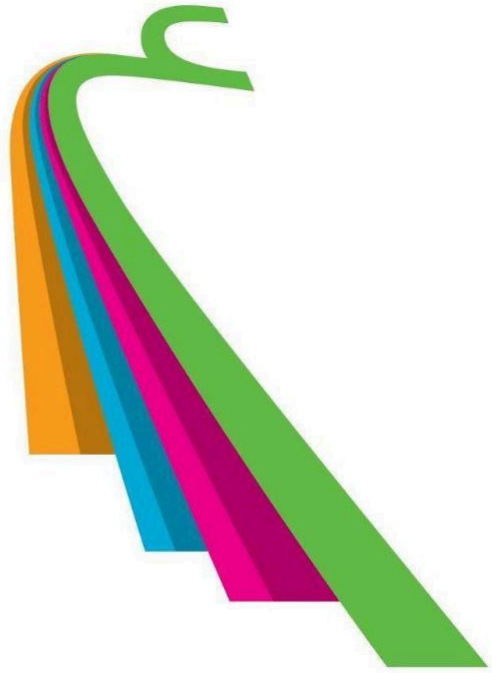


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AWSAJ ACADEMY



Awsaj Elementary Staff Handbook 2026-2027

Awsaj Mission, Vision and Values Statement

Mission: To advance the achievement of students with learning challenges in Qatar.

Vision: Unlocking the learning potential of each student

School Motto: Persist | Contribute | Grow

Our Values

BE RESPECTFUL- I respect people, property, and the environment.

BE RESPONSIBLE- I am accountable for my own actions and try to resolve differences in constructive ways.

BE SAFE- I act safely and show care for others.

BE YOUR BEST- I am open to new learning and take responsibility to do my best.

Aims

- To encourage, motivate and advance the achievement of students with learning challenges, demonstrating that all our students can progress in their development and learning.
- To empower our students with a sense of confidence, capability, competence, and self-esteem to meet life's challenges.
- To develop in all young people characteristics that will build resilience and skills for life.
- To encourage our students to be curious about the world they live in.
- To provide our students with opportunities to explore concepts, engage in problem solving, while extending their knowledge and skills.
- To provide high quality academic, research-based, teaching and learning in both Arabic and English.
- To create an emotionally supportive learning environment where students feel safe, valued and a sense of belonging.
- To support Awsaj students to acquire knowledge, skills and confidence needed to fulfill their aspirations for adult life.
- To develop within students the respect of Qatari heritage, culture, and Islamic principles.
- To offer a curriculum that will challenge, enthuse, and inspire the young person to begin to make progress where they have previously been unable to thrive. We will ensure teaching is stimulating and relevant and will utilize opportunities outside of the classroom, and first-hand experience, to extend the young person's experience.
- To provide students with the knowledge that promotes intercultural understanding and respect, and the skills to become proud and successful global citizens.

Strategic Intent

To provide specially designed programs that support Qatar students to overcome their diverse learning needs and challenges through:

- their active engagement and persistence in their learning journey.
- the contribution and support of their families.
- the skills and experience of an innovative, dynamic multi-disciplinary team.
- the diverse and international family of QF schools.
- the unique and inspiring learning opportunities and collaborative initiatives made possible in Education City and the wider Qatar community.

To support students to achieve their personal best by:

- helping them to set desired and appropriately challenging learning goals.
- facilitating learning experiences that students value and are relevant to their needs and goals.
- supporting their development of self-esteem, self-confidence, ambition, and autonomy.

To embrace the contribution of stakeholders and our community to inspire our students, enhance their learning experiences and increase potential outcomes for all students.

To recognize and facilitate the importance of including and integrating our children to ensure that every child is equally valued and respected, regardless of race, background, gender or learning needs.

To develop a broad and relevant curriculum that has a clear scope and sequence, has academic rigor appropriate to the needs of each student and is personalized by identifying interests which will engage the young person.

To provide different 'pathways' of learning to ensure relevance and appropriate aspiration for graduation outcome.

The Awsaj Graduate

Awsaj students will academically, socially and emotionally be prepared for post school life relevant to their needs, abilities and aspirations, in Qatar or abroad. Awsaj school students will leave the academy:

- with a greater sense of self.
- pride in their own culture.
- an understanding of and respect for Islamic values.
- respecting themselves and others.
- with greater confidence and self-esteem.
- with appropriate social interaction skills.
- understanding their responsibility for the choices they make.
- able to be reflective, to think more critically, and problem solve.
- ambitious to achieve to be their personal best.
- connected to their community.
- proficiency appropriate to their abilities, in reading, writing, listening, and speaking, in both English and Arabic.
- understanding the value and benefits of lifelong learning as part of their lifestyle.

The Awsaj Approach

The Awsaj approach is designed to help our students to feel they are important and can make a difference in the world. We endeavor to ensure that our students develop a positive self-image, have decision-making power, and have a range of options from which to make healthy, informed choices.

We provide a classroom environment that allows students to be themselves, take risks, learn from mistakes, and understand how to take responsibility for their actions and feelings.

Our staff act as important role models to empower our students with the necessary social and learning tools to deal with life's many ups and downs. They proactively "model the way", guiding our students along the path to success, often empowering them to do more than they ever believed possible.

We believe that for our students to reach their potential, we need to support them to become self-reliant, resilient, and capable young adults, to make good choices, and to self-regulate their emotional reactions to challenging situations.

We get to know every student and every family. The individual development for each student will be a three way conversation with staff, the young person and the family, so that there is shared

understanding of where each young person is in their learning, the next steps required, and how to get there. Each party will know the part they play and will make a shared commitment to achieving this.

We develop an understanding of every child's strengths, using innovative research evidence to inform practice and the holistic approaches of a diverse multi-disciplinary international team. We try to help remove hindrances and blockages to learning. We follow-up if things don't work out the first time and we find the best possible solutions to any problem identified.

The fully integrated and holistic approach will equip our students with:

- academic attainment
- reflective skills
- social skills
- communication skills
- emotional intelligence
- coping skills/self-regulation
- skills for future adult life
- independence skills
- active citizenship

Through our relationship with each student, we will model the qualities of:

- consistency
- boundaries
- emotional self-regulation
- support and encouragement
- empathy and reflection
- responsiveness
- celebration and validation
- trust and respect

The thoroughness of our approach is what separates us from everyone else. We place a high value on academic achievement, but we also place equal value on the wider personal development of every student. We believe that all children have the right to a high-quality education. We give equal opportunities to every student to participate in a wide range of activities. We show students why it is important to find inspiration in the success of others.

Awsaj Academy will sustain and promote a distinctive program in grades K-12 that meets the international and Supreme Education Council standards for its students with highly qualified or nationally accredited teachers, both Qatari and non-Qatari with the more rigorous research-based methods and curriculum designs to meet the appropriate content and performance standards.

Disclaimer

The 2026-2027 Staff Guidelines for Awsaj Academy are intended to provide general information to staff about duties and responsibilities as an employee, both of Awsaj Academy and of Qatar Foundation. The information in these guidelines is subject to change at the discretion of the Director of Awsaj Academy or Qatar Foundation. All staff are encouraged to familiarize themselves with the online Human Resources Manual, available through the Qatar Foundation portal at:

<https://portal.qf.org.qa/Pages/default.aspx>

All staff are also required to read the 2026-2027 Student Handbook, which complements the information in these Staff Guidelines.

2026-2027 Calendar

QATAR FOUNDATION SCHOOLS SCHOOL CALENDAR 2026-2027

9 16 23 30	Senior Leadership Team New Staff Orientation /Admin Staff All Returning Staff First Day of School	August 20262							February 202719							8 9	Start of Ramadan National Sports Day
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
								1		1	2	3	4	5	6		
		2	3	4	5	6	7	8	7	8	9	10	11	12	13		
		9	10	11	12	13	14	15	14	15	16	17	18	19	20		
27	PLD DAY (Students not in Attendance)	16	17	18	19	20	21	22	21	22	23	24	25	26	27		
		23	24	25	26	27	28	29	28								
		30	31														
27	PLD DAY (Students not in Attendance)	September 202621							March 202717							7 13 14 31-1	Start of Eid Fitr Break (28 Ramadan) - Tentative End of Eid Fitr Break (4 Shawwal) - Tentative Return to School after Fitr Eid Break Long weekend (MoEHE Circular)
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
					1	2	3	4	5	1	2	3	4	5	6		
		6	7	8	9	10	11	12	7	8	9	10	11	12	13		
		13	14	15	16	17	18	19	14	15	16	17	18	19	20		
27	PLD DAY (Students not in Attendance)	20	21	22	23	24	25	26	21	22	23	24	25	26	27		
		27	28	29	30				28	29	30	31					
6 15 20 25-30	PUE Forum - PD Day (Students not in Attendance) Progress Report + MAP (Up to Grade 10) PTC - School Day (Students Attend with Parents) Mid Term Break	October 202615							April 202719							4 15 18 25	Return to School Progress Report due PLD Day (Students not in Attendance) Start of IB Exams - Tentative
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
						1	2	3	4	5	6	7	8	9	10		
		11	12	13	14	15	16	17	11	12	13	14	15	16	17		
		18	19	20	21	22	23	24	18	19	20	21	22	23	24		
29	PLD DAY (Students not in Attendance)	25	26	27	28	29	30	31	25	26	27	28	29	30			
1 29	Return to School after Mid Term Break PLD DAY (Students not in Attendance)	November 202621							May 202717							7BC 16 20 23	The IB exam schedule in 2027 will start on 25 April and end on 19 May 2027 subject to confirmation in 2026 Start of Adha Eid Break (9 Dhul-hijja) - Tentative End of Adha Eid Break (13 Dhul-hijja) - Tentative Return to School after Adha Eid Break
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
		1	2	3	4	5	6	7	1	2	3	4	5	6	7		
		8	9	10	11	12	13	14	2	3	4	5	6	7	8		
		15	16	17	18	19	20	21	9	10	11	12	13	14	15		
16 18 20	Last day of End of Term 1 Exams (Grades 6-11) Qatar National Day Start of Winter Break	22	23	24	25	26	27	28	16	17	18	19	20	21	22		
		29	30						23	24	25	26	27	28	29		
									30	31							
16 18 20	Last day of End of Term 1 Exams (Grades 6-11) Qatar National Day Start of Winter Break	December 202613							June 202718							17 24 29	Last day of End of Year exams (Grades 6-11) Last Day (Students) - Final Report Card (S2) Last Day (Teachers) / 27-29 Curriculum Planning & Review
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
					1	2	3	4	5	1	2	3	4	5			
		6	7	8	9	10	11	12	6	7	8	9	10	11	12		
		13	14	15	16	17	18	19	13	14	15	16	17	18	19		
3 4 14 26	Return to School - All Staff (Curriculum Planning) Return to School - Students Full Report Card (S1) PTC - School Day (Students Attend with Parents)	20	21	22	23	24	25	26	20	21	22	23	24	25	26		
		27	28	29	30	31			27	28	29	30					
3 4 14 26	Return to School - All Staff (Curriculum Planning) Return to School - Students Full Report Card (S1) PTC - School Day (Students Attend with Parents)	January 202720							July 20276							Summer Break	
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
							1	2					1	2	3		
		3	4	5	6	7	8	9	4	5	6	7	8	9	10		
		10	11	12	13	14	15	16	11	12	13	14	15	16	17		
26	PTC - School Day (Students Attend with Parents)	17	18	19	20	21	22	23	18	19	20	21	22	23	24		
		24	25	26	27	28	29	30	25	26	27	28	29	30	31		

Section 1: General Employee Guidelines

Annual Performance Appraisal

All staff will be evaluated annually using the Qatar Foundation Performance Appraisal System, which is designed to determine staff performance on specific competencies related to each staff member's respective job as well as on annual goals. The Appraisal Plan consists of two processes, the performance appraisal and the objective setting.

The probationary plan will be published following completion of three months successful employment. Nationals who have been confirmed against targeted positions on completion of the CDP are exempt from probation. No employee shall remain on probation beyond six (6) months and if not terminated within this period, shall be deemed as a confirmed employee.

Awsaj Academy Teacher Evaluation Competencies

Staff competencies are evaluated and make up 30% of the evaluation.

Goal Setting and Performance Evaluation

Teachers and staff develop 3–5 SMART goals (Specific, Measurable, Attainable, Relevant, and Time-bound) that account for 70% of their total evaluation. This process is rooted in a cycle of continuous improvement, as detailed in the graphic below.

Goal Alignment & Development

- Strategic Integration: Goals must align with Awsaj Academy's strategic plans and the employee's specific job description.
- Collaboration: Staff establish goals in coordination with their supervisors. Teams may brainstorm together to ensure individual activities support departmental and organizational objectives.
- Actionable Plans: Employees are responsible for breaking goals down into daily action plans and schedules.

Documentation & Review

- System Entry: Goals are entered into the performance appraisal software during the annual cycle or mid-term reviews.
- Flexibility: The portal opens periodically throughout the year to allow new employees to set goals and current staff to review or update theirs.

Purpose of Appraisals

Performance appraisals serve as a vital communication tool between management and staff. They are designed to:

- Clarify Roles: Align expectations and provide feedback on performance.
- Recognize Excellence: Acknowledge effective practices and boost job satisfaction.
- Support Growth: Systematically identify training and development needs to provide targeted professional support.

Support

While the evaluation is ultimately completed by the teachers' direct supervisor, individual teacher leaders play an instrumental role in helping teachers develop and monitor their individual goal. Awsaj Academy takes an instructional and proactive approach to help staff who are not proficient in demonstrating the skills necessary for their job. When a staff member is not performing effectively, a tiered approach will be used to provide the necessary interventions to help make staff proficient. The final tier of intervention for staff performing below standard could include a range of responses, from formal reprimands to non-renewal of contract for the next year to immediate termination. Please review your contract for a more complete explanation of the terms of your employment. Please refer to Section 6 of the Qatar Foundation online HR manual for more detailed information.

Attendance at School for Staff

Staff working hours are 6:45 to 2:45 p.m., Sunday through Thursday, provided all duties for that day have been completed or unless your attendance is required at a previously scheduled meeting or event. All staff must report to school and be ready to meet students by 6:45 a.m. For safety reasons, any time staff leaves campus for any reason during the workday, they are to notify their immediate supervisor, and upon returning to campus.

Staff members who have difficulties arriving at work on time will receive adequate warning. If tardiness becomes a problem, the staff member will be placed on a plan of improvement, and the annual performance evaluation will reflect staff tardiness.

When staff are not teaching classes or working directly with students, time should be spent on work-related activities, such as planning, meeting with specialists and other colleagues, holding parent conferences, keeping records up to date, collaborating with other staff, collecting student data in intervention or other classes, etc.

Prayer Time

All Muslim employees will be allowed reasonable time off during work periods to fulfill their religious obligations.

Lunch Break

All employees are allowed a 30-minute break during working hours.

Attendance at Meetings

All staff members are expected to attend scheduled meetings as required. Promptness is essential to the success of all meetings. All staff members are expected to attend certain events as required including Open House/Back-to-School Night, Parent/Teacher Conferences scheduled outside of the normal school day, and Graduation. ***QF Policy 5.1.9 EMPLOYEE ATTENDANCE***

Absence, Leave and Vacation Days- Staff

Please refer to Section 8 of the Qatar Foundation online HR manual for detailed information on sick leave, annual leave, and other circumstances that may require leave. Below is a basic summary of this information.

Qatar Foundation employees can take up to 10 sick days per year. These days are not personal days but are intended only for illness. If a staff member must miss work for personal reasons, rather than illness,

please see the excerpt above from the Qatar Foundation HR manual, Section 5.1.9, e., which provides limited provision for staff to take care of personal business during the school day, on rare occasions. Any work missed due to personal reasons, and not illness, must be approved by the principal or appropriate head, and the director.

If absence is unexpected, as in illness or emergencies, please follow the appropriate procedure please fill in the Awsaj Absence Request Form.

Upon return, fill in the Leave Request Form on the ERP within 48 hours of your return.

If an absence is known in advance, please give immediate notice. This would include medical appointments. (Every effort should be made to schedule such appointments outside of working hours.)

Unless otherwise authorized, any absence on the day immediately prior to or following a vacation period will be unexcused and result in a loss of salary. **Loss of salary will include all days that connect with these days.** For example, if you are absent the day after vacation and for the next four days, salary will not be paid for any of those days. If a staff member is sick on those days, it will be necessary to obtain a doctor's excuse in order to be paid. This is also applicable for the weekend, if the absence is 2 days connected before or after the weekend.

Unpaid leave

May be granted as an extreme exception at the discretion of the Director. Unpaid leave deduction for faculty is based on an annual salary for 185 working days. One day of unpaid leave equals 1/185 of the annual salary. Unpaid leave will be reflected in the annual performance evaluation.

Recruitment leave

Staff members who do not renew their contracts are eligible to attend recruiting fairs for up to 5 working days. These days do not count as part of the 10 days of sick leave. Prior to accessing recruitment leave, permission from the director is required. Staff must provide documentation of attendance at the fairs.

Holidays

Qatar's holidays are primarily Islamic. The main one is Ramadan, a month when everyone fasts between sunrise and sunset to conform to the fourth pillar of Islam. Eid al-Adha, is the other main feast of the year, marking the time when Muslims should make the Hajj (pilgrimage) to Mecca. All of these holiday dates vary due to the lunar calendar. Qatar's only non-religious holidays are National Day, on December 18th and National Sports Day on the second Tuesday of every February.

Documenting Student Attendance

The grade-level teachers take daily attendance via PowerSchool and Google Doc each morning. Students should be encouraged to make up for all work missed within a reasonable period. Parents are encouraged to advise school if absence will be extended so that work can be sent home. Please consult the 2026-2027 Student Handbook for more information about student attendance.

Dress Code for Staff

Please consult the Qatar Foundation online HR manual, Section 10, for information on employee conduct and work ethics. In addition to this, we would like to share with you some direct and indirect comments and observations shared by parents, QF officials and staff.

Importance of Dress Code

- Our students, their parents, our administrators, and the greater community all need to trust us to be mature, professional, capable, and competent.
- Our outer appearance is their first indicator of these inner characteristics.
- There is a difference between what is professionally appropriate and what is culturally appropriate.

Guidelines on Professional Attire

- Appropriate Clothing: blouses, tops, shirts and jackets, sweaters, dress shirts, casual shirts and turtlenecks, sports jackets, suit jackets, suit pants, slacks, pants, dresses, skirts, and skirted suits. Skirts below the knee or split below the knee are fine.
- Inappropriate Clothing: midriff tops, tank tops, halter tops, sweatshirts and shirts with bare shoulders or very short sleeves, shirts with offensive words or print, jeans, exercise pants or sweatpants, leggings, short shorts, bermuda shorts, bib overalls, form fitting pants for biking, beach dresses, sun dresses, mini-skirts or thin strap dresses.
- Appropriate Footwear: flats, dress heels, loafers, clogs, conservative walking or athletic shoes, leather deck-type shoes, boots and sneakers fit to wear at work.
- Inappropriate Footwear: high heel stilettos, slippers, flip-flops and flashy athletic shoes.

How to decide what is appropriate

- loose-fitting and well-tailored is best.
- perfume should be used moderately.
- hair should be natural looking.
- do not expose body piercings or tattoos.
- avoid very low or very wide necks
- shirts should be three- quarter length, covering the elbow
- If you question it, then don't wear it to work.

Avoid in public places

- tight clothing
- see-through clothes
- short shorts
- strapless tops or dresses
- beach clothing
- clothes with inappropriate writing

Emergency Procedures

[Lockdown & Emergency Response Procedure](#)

First Aid

The nurse is in the Health Clinic. For elementary students, the Nurse Assistant is in the Health Room in the Early Childhood hallway. Homeroom teachers should arrange for students to meet the school nurse during the first week.

For minor first aid, students can be sent directly to the nurse with a pass. However, please call first to be sure that she is in her office. For medical emergencies that may require either an adult to accompany the child to the nurse or for the nurse to be summoned to your room, please call reception, and state the nature of the emergency. Assistance will be provided with all urgency.

Medical for Staff

Our School Nurse is for staff members as well, but only for minor concerns. If you are not feeling well, please see her first. She will advise you as to whether to go to the QF clinic or to go home.

Medical for Students

See the Student Handbook for details for the following areas:

- Returning students must have a current medical form on file for continued attendance.
- Emergency Medical Authorization- all students are required to have a properly completed Emergency Medical Authorization form on file in the office.
- Medication- only the nurse or other designated clinical staff may administer medication to a student.
- PE Excuses- the nurse may excuse a student from PE for up to 3 days if necessary. After 3 days, the student must obtain in writing the recommendation for activity level from a licensed medical provider.
- Exclusions from School Due to Illness (Awsaj Policy on sending students home)- if you have concerns about the health of a student, first call the nurse and then send the student to her. The nurse will decide if the student should go home or stay in school.

Leaving Staff Processes

Leaving staff members must finalize various processes before departure. The HR office will provide more details and information to leaving staff by March of each year.

Shipping-The HR office will help you prepare the required documents for shipping.

QLM Insurance Coverage- Ecard is used for hospitals and doctor appointments. More information shared from HR and QLM.

On-Campus Accommodation/ECCH/Other Accommodation- Please note that housing clearance procedures apply to all staff members currently allocated to the QF accommodations. School will notify the housing department with a list of leaving staff, then housing will be in contact with staff to conduct a joint physical inspection with the QF Accommodation Office in order to obtain a preliminary clearance certificate.

Residency Permit/Immigration/QF ID Card- Original passports (all family members), multi-exit permits and valid ID cards (immigration and QF) need to be handed over to the HR office to arrange for residency cancellation. If you are planning to remain in Qatar with another sponsor, please seek the Director approval for a release letter required for your sponsorship transfer.

Bank Accounts- Qatar Foundation will be in touch with QNB to inform them of leaving staff members.

Ooredoo/Vodafone- All telephone bills, cablevision and internet subscriptions must be transferred back to QF ownership.

Indemnity Payable on Resignation

I. Resignation with Notice: provided the employees give appropriate notice of resignation, he/she will be paid:

- Salary and allowances, as appropriate up to and including the last day worked.

- Payment of End of Service benefit for eligible employees if the length of service is more than one (1) year.
- One way air ticket and shipping assistance for sponsored employees and their eligible dependents to Point of Origin (unless a sponsorship change has been approved).
- We will be able to process your final payment upon receiving your and your dependents original passports by the first week of June.

II. Resignation without Notice: if the employee does not give appropriate notice of resignation, they will be entitled to the following payments only:

- Salary and allowances, as appropriate up to and including the last day worked.
- One way air ticket and shipping assistance for sponsored employees and eligible dependents to Point of Origin (unless a sponsorship change has been approved).
- NO end of service will be paid.

Exit Interview- Leaving staff may also be asked to conduct an exit interview with the Director and possibly with QF/HR Main Office. Also, an online exit interview survey sheet will be conducted with leaving staff. It is designed to elicit your honest feedback from which the organization can learn of its shortcomings, with the primary aim to improve our organization, and provide an opportunity to enable transfer of knowledge and experience from the departing employee to a successor or replacement. All information provided by you will be kept confidential and used only for the purpose of organizational improvement.

Ordering and Purchasing

Curriculum Materials

All curriculum materials are purchased through the office of the Principal, Assistant Principal or Teacher Leader, and are selected according to the strategic objectives and priorities of Awsaj Academy. Ordering for the next school year is typically completed in January through March of the current school year. Specific ordering instructions and approval process will be shared with staff prior to that time. If teachers have specific requests for instructional materials during the current school year, please work directly with the principal, curriculum coordinator, or teacher leaders.

Stationery and School Supplies

At the beginning of the school year, new staff members will be provided with a set-up of basic classroom supplies. This includes staples, paper clips, pens, pencils, whiteboard markers, etc. Extra supplies and materials that are not available on-site, you can fill out a Local Material Request Form clearly specifying your request and submit the approved form to Procurement Coordinator or General Services Assistant.

Petty Cash

- Ensure pre-approval before purchasing of items/services. A soft copy of the petty cash voucher will be available on the Shared Drive.
- The limit for each claim is QAR 1,000/-.
- No consecutive invoices are allowed.
- Ensure only cash invoices are submitted.
- Online receipts are not accepted.
- An email needs to be sent and approved by the Administration.
- All claims must be submitted during the month, or the following month at the latest, as if may be rejected.
- Please keep receipts clean and readable.

- Credit card payments are to be evidenced through the relevant credit card billing statement.

School Facilities

Building Use- The school building is normally open 24 hours a day, 7 days a week.

Keys and Security- The Building Supervisor is responsible for the issuing of keys. No keys shall be duplicated without permission. Keys should be turned in to the Building Supervisor when leaving for the summer or at the end of the contract. Keys should not be loaned to anyone. Lost keys should be reported immediately to the Building Supervisor so measures can be taken to maintain safety and security and to protect Qatar Foundation (QF) property. Classrooms and offices will be locked by security at the end of the day. Staff members are strongly advised not to leave valuables in the room. Please use your locking cabinets as a storage place for items of value. Awsaj will not be held responsible for valuables left in rooms by any staff member.

Cafeteria- Staff can purchase snacks and lunch in the cafeteria. A salad bar and a la carte items are available currently. Lunch from home may be brought to the cafeteria. Take-out is available from the cafeteria as well.

Copying- Photocopiers are in the copy room near the main office, in the elementary staff room, and in the upstairs staff workroom. Students should not enter the staff copy or work rooms.

Any requests for photocopying large orders may be made in the secondary school copy room. The clerical staff will complete the copying and return it to the staff member. Please allow a 2-day turn around or longer for more involved requests. These are designed as limited print runs. All long runs (major print jobs) should go to a printer once approved by the director. Please plan for large printing requests. ***Please do not send students with requests for copies.***

The copyright laws make it illegal for anyone to duplicate copyrighted materials without permission. Severe penalties are provided for unauthorized copying of all materials covered by the act unless the copying falls within the bounds of the “fair use” doctrine. Any duplication of copyrighted materials by QF employees must be done with permission of the copyright holder or within the bounds of “fair use”, as set forth in board policy.

Laminating machines are in the copy room and the elementary staff room. All requests for laminating are to be placed in the appropriate box. Please allow a 3-day turn around. Proper usage of QF corporate assets is always required. Please leave the laminators in the staff room, they should not be removed.

Lost and Found- Lost and Found items should be turned in at reception. Please have your students check for their lost items. Please help to ensure that personal items are marked with the student’s name.

Technology Use Policy and Procedures

Awsaj Academy Internet Use Guidelines- the following guidelines are designed to reflect the policies of Awsaj Academy referred to as “the School” in all areas of internet usage:

- Access to the internet is a privilege. This privilege will be rescinded if an individual’s internet usage is contrary to these policies.
- Awsaj Academy will educate students on what to do should they encounter inappropriate material on the internet that is contrary to Awsaj Academy policies on internet use. In the event

that a student or students are accidentally exposed to such material, the school shall assist the student or students, along with his/her parents, in the best ways to deal with exposure to such material.

- If any difficulties are experienced regarding the use of computers, staff members are asked to contact Awsaj IT staff at 4-2105 or at pit@qf.org.qa.

Smoking- For everyone's safety and comfort, Awsaj Academy is a smoke-free environment. *No smoking is permitted anywhere on the site.* There are no designated smoking areas. Please note that this policy will be strictly adhered to as we have students and staff with allergies and medical conditions that make it hazardous for their health to be around secondhand smoke.

Telephone/Fax Staff Use- Teachers are free to use the telephone and/or fax for local business. If your telephone has voice mail capabilities, please see the General Administrative Assistant Officer to get help in setting it up.

Vehicles on Campus- Staff members are expected to register their vehicles and receive a vehicle tag. Please see the General Services Assistant for details. Staff need to park in the West Car Park.

Visitors- All visitors to Awsaj Academy, including family members of staff, must sign in and out at reception and receive a visitor badge. All parents need to have a visitor badge prior to visiting classes. This tag should be returned when leaving the premises. Parents or other visitors who wish to visit classrooms must first request permission from either the director or the principal.

Library

The Awsaj Academy Library provides a welcoming and supportive learning environment for students and staff. The library offers a wide range of print and digital resources to support the curriculum, independent learning, and recreational reading. The library is open from **7:00 AM to 3:00 PM**.

Teachers are welcome to bring classes to the library for reading, research, or curriculum-based activities. To ensure availability, classes must be booked in advance using the **Library Booking Schedule** available on Google Drive.

Online Library Catalog

Teachers and students can search the library collection through the **Qatar Foundation Schools Library Catalog** by visiting library.qf.org.qa

To search for library materials:

1. Open the online library catalog.
2. Select **Awsaj Academy Library** as the library location.
3. Enter a search term in the search box.
4. Choose a search category (**Keyword, Title, Author, Subject, or Series**).
5. Refine your search using the available filters, such as **Material Type, Reading Level, Interest Level, or Reading Programs**.
6. Review the search results to check the book's availability, location, and call number.

Library staff are available to assist teachers and students with locating resources and using the online catalog whenever needed.

Library Rules

- Food and drinks are not permitted in the library.
- Please help maintain a quiet and respectful learning environment for all library users.
- Library materials must not be removed without completing the check-out process.
- Teachers may borrow library materials for **two weeks** from the date of check-out.
- Teachers are responsible for returning borrowed materials on time and in good condition.
- Any lost or damaged library materials must be reported to the librarian immediately. Replacement costs may apply where appropriate.

Library Support

The library staff can assist teachers with:

- Recommending curriculum-related resources.
- Preparing classroom book collections upon request.
- Supporting research and information literacy.
- Assisting students in selecting books appropriate to their reading level and interests.

Book Recommendations- Teachers and students are encouraged to recommend books and other resources for the library collection. The library continually develops its collection to support the curriculum, promote literacy, and encourage a lifelong love of reading.

Section 2: Instructional Program Guidelines

Assessment and Grading- Specific information regarding assessment and grading will be provided by the principals at each level during the 2026-2027 school year. However, all teachers are expected to maintain up-to-date data, using progress monitoring notes and common assessment data collection sheets. All teachers will be expected to follow school-wide assessment practices and maintain individual student performance dates.

Communication- Staff members are expected to maintain frequent contact with parents. Seesaw will be the main platform for communication. Parents may also be contacted by phone (from school lines), by email, and by notes sent home with students. In person and virtual meetings using Microsoft Teams are encouraged as well. Building a positive relationship with parents is vital and expected. All staff members who communicate with parents should maintain a communication log to monitor frequency and form of communication and content of communication. Staff members are requested not to share their personal phone numbers with parents and students.

Parent/Teacher Conferences- Formal Parent/Teacher Conferences are scheduled two times per year as per the school calendar.

Report Cards- Report cards will be made available electronically through PowerSchool at the end of each quarter. During the first and third quarters, comments only are given. During the second and fourth quarters (end of each semester), both comments and grades are provided.

SMS Messages- The school can send SMS messages when letters, permission slips, report cards, etc. are sent home. SMS messages can be sent to one or more grades; we cannot send individual SMS

messages. Messages can also be sent in Arabic. SMS messages are sent through the school secretaries or the PR Office, not by individual staff members.

Behavior and Discipline for Students

Discipline and Behavior Expectations

Awsaj Academy staff members are committed to being proactive and preventative when it comes to discipline issues. Our top priority is the safety and security of all students and staff. PBIS (Positive Behavior Intervention Support) is a proactive, preventative approach to increasing positive behavior through direct instruction. Awsaj Academy Elementary uses PBIS as well as the Positive Discipline approach, and it is expected that staff members support and be involved with the planning and implementation of PBIS and Positive Discipline strategies.

5 School-Wide Practices of P.B.I.S.	
Define	Simple school-wide procedures
Teach	Intentionally teach and have students practice expected behaviors. Reteach as necessary.
Remind	Clear in-the-moment reminders
Celebrate	Regularly
Re-teach	Classroom procedures for minor problem behaviors

Our beliefs

- The classroom teacher is responsible for building relationships and managing behavior in the classroom. Each teacher has classroom agreements and expectations.
- Every staff member has the responsibility of helping students meet school-wide expectations. Appropriate motivating techniques will be used to maintain student behavior. Uncooperative, severe, or constant violations will be documented (SWIS) for follow-up and intervention purposes.
- Students will consistently be encouraged and given support to demonstrate appropriate behavior and to correct inappropriate behavior. They will be provided ample opportunities to make positive choices.
- Consequences, if used, will be logical and appropriate. Our focus will be on mistaken goals or on the function of the misbehavior as well as prevention and intervention.
- Increased parent involvement is the key to improving student behavior.
- All teachers and staff, as well as parents and students, are expected to be familiar with behavior expectations and to be able to support its implementation.

Student Safety

Safeguarding

We recognise the importance of creating a nurturing, inclusive, and secure environment where every student is supported to reach their full potential. We are committed to meeting each learner's unique strengths and needs, enabling them to thrive academically, socially, emotionally, and in their overall well-being. Every member of our staff upholds the highest standards of safeguarding, ensuring that every student feels safe, respected, valued, and empowered to learn and grow.

Awsaj's Safeguarding Team meets regularly to review safeguarding practices, monitor student welfare, discuss concerns, and ensure a coordinated and proactive approach to keeping every student safe.

All staff, as mandated reporters, are required to record safeguarding concerns promptly and accurately using MyConcern and follow the school's safeguarding procedures.

The safety of our students is of utmost concern. Students should be taught and supervised in the following routines to best assure their safety:

- Students will not be present in any classroom during break or lunch unless under direct supervision.
- All students must be always supervised. Teachers are to arrive in the classroom before student arrival and students should be under direct supervision while in class.
- If a student does not arrive as expected, call reception with an inquiry. It will be determined if the student is with the nurse, absent, etc. and you will be informed. Keep accurate records of student attendance and tardiness.
- Elementary students may not use the elevator unless accompanied by an adult. Exceptions may be given for medical reasons or if the student is a member of the Student Council. Students will have a pass if warranted.
- Awsaj staff members must wear the QF ID attached to the Awsaj Orange Lanyard when in the building.



Professional Learning

At Awsaj Academy, professional learning is based on the strategic objectives and priorities of the school and takes place mainly through job-embedded opportunities provided through daily and weekly collaboration with colleagues, instructional coaches, administrators, and through external consultants. Several opportunities are available to staff who wish to participate in professional development beyond what is provided as part of their daily duties:

1. EDI (Education Development Institute) offers a variety of relevant training throughout the school year for staff members. Offerings will be shared with the school community at the beginning of the year and throughout the school year as needed.
2. Opportunities will be provided to participate in training or conferences outside of Awsaj, at the discretion of the Director, to support the strategic objectives and priorities of Awsaj Academy.

Individuals or departments may submit a request to attend professional learning in alignment with strategic objectives and priorities of Awsaj Academy.

Qatari staff may request support from the Director for specific training that is aligned with the overall goals of Qatarization and is in alignment with the strategic objectives and priorities of Awsaj Academy.

Staff Roles and Responsibilities

Communication- Staff members are expected to check their school email daily. Update your contact details with the school and make sure to keep a copy of the staff phone list available in case of emergency.

Computers/Internet- use of or access to Awsaj Academy computers and computer software is limited to Awsaj Academy employees and students. Use of computers is for the performance of official and approved assignments only. Use of Awsaj Academy computer equipment or software for personal projects is prohibited. Only software purchased by Awsaj Academy/QF may be loaded onto Awsaj Academy/QF computers. Software licensed to Awsaj Academy/QF shall not be used on computers not owned by Awsaj Academy/QF. Awsaj Academy/QF software shall not be copied for personal use. The Internet is for professional use only. Inappropriate use and/or transmission of any material in violation of the organization of the State of Qatar regulations, is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by a trade secret.

Confidentiality- Confidentiality for both students and staff is of the highest priority. No discussions of students or of students' participation in Awsaj Academy, their reports, their academic abilities, and their progress are to be shared and discussed outside of Awsaj Academy. Within the school, the student is only to be discussed with the appropriate professionals and only on a need-to-know basis. If outside agencies (e.g., other schools) request student information, check with the admissions officer to see that the parents have signed a permission form. DO NOT provide information without the permission of the parents. Under all circumstances, the parents or guardian must provide written permission for the release of information. Both parents must agree for information to be released to designated parties. If the parents are not in good financial standing with the school, information cannot be released.

Covering Classes- We will try to have a substitute when a teacher is absent, but if not possible, you might be asked to cover for a colleague. All teachers are required to maintain current emergency lesson plans on the Shared Drive-Awsaj Elementary Staff 2026-2027- Programming and Planning- Emergency Sub Plans. Teachers are expected to update these emergency plans on an as-need basis.

Duty- Staff will participate in various duty assignments dependent on their weekly class hours. These are arranged for coverage during break, lunch, Prayer, and before and after school. Principals will be assigning duty and providing a schedule to staff.

Educational Field Trips- General guidelines for requesting an education field trip are outlined below. Please note that all international requests for field trips will be subject to board approval and review by the Risk Management Office of Qatar Foundation.

Field trips within and outside of the country are scheduled throughout the school year. These trips are designed to support the classroom curriculum and to help students explore ideas that flow from their classroom instruction. Parents are to be given sufficient advance notice to include the educational purpose, trip date, destination, costs, etc. Parents will be asked to sign a field trip form confirming their knowledge of the trip. Students may be requested to pay the cost of meals, entrance fees, and transportation. It is expected that all students on field trips will wear their school uniforms unless permission is given to do otherwise.

Student attendance on local field trips is expected. Participation in international field trips is restricted to students who are in good academic and behavioral standing. To help students and their families recognize the educational opportunities afforded by a field trip, teachers are asked to have pre- and post-activities that affect the student grades.

Field trips must be [planned in advance using the field trip form](#). All field trips will fall under four headings and have a set number for the whole school for the year as identified in the field trip form:

Curriculum = 50

Cultural Education = 20

Fun = 10

Qatari Heritage = 20

Total = 100 Trips

Teachers must submit an educational field trip request e-form through the Electronic system **three weeks** in advance of the in-country proposed field trip (if international travel is involved, this information must be submitted to the school Director 6 months before the trip). The PR office should be informed as well to take care of communication with any outside agency.

The Pre-request form must be completed via Ava AI electronic form. Once completed, the E-form will be sent directly to you for completion and signature. It contains the following information:

- educational purpose of the field trip
- the class, date, time of departure and time of return
- any special arrangements needed such as transportation, special visit permissions
- Staff and student numbers

Once the e-form has been completed , it will automatically be sent to the correct people for approval. Once approved, the trip leader will receive the trip folder from the school secretary.

The teacher will be responsible for completing the field trip folder which will be given to them by the school secretary:

- an alphabetized list of students expected to go on the field trip submit an approved letter to admin support for **translating at least one week prior to the trip**.
- permission letter
- Risk assessment(available in drive)
- distribute and collect the field trip permission forms.
- Complete after trip Activity Evaluation Form
- Complete Incident Reports
- inform the PR office for communication with outside organizations (if needed.)

Students who do not return the field trip parent agreement form and the emergency medical form will not be permitted to participate in the field trip.

Once the trip , the incident form and Activity Evaluation have been completed and placed into the trip folder, everything should be returned to the secretary for MOI Presentation at end of the year

Forms collected for all school events will be sent to the school secretary as received and then collected from her to be taken on the trip.

Teachers must provide the security and supervision necessary to insure the health and safety of the children in their charge and to enforce the school rules and regulations.

The first aid kit (available in the nurse's office) must accompany the class on the field trip. The nurse will provide medications and other items as needed.

A mobile phone must be taken on all trips.

An Arabic-speaking teacher shall participate in all trips except when deemed unnecessary by the principal.

Gifts/Benefits/Parties- Staff members cannot accept expensive gifts or benefits. If a student wishes to give a gift to a teacher, we encourage homemade cards, other small items made by the student, or small gifts that cost no more than QAR 200/-. Staff members should not visit the homes of students without the express invitation of the parents and prior approval by the principal or director.

Class celebrations are held at the discretion of the teacher for special occasions and holidays. We have asked parents to be careful in what is provided for celebrations and parties and to consult the teacher if there is a doubt as to what is appropriate. All parties must be approved in advance by the principal.

Homework- Please refer to the 2026-2027 Student and Parent Handbook for guidelines on homework. Any homework assigned must be developmentally appropriate and used as review rather than new learning.

Lesson Plans- All teachers are expected to develop and update their lesson plans for all students and for all courses taught. Lesson plans should be available on the Shared Drive and reflect student learning objectives as well as the Individual Education Plan (IEP), and Individual Learning Plan (ILP) where applicable, and/or other documents pertinent to the student's individualized program. Teachers should prepare and post on the Shared Drive thorough, up-to-date unit and weekly plans which include:

- Objective/Learning Target
- Standards being taught
- Activities (daily, list activities to support objectives)
- Evaluation (regularly assessing whether students are meeting objectives)
- Homework if applicable (when assignments are given or due)
- UFLI
- Differentiation
- SEL Lessons

Observations:

Teacher leaders conduct regular classroom observations to provide coaching, instructional support, and opportunities for professional growth.

Administrators conduct formal classroom observations to provide the required evaluative feedback and ensure high standards of teaching and learning.

Meetings- Staff members are expected to attend and be on time for required meetings. School-Level Meetings, Committee Meetings, Grade Level Meetings and Planning.

Mobile Phones- Staff cell phones should be away and out of sight during instruction or student supervision time, unless there is an exceptional need for its use during a lesson, student dismissal, or for emergency communication. Professional conduct is expected with the use of mobile phones during the school day. Mobile phones are **NOT** to be used for personal use during instructional time. The

SeeSaw application can be used to record anecdotal evidence and to communicate with parents. Photos can be taken of children using the SeeSaw application as they are **NOT** stored on your personal device. Please **DO NOT** keep photos of your students on your phone. This is a child safeguarding issue.

Photos and Videos- All students and staff will have school photographs taken during the school year. If parents do not wish their child to be videotaped and/or photographed for use outside the school community, they must provide written notification to the school by completing the appropriate form included in the Student Handbook. If written notification is not received, Awsaj Academy will assume that parents have granted their permission. Due to child protection and safeguarding concerns, photos should only be taken on school devices and not personal devices. If photos are taken on a personal device, this should only take place through the SeeSaw application.

Privacy Issues- Employees shall have no expectation of privacy or restricted access to any information generated during their official duties or entered in any Awsaj Academy/Qatar Foundation computers. Employees waive any right to privacy in email messages and consent to the access and disclosure of email messages by authorized employees.

Employees shall only use passwords or other encoding, or security mechanisms as assigned by Qatar Foundation computer system(s) administrator or other officials designated by the director. The use of a password does not affect the employer's right to monitor. All forms of electronic communications may be monitored by the employer to ensure the systems are only being used for official purposes.

Please note: If any employee does not agree with this policy it is suggested that they maintain a personal computer and email access for his/her own personal use. Having a Yahoo address (for example) and accessing it on a school computer does not guarantee your privacy.

Privacy- Student Records- All employees must secure files containing confidential student information.

Student personal files are maintained in the secretary's office and are highly confidential records that may not be removed from the office. No portion of these records may be photocopied without the knowledge and permission of the secretary or principal.

It is essential that students and their parents feel confident that information related to them is treated in an appropriate manner. Due attention must be paid to the need for non-disclosure of file content outside Awsaj Academy facilities and only to staff members involved in the student's educational program.

Review student records in the conference room only. Do not talk about students during social events or in public places. Documents related to students should be shredded, not thrown in the recycle bin or garbage, see administration for questions. At the end of the year, all student files should be handed to the next teacher or placed in student personal files near the office.

Professional Conduct- It is your responsibility to familiarize yourself with Section 10 (Employee Relations) of the Qatar Foundation HR manual, available online. All Awsaj Academy staff are expected to abide by the employee conduct and work ethics guidelines outlined in Section 10.

Recognizing Colleagues- Supporting colleagues and fellow community members is encouraged and expected in order to further build up the Awsaj family.

Telephone Use- Student- Students are not permitted to use the telephone unless it is an emergency. The student needs the teacher's **written** permission to use the phone. In the event of a sports or other extra-curricular cancellation that affects that particular day, students will be permitted to call parents or guardians.

The Teaching and Learning Center (TLC)

The Learning Center (TLC) is a member of Qatar Foundation and serves as the centralized student support services team across QF schools and the community. At Awsaj Academy, TLC specialists work alongside school staff to provide individually designed assessment, intervention, and support services for students with identified learning, developmental, behavioral, and communication needs.

TLC's vision is to build and empower an inclusive educational culture in Qatar. Its mission is to:

- Create and sustain inclusive learning communities
- Partner with schools, families, and key stakeholders to educate the whole child
- Deliver world-class, student-centered, and supportive specialized services
- Practice the safest, most ethical, and most effective care possible
- Educate and inspire the next generation of faculty, staff, and leaders

Role of TLC members in Awsaj Academy:

TLC provides a range of services designed to support students who require more intensive assessment or intervention than classroom instruction alone can offer. At Awsaj Academy, these services include:

- Psychoeducational assessments to understand a student's cognitive, academic, behavioral, and social-emotional functioning
- Speech and language evaluations and therapy to assess and support students' receptive and expressive language, articulation, fluency, voice, and pragmatic communication skills across academic and social contexts.
- Occupational evaluations and therapy intervention targeting fine motor development, gross motor coordination, and sensory processing skills to support the student's access to the curriculum and classroom participation, helping increase the student's independence in school tasks and activities of daily living (ADL) .
- Consultation with teachers, school leadership, and families
- Development and monitoring of individualized plans
- Participate in the school's screening admissions process

Services are delivered in close collaboration with Awsaj Academy staff. All TLC service decisions are guided by data, and by a careful review of the student's needs, the school's readiness to support those needs, and the anticipated impact on the student's progress.

Our Commitment to Families

TLC values families as essential partners in supporting their child's education and environmental aspects. Parents are involved at each stage of the support and evaluation process.

Before any formal evaluation begins, a parent or guardian will be asked to provide written consent specifically for TLC specialists to evaluate. No TLC services will be initiated without that consent.

General school consents (signed for Awsaj) do not constitute consent to evaluate.

When the evaluation is complete, families are invited to a meeting where each specialist shares their findings. This is an opportunity for parents to ask questions, share their own knowledge of their child, and contribute to decisions about next steps.

Individualized Education Plans (IEPs)

Some students at Awsaj Academy receive an Individualized Education Plan, or IEP. An IEP is a written document that describes a student's current level of functioning, sets specific and measurable goals, and outlines the services, accommodations, and supports the school will provide to help the student make progress.

An IEP is developed by a team that includes TLC specialists, the student's teachers, school leadership, and the student's parents or guardians. Parent input is taken seriously throughout this process, and any suggestions raised during the planning meeting are carefully considered by the team.

Each IEP includes:

- A summary of the student's present levels of performance, including strengths, challenges, and areas of opportunity
- Annual goals focused on meaningful, measurable growth
- Short-term objectives that map the path toward each goal
- A description of the accommodations and modifications that teachers will put in place
- A summary of the type, frequency, and duration of services the student will receive
- Documentation of parent agreement and participant signatures

Progress toward IEP goals is reported to parents in alignment with the school's regular reporting cycle. IEPs are reviewed annually. Any team member, including parents, may request an earlier review at any time if the student's needs change.

Review and Discontinuation of Services

A student's need for individualized services is reviewed regularly to ensure that the support provided continues to match their current needs. The Student Support Team conducts formal evaluations of each student's progress and current services. Decisions regarding the continuation, adjustment, or discontinuation of support are driven by available data. Depending on these findings, the team may choose to modify support levels, seek additional evaluation, or determine that a student has developed the necessary strategies to navigate their challenges independently.

Services are discontinued if a student's needs are fully met or when clinical data indicates they have reached a natural conclusion in their progress, meaning intensive specialized intervention is no longer required. This collaborative process involves parents, teachers, and school leadership, ensuring that final decisions are clearly shared with all parties involved.

Awsaj Academy Elementary School

Staff Handbook Acknowledgment Form | 2026–2027 School Year

Important: Please read the 2026–2027 Elementary Staff Handbook thoroughly. Once you have read and understood the policies, procedures, and expectations outlined within it, please sign and date this form and return it to the Elementary Secretary by **August 27, 2026**.

Employee Acknowledgment

I acknowledge that I have received, read, and fully understand the guidelines, policies, and expectations set forth in the **Awsaj Academy Elementary Staff Handbook** for the 2026–2027 school year.

By signing below, I agree to:

- **Adhere** to all academy policies, operational procedures, and professional expectations outlined in the handbook.
- **Maintain** the professional and ethical standards required of staff members at Awsaj Academy.
- **Understand** that this handbook serves as a guide, and that the administration reserves the right to change, modify, or revoke any policies or procedures at any time with proper notification.

I understand that if I have any questions regarding the contents of this handbook, it is my responsibility to seek clarification from the Elementary Principal or Administration.

Signatures

Employee Name (Printed): _____

Employee Position/Title: _____

Employee Signature: _____ Date: ____ / ____ / 2026