student to be under the influence of, have in their possession, buy, sell or give to other students any illegal or banned substances on the school campus.

Lockers and Backpack Search:

Middle and high school students have the option to rent lockers for the school year. The student is responsible for taking care of the key to keep their possessions in the locker safe. It is recommended to keep valuables at home and not in lockers. The school administration reserves the right to investigate lockers at any time.

If school staff suspects that a student has a banned item or an item that has the potential to cause harm to oneself/another in their possession, school staff will ask the student to empty the contents of their backpack in the presence of two staff members. The item will be confiscated, if found.

1. When the behaviour is noticed or reported, the **concerned staff member** will immediately take the student to the academic principal, give a demerit, and notify the class/homeroom teacher and school counsellor. The banned item will be confiscated.
2. The academic principal will notify the parents to come to the school for a meeting as soon as possible. **A counsellor will create an action plan.**



3. If the student continues to violate this policy, a **counsellor** will invite the parents to a **conditional agreement meeting**. The academic principal, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. A **counsellor** will schedule a follow-up meeting.
4. If the student continues to violate this policy, the **Head of School** will meet the parents and inform them of the **expulsion**.

Fighting, Violent, Aggressive Behaviour

1. The behaviour is noticed or reported. The **concerned staff member** will react immediately by taking measures to de-escalate the situation and to enforce safety for all students. The concerned staff member will give a demerit. The class/homeroom teacher or counsellor will investigate the situation. **The teacher/counsellor** will have a **pedagogical discussion** with the student and decide on the consequence given.
2. If the student continues to violate this policy, a **counsellor** will **create an action plan and** invite parents to a **meeting with the counsellor and class/homeroom teacher**.
3. If the student continues to violate this policy, the student will be suspended by the academic principal. A **counsellor** will invite the parents to a **conditional agreement meeting**. The academic principal, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. A **counsellor** will schedule a follow-up meeting.
4. If the student continues to violate this policy, the **Head of School** will meet the parents and inform them of the **expulsion**.

On extremely rare occasions, staff may have to use measures—including reasonable force—to prevent students from committing an offence, damaging property, injuring themselves or others, and to maintain good order and discipline within the school.

Sexual Harassment

The school is committed to maintaining a learning and working environment free of sexual harassment and intimidation. Sexual harassment of or by anyone is strictly prohibited. Public displays of affection are not considered appropriate between students. False accusations of sexual harassment are prohibited.

Sexual harassment can include, but is not limited to, the following:



- Verbal, physical, and visual sexual assault
- Violation of one's personal space

Actions:

1. Sexual harassment is noticed or reported. The **concerned staff member** will have a pedagogical discussion with the student/s, give a demerit, and report the occurrence to the classroom/homeroom teacher and counsellor.
2. If the student continues to violate this policy, the student will be suspended by the academic principal. **A counsellor will create an action plan and** invite parents to a **meeting with the counsellor and class/homeroom teacher**.
3. If the student continues to violate this policy, the student will be suspended by the academic principal. **A counsellor will invite the parents to a conditional agreement meeting**. The academic principal, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. **A counsellor will schedule a follow-up meeting**.
4. If the student continues to violate this policy, the **Head of School** will convey the decision of expulsion to the family.



Language Policy

English language is the medium of instruction and communication at Qatar-Finland International School. We expect everyone to use English for all communication during lessons and breaks, excluding other language lessons. Using a language common to all helps us avoid any misunderstanding. We expect everyone to communicate respectfully. Inappropriate and insulting use of language is not accepted. (See Behaviour Policy)

We teach the following languages at Qatar-Finland International School: Arabic as a mother tongue (AMT), Arabic in English, Spanish, French, and German for high school students. Arabic as a mother tongue and as a first foreign language for non-native Arabic speakers is taught from 1st grade. The second foreign language starts in Grade 7. A third foreign language starts in Grade 10.

Device Policy

In general, the school encourages and supports the educational use of technology at school. However, the difference between educational and recreational use is often ambiguous. The educators at school decide the best possible use of technology at a given time, and all students are guided to the correct, moral, and ethical use of technology.

The school offers students devices—iPads and laptops—to be used during the lessons. However, the students can also bring their own devices from home. The general policy regarding the possession and use of these devices (iPads, laptops, phones) is as follows:

Human interaction is more important than the use of technology. However, they should not be seen as two competing sides but rather combining the best features of each approach. Technology is a natural part of life, and students should learn to use it for their learning. An important part of this usage includes good etiquette and social rules which should be adhered to within a technological context.

- Any use of devices must be age appropriate. Students are not allowed to use their own devices during the school day. Students' own devices are stored in their school bags on silent mode when they are not in use. During school hours, permission to use technology always comes from the pedagogical staff: otherwise, students do not touch devices – the school's or their own.
- **Students are not allowed to take any pictures or make recordings** on school premises unless the pedagogical staff instruct them to do so for educational purposes.
- The content of students' own devices must be according to the values of Q.F.I. School.



The school cannot be held responsible and will not cover any loss or damage of devices brought from home.

Consequences of Breaching Device Policy

1. If a student breaks the above-mentioned rules, the teacher will confiscate the device, take it to **reception and give a demerit**. The student can collect their device from reception at 2pm.
2. If the student continues to violate this policy (**three times**), the class/homeroom teacher will contact the student's parents, and **ONLY** the student's parents can collect the phone from reception.
3. If the student continues to violate this policy, **a counsellor will create an action plan and** invite the parents to a **meeting with the counsellor and class/homeroom teacher**.
4. If the student continues to violate this policy, **a counsellor** will invite the parents to a **conditional agreement meeting**. The Head of Faculty, counsellor, and class/homeroom teacher will take part in the meeting in which the school's expectations are reinforced. **A counsellor** will schedule a follow-up meeting.
5. If the student continues to violate this policy, the **Head of School** will convey the decision of expulsion to the family.

High school students should provide their own devices and can use these during the day in the places designated for them, as long as it does not disturb the learning/teaching process. These designations are assigned by the school's pedagogical staff. However, **students are not allowed to take any pictures or make recordings on school premises** unless the pedagogical staff instructs them to do so for educational purposes. During the lessons, devices may be used with specific permission from the pedagogical staff.

School personnel taking photos and videos of students

During school days and special events, the school personnel might take pictures of the students and visitors. These photos may be used for official school purposes, including but not limited to publicity, copyright, advertising, and web content that represents the school, students, and community.



Nutrition (Healthy Lifestyle) Policy

We, along with the MOPH, are committed to paying attention on improving school-aged students' eating habits and behaviours both at school and home.

To help students have the energy to meet their requirements in studies and extra-curricular activities, we should ensure that they have at least three (3) meals a day: breakfast, lunch, dinner, and healthy snacks according to the following guidelines:

- **Porridge**, glass of water/milk or cheese **or yogurt** in the morning
- **At least one portion of meat, seafood, or poultry**, or a plate of **lentil or beans** or any other type of legumes to **gain enough protein**
- **Minimising the quantities of fats** eaten; using small quantities of cooking oil, eating boiled or grilled food instead of fried food, and reducing quantities of fast-food intake
- Eating one source of starchy food, e.g. bread, macaroni, yam, rice, or corn to **gain enough carbohydrates**
- Eating a **plate of salad or vegetables** and at least **three portions of fresh fruit per day**
- **Eating large quantities of high-fibre foods**, which are found in **grains** e.g. quinoa or millet, as well as in fruit and vegetables
- **Eating fruits and vegetables** as a snack alongside three meals as they contain large quantities of water, vitamins, salts, minerals, and fibres, all of which greatly strengthen **a healthy body**
- **Reducing quantities of sweets, chocolate, and chips eaten**, as they contain large quantities of sugar, salts and fats which accumulate fats in the body. If there is no way to avoid eating them, they should be eaten in small portions after the main meal, not as an individual snack.

Sources: MOPH; Qatar Dietary Guidelines 2015, Hukoomi; Nutrition Tips and Guidelines



Policy for Distance Learning

In extreme circumstances, the school can be suspended for a shorter or longer period, or education can be arranged in the form of blended learning. In these situations, the life of the whole family changes. Students who have to be away from school for a long time feel lonely and isolated from their other social environment. Keeping the routine of going to school through distance learning helps the students continue with their academic and social growth. Distance learning is a great tool for students to attend school and be social with their friends. It is important for students to receive instruction. Thus, it is important that parents make sure that students are able to manage the technical side of distance learning. For smaller students, an adult must be available in case of technical issues.

This policy explains the different types of distance learning used in Qatar-Finland International School: real-time, two-way video and audio instruction, as well as one-way teaching and lesson recordings.

For distance learning, families need an internet connection as well as a device for the student to send video and audio. The device must have a camera and the possibility to connect a headset with a microphone onto it. For students who study Arabic, an Arabic keyboard is essential.

Qatar-Finland International School offers an Office 365 licence to all its students. This licence allows every student to download and install the desktop version of Office 365 tools on five separate devices.

The eLearning platform used in the school is Microsoft Teams. In addition to the Office 365 tools, the school provides students with several other online resources that can be used to support distance learning. Additional assignments, handouts, and other materials may also be shared with the students to use online or for parents to print out.

Distance Learning from a Family Perspective

It should be noted that although the school has the primary responsibility for organising schooling, the responsibility of the parents also increases during distance or blended learning. They need to help and support the child more than with normal in-classroom teaching. In some situations, parents may also need technical assistance. However, school arrangements are organised so that they do not unnecessarily increase the burden on the family.

It is easy for parents to realise that even if the school was totally suspended, the child does not have to be completely isolated from their friends. It is important to maintain relationships with friends of your age. Distance learning makes home-school collaboration easy and seamless. Blended learning gives students opportunities to keep learning important social and teamwork skills in a classroom environment.



Distance Learning from a School Perspective

Arrangements for teaching during special circumstances are the responsibility of the school. Studying proceeds according to the school curriculum which is supported by home education. Only sending worksheets home is not distance teaching. Distance learning:

- is a good addition to home-based education.
- enables social relationships to be maintained during school suspension.

During distance teaching and learning, students will need support in time management and in maintaining their schedules. In case the situation becomes long-term, it is probably reasonable to consider intensive courses in the subjects and concentrate only on studying the subjects' core content. Distance education must focus on study modules that form a complete entity, so that distance learning does not become fragmented without goals.

Blended learning is a system where students attend normal lessons, according to a schedule provided by the school. During blended learning, the students will alternate between on-site and online learning but will always have the support of the pedagogical staff from the school present during their studies.

In each model, teaching is organised in such a way that it follows the goals of the school curriculum as closely as possible. However, teaching must be flexible to best support individual students. The age of the student must also be taken into account when planning distance or blended learning.

When considering distance or blended learning, it is important to consider the resources of the school in terms of both equipment and teachers' know-how. The school must be in contact with the families of the students in the class and inform them of the distance learning arrangements.

If a student does not attend the online sessions or turn in the required work:

1. After the first day of not attending, the **teacher** will send the student a **private Teams message**. The purpose is to ask how the student is doing and if there is anything the school can do to support the student to attend the meetings and turn in his/her work.
2. After the second day of not attending, the **homeroom or class teacher** will send the student a **private Teams message**. The purpose is to further support the student.
3. After the third day of not attending, the **homeroom or class teacher** will send **an e-mail to the student and the parents** to see how the school can help the student.



4. After the fourth day of not attending, the **counsellor** will **call the parents** to find out what the problems are and how the school can help.
5. If the student still does not attend the teaching sessions or hands in the required work, it will **affect his/her assessment**.

As with any other policy in Qatar-Finland International School, this policy is applied in an age-appropriate manner. The order, nature, and level of consequences always depend on the student's age.

Home-School Collaboration

The school strongly believes that educating students is a collaborative task that requires shared values and an understanding between home and school. The responsibility for learning is shared between students, teachers, and homes. Whilst the parents are primarily responsible for the upbringing of their child, the school supports them by taking responsibility for the child's education at school. However, the fundamental responsibility for learning must lie with the child.

Parents are always welcome to the school to join classes, talk to staff, and contribute to the school community after negotiating this with the school administration. We hope that parents will be active partners in supporting all aspects of their children's learning, in and outside of school.

The **parents' first point of contact is always the class/homeroom teacher, who will, in turn, contact other professionals when needed**. Possible further actions will be decided in collaboration with the parents.

All teachers are willing and happy to talk with the parents about their children's learning or any school matter that they might have in mind. However, this is not done during the lessons or other duties. **Classroom visits need to be booked in advance with the teacher**.

Home-school collaboration is enabled through the following structures:

- Parents receive **feedback** about their child's behaviour and academic performance in school **on a regular basis** through various means of communication (e.g., phone calls, e-mails, scheduled meetings, student management system, etc.).



- Parents receive a **weekly letter** from teachers with general information about the class (special events, tests, things to remember), topics that are being taught during the week, and some pedagogical guidance on how to support the child at home.
- The school year is divided into three terms in basic education. The high school academic year is

divided into five periods. Students receive a report card at the end of each term/period. In basic education, the first and second term report cards include the respective term evaluation. The last report card covers the student's progress over the whole academic year. In high school, the report card shows all the module grades for each subject the student has been studying.

- The guardians also have the opportunity to meet teachers at the **Parent-Student-Teacher Conferences (one per term in Terms 1 and 2) and a student-led conference (in Term 3).**
- There is a **Principal's Coffee Morning** every first Thursday of the month at 7.30am in the library.
- The school has a **Parent Association (PA)**: a parent-led group that supports the school in its primary task according to the school values. The PA meets monthly, and each class has a guardian who acts as a class representative, providing a link between the PA and the class/homeroom teacher.

The aims of the PA are:

- To enrich the students' education by promoting parental involvement in supporting school policies and programs in a constructive way
- To maintain and foster a constructive partnership between staff and parents in the interests of the school and students
- To act as a vehicle for discussion, learning, and positive action
- To enhance programs offered by Q.F.I. School
- To work toward achieving these aims through fundraising and other activities

The school expects parents to attend parent evenings and Parent-Student-Teacher Conferences, which provide a valuable opportunity for effective home-school communication and to receive more information about the curriculum, learning process, and school procedures.



When requested by the school, the guardians are required to be active participants in and available for meetings if/when the school decides to arrange them. If reasonable activity from the guardian's side is not shown, the child's student place for the coming academic year might be reconsidered.

Parent Feedback and Complaints

We value all feedback and try to constantly improve our operations and communication. In all pedagogical matters, the first point of contact is always the class/homeroom teacher. The school administration is also happy to answer any and all questions parents may have. If parents have any complaints or comments, they should always contact the school as soon as possible.

Official Complaint

In response to a Ministry of Education and Higher Education directive, we have developed guidelines and procedures to address concerns and inquiries related to your child's education. Our commitment to providing high-quality education in a safe and satisfactory environment remains unwavering. These guidelines promote transparency, trust, and open communication between the school administration and parents. We encourage you to utilise this process to express concerns you may have. Your feedback is invaluable in our ongoing efforts to enhance your child's educational experience.

1. Complaint Committee

The school has a complaint committee that investigates and handles complaints received by the school.

2. Complaint Channel

The school has an official email address to receive complaints. Complaints must be sent to complaint@qfischool.com.

3. Official Complaint Form

An official Ministry of Education and Higher Education complaint form must be used. The form can be found at the school reception or web page.



4. Steps after the complaint has been submitted

- An official email will be sent to the complainant, confirming that the complaint has been received.
- The complaint committee will carefully review the complaint. Any evidence and statements related to the issue will be gathered.
- If the need arises, there will be a meeting with the complainant.
- The complaint committee aims to resolve and close the complaint without delays.
- The complaint process will be documented using the Ministry of Education complaint form. The head of school or principal and the complainant will sign the form.

5. Resolving and Closing the Complaint

After verifying and studying the complaint, the school's management will take appropriate measures by either closing the complaint, issuing warnings, or applying penalties in line with the school's internal penalty guide.

Complaints that cannot be resolved will be reported to the Ministry of Education and Higher Education.



Signature Page

I have read and understood the above-mentioned Qatar-Finland International School policies and agree to comply with them. As the parent/guardian of the student, I am aware that not following these policies may result in the student losing his/her seat at the school.

Name of Student(s)

Name of Parent/Guardian:

Date and Signature:

