



Qatar-Finland International School

Parent Handbook

AY 2026-2027





Dear Parents and Guardians

We are delighted to welcome you to our school community and look forward to working together to support every child's growth and success.

Qatar-Finland International School is considered as one of the leading educational institutions in Qatar. Founded in 2014 through the vision of Her Highness Sheikha Moza Bint Nasser, the school brought the Finnish education model to Qatar. Today, we provide education from Kindergarten to Grade 12, with over 100 staff members from 19 nationalities and more than 700 students representing over 60 countries, creating a truly diverse and international community.

We are committed to providing an outstanding Finnish-inspired education where every student can thrive in a supportive environment. Learning is personalised, purposeful, and connected to real-world experiences.

At the heart of our school are the school values, where our commitment to the comprehensive **wellbeing** of students is crucial. We believe that when people feel safe, valued, supported, and connected, they can truly flourish. We will nurture a culture built on **respect**, kindness, trust, and collaboration.

We also believe deeply in the power of **creativity**. Creativity encourages us to ask questions, explore new possibilities, think differently, and find innovative solutions. Let us create learning environments where both students and staff feel confident to experiment, take thoughtful risks, and turn ideas into meaningful action.

This year's theme, **Green Planet**, reminds us that caring for our planet is everyone's responsibility. Through simple actions such as saving water and energy, reducing waste, recycling, and planting trees, we can work together towards a cleaner, healthier, and greener future for the coming generations.

These values help us build bridges across people, cultures, and nations—starting in our classrooms and homes.

Thank you for your continued support and collaboration as we empower students to become responsible global citizens today -creative future leaders tomorrow.

Welcome to the Qatar-Finland International School family. Let our journey begin, together!

Mr. Jarkko Niiranen

Head of School



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Contact Information

Front Desk:	Ms. Areej Lababneh	4012 7885
Head of Admissions:	Ms. Marwa Mahmoud	5032 2893
School Clinic:	Ms. Jevy and Ms. Jenny	4012 7896
IT Department:	Mr. Ossi Itäkare	5048 1817
ECA Coordinator:	Mr. Robert Juvonen	55137827
Academic Principal, KG1-G6:	Ms. Anne Dullaghan	5996 3591
Academic Principal, G7-12:	Ms. Tuija Lehtinen	5990 1187
Administrative Vice Principal:	Ms. Renja-Kaisa Martikainen	5996 3573
Head of School:	Mr. Jarkko Niiranen	TBD

Staff members can be reached through email - firstname.lastname@qfiscchool.com – or via the Edana Parent Portal. The teaching staff and parents will collaboratively define other communication channels if needed. Please note that in all student-related matters, the first point of contact is always your child's class/homeroom teacher.

Other Relevant Contacts:

School Canteen:
Jazz Café, Managing Partner Jeronimo Dsouza
+974 3360 8088
jeronimo@jazzgroup.com.qa

School Uniforms:
Noble House Trading
+974 4039 0264
info@noblehouseqatar.com

School Transport:
Mowasalat
+974 44588007
ISBS@mowasalat.com





Vision

Holistic wellbeing and competencies for the future through the Finnish approach

Mission

Qatar-Finland International School's caring environment and student-centred learning methods inspire students to become globally minded, active citizens who are balanced, lifelong learners.

Values

- Wellbeing
- Respect
- Creativity



Concept of Learning

The philosophy and theoretical basis of the Q.F.I. School lies in socio-constructivism and the socio-cultural approach, and it introduces the idea of meaningful learning through purposeful studying and a reflective teaching process as a foundation of pedagogy in a networked society. The school recognises an individual learner and the diversity of learners and supports the learning process and holistic wellbeing of each student. A caring and inspiring learning environment combined with student-centred learning methods enable students to acquire, use, and produce knowledge. The learning process encourages students to become globally minded lifelong learners who have strong collaboration and communication skills.

Way of Teaching

Most of the content topics are designed to form larger, holistic entities where several subjects are combined in the most feasible way. Teacher collaboration plays an important role in this approach, with teachers of the same grade level regrouping the students and utilising their strengths for the best possible outcomes. This is made possible because teachers plan the activities together.

In the early years, learning is organised through practising skills together with heavily integrated themes arising from the curriculum topics and the students' interests. Subjects are combined for interdisciplinary units and projects. Making a clear distinction between subjects is not relevant at this point; the focus lies on integrated learning activities and their connection to the students' lives. Early learning takes place through hands-on activities and students' active participation in collaborative knowledge construction.

The roles of individual subjects become stronger in the curriculum, partly in Grades 3-6 and fully in middle school. At this point, the school also introduces the subject teacher system. However, learning is organised around integrated themes, planned collaboratively so that the division of responsibilities in implementation utilises the strengths of each staff member.

Additional emphasis is placed on ensuring our students get enough physical exercise during the school day, with breaks being planned as an integral part of their wellbeing.



Responsibility for Learning

The Finnish system strongly believes in the collaboration of the school, homes, and students. Several studies show that an environment of strong collaboration between homes and school, especially when the former has a positive attitude towards and an interest in education, results in students who perform better socially and academically—especially compared to their peers lacking this support.

At the same time, the Finnish education system emphasises the fundamental responsibility for learning, which always ultimately lies with the student. When raising independent learners, this responsibility must be taken seriously and nurtured from an early age. Students are guided to independency by letting them take responsibility for their learning. Students participate in Parent-Student-Teacher conferences and contribute to their personal learning plans already from kindergarten age. The Finnish curriculum prepares students for managing their everyday life and studies—not only for reaching their academic goals in cross-curricular projects and exams.

Curriculum

The Q.F.I. School curriculum provides a well-balanced system incorporating advanced academic skills as well as strong self-expression and creative skills. The curriculum combines the Finnish national core curriculum with Qatari curriculum standards.

The teaching approach is thematic, integrated, and child-centred. Instruction provides the opportunity for successful academic achievement while nurturing the student as a whole person. Teachers have a high level of content-related knowledge combined with strong pedagogical skills, as well as a variety of methodological tools and approaches to serve the individual needs of students.

Apart from enhancing academic achievement, support is given for the development of the following overarching life skills:

- Higher level cognitive skills, learning to learn
- Cultural competences, interaction and self-expression
- Looking after oneself, managing daily activities, safety
- Multi-literacy
- ICT competence
- Working-life skills and entrepreneurship
- Participation, empowerment, and responsibility





More content-related information can be found on our school website (www.qfischool.com).

Student Assessment

Every student who applies to our school undergoes the admissions assessment, which assesses their skills to place them in the most appropriate grade level. After the initial assessment, the admissions team has the right to place the student in the appropriate grade level.

Assessment is based on a holistic evaluation of the student's learning and performance during the test. The school investigates academic, social, emotional, and motor skills, as well as behaviour and attitude, since these all are equally valuable in a student's holistic development. Low performance in any of these areas might result in the refusal of an applicant.

At the beginning of the school year, the school pedagogical staff prepares a Personal Learning Plan (PLP) for each student. The mentioned aims come from the school curriculum, and the PLP gives a holistic overview of a student's strengths and areas of development, as well as sets objectives and helpful tools for the ongoing term. The PLP is reviewed every term.

The most important data for student assessment comes through continuous teacher observations and continuous formative assessment. In these processes, the teacher is able to collect information about student progress through versatile sources, giving the teacher realistic and up-to-date information about students' academic level, working skills, and behaviour. For example, the following documentation is used:

- Teacher's notes, photos, videos
- Student test results
- Student portfolios
- Student self-evaluation documents
- Group self-evaluation documents

In basic education (KG2-G9), the school year is divided into three terms, and students receive a report card at the end of each term. In high school, the school year is divided into five periods. Prior to this, parents have the opportunity to meet teachers during two Parent-Student-Teacher Conferences and one Student-Led Conference in KG1-G6. In G7-G9, three Parent-Student-Teacher Conferences are held.



In early education (KG2-G2), the evaluation is written and descriptive, but starting from Grade 3, student assessment follows a numerical scale from 4-10, with 4 being a fail and 10 being outstanding.

Students are taught to use peer and self-evaluation as a natural part of daily routines and group activities. These methods enhance their understanding of learning and assessment and promote the construction of a stronger and more realistic self-image.

Admissions and School Fees

Up-to-date admissions procedures, as well as the school fee structure, can be found on the school website: <https://qatarfinlandschool.com/application-process/>

Daily Structure

The school runs according to different timetables, which vary based on grade level.

Scheduled meetings with school personnel and visits to the admissions and finance office are possible throughout the day.

	KG1	KG2	G1-2	G3-4	G5-6	G7-9	G10-12	
7:30	Learning activities	Learning activities	7:30-8:15 Lesson 1	7:30-8:15 Lesson 1	7:30-8:15 Lesson 1	7:30-8:15 Lesson 1	7:30-8:15 Lesson 1	
7:45			8:15-9:00 Lesson 2	8:15-8:45 Break	8:15-8:45 Break	8:15-9:00 Lesson 2	8:15-9:00 Lesson 2	
8:00				8:45-9:30 Lesson 2	8:45-9:30 Lesson 2			
8:15			9:00-9:30 Break			9:00-9:15 Break	9:00-9:15 Break	
8:30								
8:45			9:30-10:15 Lesson 3	9:30-10:15 lesson 3	9:30-10:15 lesson 3	9:15-10:00 Lesson 3	9:15-10:00 Lesson 3	
9:00								
9:15	Lunch	Lunch	10:15-10:45 Lunch	10:15-10:45 Lunch	10:15-10:45 Break	10:00-10:15 Break	10:00-10:15 Break	
9:30								
9:45	Rest time	Rest time	10:45-11:15 Break	10:45-11:15 Break	10:45-11:15 Lunch	10:15-11:00 Lesson 4	10:15-11:00 Lesson 4	
10:00								
10:15	Learning activities	Learning activities	11:15-12:00 Lesson 4	11:15-12:00 lesson 4	11:15-12:00 lesson 4	11:00-11:15 Homeroom	11:00-11:15 Homeroom	
10:30								
10:45			12:00-12:15 Break	12:00-12:45 Lesson 5	12:00-12:45 Lesson 5	11:15-11:45 Lunch	11:15-12:00 Lesson 5	
11:00								
11:15	Snack	Snack	12:15-13:00 Lesson 5	12:45-13:00 Break	12:45-13:00 Break	11:45-12:15 Break	12:00-12:30 Lunch	
11:30								
11:45	Afternoon activities	Afternoon activities/ECA	Afternoon Club/ECA	13:00-13:45 Lesson 6	13:00-13:45 Lesson 6	12:15-13:00 Lesson 5	12:30-13:15 Lesson 6	
12:00								
12:15								
12:30								
12:45								
13:00	Study Club	Study Club	Study Club	14:00-15:00 Lynxes/Study Club	14:00-15:00 Lynxes/Study Club	13:00-13:15 Break	12:30-13:15 Lesson 6	
13:15								
13:30								
13:45	Study Club	Study Club	Study Club	14:00-15:00 Lynxes/Study Club	14:00-15:00 Lynxes/Study Club	13:15-14:00 Lesson 6	13:15-14:00 Lesson 7	
14:00								
14:15								
14:30								
14:45								
							15:00-16:00 Lynxes	



During the winter months, it is important to provide warm clothing for students because cold weather does not justify indoor breaks, and students are expected to spend their breaks outdoors. If your child has a medical reason for not being able to go outside, please contact the class/homeroom teacher or school nurse. The school monitors the air quality carefully, and should the need arise, indoor breaks are implemented accordingly.

Student Support in the School

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.

Extracurricular Activities (ECAs)

Qatar-Finland International School's extracurricular activities are organised to support the school's educational and teaching work in accordance with the objectives of basic education. The activities support the students' ethical and social growth and diversified self-development.

The school offers a wide variety of extracurricular activities (ECAs), which are organised by the school's pedagogical staff and outsourced companies.





Students staying after school for ECAs have a short, supervised snack break before the activities. The representative of the ECA provider collects the KG2-G2 students from their classrooms, while Grades 3-6 and 7-12 students are expected to go to the school canteen to wait for their activities to start. The ECA providers are also responsible for supervising the students following the activities until they are picked up. Students must be collected from the assembly hall unless otherwise agreed.

Afternoon Club (only for Grades 1-2)

The school offers Afternoon Clubs for Grade 1-2 students, organised by the pedagogical staff. Afternoon Club is free for all Grade 1-2 students, but registration in the Clubsys system is required.

ECAs (for KG2 and Grades 1-2)

ECA Clubs are based on the following topics: sports, music, arts, academics, and STEM. All ECAs have an additional fee.

Their goals are to:

- Support the educational work of the home and school
- Increase involvement on the part of children and young people
- Provide an opportunity for developing social skills and nurturing a sense of community
- Provide an opportunity to feel one is capable and successful
- Develop creative activity and thinking
- Encourage children and young people to participate in cultural activities
- Provide an opportunity to become more familiar with the student
- Support the pursuit of interests and promote constructive pastimes

Lynxes Band, Choir, Chess, Coding, Drama, Dance and Debate

The school band/drama/dance performs regularly in school festivities and other events. In the weekly rehearsal, students practice playing band instruments and prepare for upcoming events. Coding club demonstrates their productions in different school events across the academic year.

The school choir performs regularly in school festivities and other competitions. In the weekly rehearsals, they practice safe and healthy ways to use their voice. The goal is to sing a cappella and in harmonies. To attend choir, you must be committed to rehearsing regularly. Prior experience in choir is not needed.





The school's debate team's main goal is to participate in the Qatar Debate season. The season consists of the preparation for the two annual interschool debate tournaments. Students attending will be expected to participate fully and to the best of their ability.

Lynxes Sports Training (for Grades 3-12)

The school's Lynxes Sports Training program is for Grade 3-12 students who want to participate and train in different sports. Lynxes Sports offers training in football, volleyball, basketball, and badminton. Students attending will be expected to participate fully and to the best of their ability. The school's Lynxes Teams are also selected from these training squads for the QUESS and QPPSSA -competitions.

Study Club (Grades KG1-12)

Study Club is organised by staff. In the club, students can complete their homework, revise for a test, focus on a topic that needs extra attention, or read a book from the school library. A staff member is always present to provide support for the students who need it.

Study Club is free for students who are taking part in the Lynxes (see above). Students who have a sibling in the Lynxes get a discount.

More information about ECAs can be found on the school website.

<https://qatarfinlandschool.com/extra-curricular-activities/>

New signups and online payments are required for every term. They must be made using the Clubsyst portal, <https://qfis.clubsyst.app/members/>, within the timeframe provided.

Please note that all inquiries about outsourced activities should be addressed directly to the provider or the school's ECA Coordinator.

School Policies

The school policies regarding, for example, fees, uniforms, behaviour, and attendance are described in detail in the School Policy Document, which can be found on the school website. Please refer to the up-to-date school policy document at [Qatar Finland International School \(qatarfinlandschool.com\)](https://qatarfinlandschool.com).

Please note that, according to Ministry guidance, signing the school policies has been required when





securing a place at the Q.F.I. School and at the beginning of each academic year.

Health and Safety

The school has a Health and Safety Team whose responsibility is to coordinate safety-related topics inside the school in collaboration with relevant stakeholders. The team keeps the school's Health and Safety Plan up to date and provides the necessary safety training sessions for staff.

The school has two full-time nurses who are available every school day for emergencies and other health matters. We urge you to inform the nurse about any potential medication-related or other health-related issues. Do not bring your child to school if he/she is ill.

Please contact the nurse for appointments or enquiries:

Tel. 4012 7896 or

email: [nurse\(a\)qfischool.com](mailto:nurse(a)qfischool.com)

The school regularly organises emergency and evacuation drills. Please exercise extreme caution while driving in our drop-off/pick-up areas.

Lunch

The school has a canteen where the provider, Jazz Café, operates a non-cash system. It relies on the bracelet that a student needs to buy food. If you would like to use the canteen services, please visit the school canteen or contact Jazz Café directly at: contact@jazzcafeqatar.com

KG1-G2 have their lunch in the classrooms daily, and parents can preorder lunch from the canteen through the canteen app Jazz for delivery to their children. The weekly lunch menu is available on our school's website and in the Jazz app.

A packed lunch from home is permitted, with students being expected to have healthy, nutritious packed lunches. Soft drinks, chips/crisps, nuts, chocolate, or other sweets are not allowed. Along with the MOPH, we are committed to paying attention to improving school-aged students' eating habits and behaviours both at school and at home. At school, we strictly follow the healthy lifestyle policy. We follow this policy also while celebrating birthdays and therefore bringing treats is not allowed.



Transportation

The school cooperates with the Mowasalat transportation company. Registration can be done by downloading their RIHLA application and signing up. All inquiries concerning school transportation should be addressed directly to Mowasalat:

Tel: +974 44588007

Email: ISBS@mowasalat.com



Drop-Off and Pick-Up

There are two official drop-off/pick-up areas, both with entrance and exit gates. The side gate is open during the drop-off and pick-up times only. For longer stays in the school premises, always park your car in the parking area at the main gate. The school buses make use of the side entry and exit. Please note that both parking areas are one-way drive areas. Use consideration and caution when parking your car, so that it does not obstruct the traffic and cause a dangerous situation. All drivers must utilise reverse parking at the main parking area. The pedestrian crossings (zebra crossing) are 'no parking' zones. Please, educate your children to use these marked crossings.

Drop-Off

- 6.30 all gates opened and supervision for G1-G9 students in the canteen until 7.00
- 7.00 kindergarten opens and supervision for KG1-KG2 students starts
- 7.00-7.30 supervision for other students: G1-G2 in their own units, G3-G5 in the assembly hall, G6-G9 in the gym
- 7.30 the first lesson starts

Pick-Up

The assembly hall is the pick-up place for all students in G3-G12. KG1-KG2 and G1-G2 students' pick-up places are the KG1-KG2 and G1-G2 units. The person who collects the student must wear the **parent badge**.

Pick-up times:

- KG1 from the unit: 12.00-13.45
- KG2 from the unit: 13.00-13.45





- G1-2 from the unit: 13.00-13.15
- G3-6 from the assembly hall: 13.45-14.00 (students with older siblings will wait for their siblings in the late pick-up)
- G7-9: 14.00-14.15
- G10-12: 14.55-15.00

It is important that you follow the pick-up times precisely to avoid overcrowding the parking area.

Students are not allowed to leave the school premises without an adult escort; however, Grade 7-12 students are allowed to exit the premises independently with written permission signed by their parents. Also, an older student from Grades 7-12 is allowed to pick up a younger sibling with a signed permission from their parent. Permission forms can be found at reception or asked for from the class/homeroom teacher. Once the permission form is completed, the student will receive a permission badge that must be shown to the security when exiting the school premises.

Q.F.I. School takes the responsibility for students' health and safety very seriously. We strongly believe 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 to ensure their safety. Instead of monitoring the late pick-up, the school staff is occupied with numerous other duties after teaching hours. Thus, the school is not liable for the safety of students after the end of the last lesson.

For these reasons, the students should be picked up promptly after their school day is over, following the pick-up times.

Please note the following school procedures at pick-up times:

- Parents who are staying at the school with younger siblings waiting for older siblings to finish school or ECA must go to **the canteen to wait**.
- The school is still in session, and the assembly hall and outdoor areas and playgrounds are used for school and ECA activities.
- Parents/guardians are responsible for their children once they have been picked up.

Late Pick-Up

The school cannot take responsibility for the safety of the students after the end of the school day; therefore, the students should be picked up promptly after school. If the student will be picked up after the pick-up time, the student is taken to a late pick-up club to wait for the pick-up (additional fees apply). The student will be released from the late pick-up club after a parent/guardian's signature.





Late pick-up time starts at 2.16 pm. 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 QAR 100 for arrivals after 2.15 pm.

Early Pick-Up

In case a child must be 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 reception in the main lobby and must be signed by the teacher. No student is allowed to leave without said 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 be used only in special situations. Early pick-ups affect the student's learning.

Money and Valuables

Students should not bring money or valuables to school. The family is responsible for any money and/or valuables that students might possess.

Devices

In general, the school encourages and supports the educational use of technology at school. The educators at school decide the best possible use of technology at any given time. The school offers KG-G9 students devices to be used during the lessons (iPads and laptops). High school students are expected to have their own personal laptops to be used in their studies. The use of personal devices is prohibited according to the school policy.

During school hours, permission to use technology always comes from the pedagogical staff – otherwise, the students do not touch devices. The school cannot be held responsible and will not cover any loss or damage to devices brought from home.

Library

The library is a versatile learning environment where our students can read, study, and conduct research. Through library resources and services, students are exposed to a wide variety of literature and educational materials that accommodate their personal interests and support their academic achievement.





Students in KG1-2 and Grades 1-6 have weekly library lessons that consist of storytelling, information literacy sessions, book browsing, and independent reading time. Middle school students may use the library during scheduled self-access visits during break time. High school students are welcome to use the library on a drop-in basis during skip lessons and break times.

All students have a library account associated with their student ID number, which allows them to borrow library books. The borrowing time is two weeks. Parents will be notified weekly by email if their child's library book is overdue.

In cases of lost or damaged library or textbooks, parents will be liable to pay a replacement fee, which includes the price of the book and 30 QAR for shipping and processing. A student with unreturned library or textbooks may not receive their report card until the book is returned or fees have been paid.

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.

Parents are not permitted to approach, question, discipline, or otherwise verbally or physically intervene with other students.

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 of also have the opportunity to meet teachers at the **Parent-Student-Teacher Conferences and a student-led conference (in Term 3 for KG2-G6)**.
- 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.

