

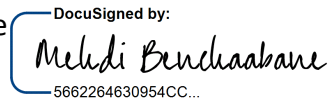
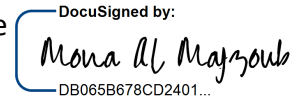
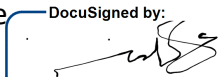


PRE-UNIVERSITY EDUCATION (PUE)

Admissions in QF Schools Policy & Guidelines

December 2025

Document Control

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Terminologies & Abbreviations

While developing this document, a number of terminologies and abbreviations were used. For ease of reference, there is a clear explanation for each terminology and abbreviation used within each section. However, the table below includes common terminologies and abbreviations that are used:

Term/Abb.	Explanation
GDL	Guidelines
MoEHE	Ministry of Education and Higher Education
QF	Qatar Foundation for Education, Science & Community Development
QF Mainstream Schools	Qatar Foundation Schools offering non-modified International Programs (IB, High School Diploma, AP).
PUE	Pre-University Education
P&G	Policy and Guidelines
POL	Policy

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Title	Admissions Policy & Guidelines	Code	PUE-ACD-P&G-008
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QF Schools Admissions Policy

POL1. Introduction

Qatar Foundation (QF) is committed to providing an equitable, transparent, and inclusive pathway for every learner who seeks admission to its schools. This policy and the accompanying guidelines establish a common framework that applies to all QF schools so that families experience clear, consistent expectations from first inquiry through enrollment, transfer, and re-enrollment. Grounded in international best practice and Qatar's national regulations, the framework sets out guiding principles, roles and responsibilities, decision-making protocols, and appeals procedures that together safeguard fairness, respect student well-being, and uphold the highest standards of educational excellence across the Foundation.

POL2. Purpose

The purpose of this document is to outline the principles and guidelines for admitting students to Qatar Foundation (QF) schools. It ensures a consistent, transparent, and inclusive admissions process across all QF schools, while allowing flexibility to meet the unique needs of each school's student population. This document defines Policies & Guidelines at PUE Divisional level. Procedures must be developed by schools/centers to operationalize these P&G.

POL3. Scope

The Admissions Policy & Guidelines apply exclusively to Qatar Foundation schools under the Pre-University Education (PUE) Division. This P&G must be followed by all PUE employees involved in any part of the student admissions process for QF schools.

This document (Version 1.0) enters into force for the academic year 2025/2026 and supersedes all previous admissions policies. It will be reviewed annually each April by the QF Schools Academic Affairs department in consultation with school directors; any mid-year regulatory changes will trigger an interim review. The master copy and revision log are stored in the PUE Governance Platform.

POL4. Key Terms and Definitions

- Admissions Committee: A school-based committee appointed by the School Director and responsible for reviewing student applications and making admission recommendations.

- Admissions Officer: A member of staff who manages and facilitates the admissions process, guides applicants, and supports the Admissions Committee.
- Alumni: Individuals who have graduated or formally completed their education at a QF school, with ongoing engagement through defined communication and service channels.
- Appeals Protocol: A structured process that allows applicants to contest admissions decisions when procedural errors, bias, or new information emerge.
- AAL (Arabic as an Additional Language) Learner: A student whose primary language is not Arabic and who may require additional language support.
- EAL (English as an Additional Language) Learner: A student whose primary language is not English and who may require additional language support.
- Gifted & Talented Learner: A student performing significantly above age-level expectations in one or more domains, identified through multiple measures (standardized tests, portfolios, teacher recommendations).
- Inclusive: Ensuring that all students are welcomed and supported, with equitable access to learning opportunities, provided the school has the capacity and availability to meet their needs.
- Learning Support: Tiered academic or behavioral interventions delivered by qualified staff and documented in an Individual Learning Plan (ILP).
- MAP (Measures of Academic Progress): Standardized tests used to gauge academic readiness and placement for applicants entering specific grade levels.
- MoPH (Ministry of Public Health): The government authority in Qatar responsible for public-health regulations, including immunization schedules.
- OA (OpenApply): The online admissions platform used by QF schools.
- Orientation Sessions: Structured events that help new students and families familiarize themselves with school environments, expectations, and routines.
- Oversubscribed: when applications exceed available seats.
- Parent/Guardian: The adult(s) with legal responsibility for the student – birth parent, adoptive parent or court-appointed guardian.
- Re-enrolment Deposit: A non-refundable payment required to reserve a student's place for the next academic year.
- Rolling Admissions: A process in which applications are reviewed continuously throughout the year without a fixed deadline.
- Sanad Coordinator: The designated staff member who oversees students with additional learning needs and gifted-and-talented provision and advises the Admissions Committee on reasonable adjustments.
- SEN (Special Educational Needs) Students: Students who require specific accommodations or support owing to learning difficulties or disabilities.
- Withdrawal Process: Procedures followed when a student exits a QF school, including mandatory exit interviews and clearance checks.

POL5. Guiding Principles

- All applicants are considered equitably, regardless of nationality, background, language, or learning needs. The admissions process is inclusive, with schools expected to provide reasonable accommodations where possible. Admission may be declined only when student's needs exceed the school's capacity to provide appropriate support.
- The admissions process is clearly structured, accessible, and communicated in a transparent and impartial manner. This ensures fairness and builds trust among schools, families, and the broader community.
- Timely decision-making supports effective planning for both families and schools, facilitating smooth student transitions and ensuring readiness.
- The policy is aligned with international and national educational standards—including those of the IB, MoEHE, and other specialized QF programs, ensuring consistency in academic expectations and curriculum delivery across all QF schools.
- Admissions decisions are guided by the best interests of the student, considering academic readiness, language proficiency, learning profile, and the school's capacity to support the student's success.
- The admissions process also reflects Qatar Foundation's strategic objectives by fostering educational innovation, inclusivity, and the development of globally minded learners.

POL6. Admissions Policy Statements

- All applicants are considered without discrimination based on nationality, ethnicity, language, gender, religion, or ability. Admissions decisions are made equitably and without bias. Qatar Foundation schools enroll students who are citizens or hold a valid residence permit for the State of Qatar, in compliance with MoEHE private-school regulations.
- QF schools are dedicated to supporting a diverse student population, including students with additional learning needs, and gifted learners. Reasonable accommodations are made wherever possible to meet individual needs, in alignment with the QF PUE Inclusion Policy.
- All admissions practices comply with the requirements set by the Ministry of Public Health (MoPH) and the Ministry of Education and Higher Education (MoEHE) in Qatar schedule for immunization and other health requirements. Health clearance shall be required before enrollment.
- QF schools operate a rolling admissions process, whereby applications are accepted and reviewed throughout the academic year. The same procedures are applied consistently, regardless of whether an application is submitted prior to or during the school year. As such, there is no fixed deadline for admissions. In cases where demand exceeds capacity, clearly defined priority

criteria are used, and qualified applicants may be placed on a waitlist for future consideration.

- Applicants must meet admissions requirements which include minimum academic levels as well as the student's attendance and behavior profile in their previous school, if relevant. Each grade level includes a screening assessment aligned with the standards for English Literacy and Mathematics as well as the Ministry of Education's standards for Arabic literacy. In some cases, a cognitive ability test may also be administered to support informed, student-centered admissions decisions.
- An appeal process is in place to ensure that families could request a review of admissions decisions.
- All applicant information is collected and processed in conformity with Qatar Personal Data Privacy Protection Law No (13) of 2016. Data is retained only for the period necessary to complete admissions, enrollment, and statutory reporting, after which they are archived or deleted according to QF records-management policy.
- Each school must submit an Annual Admissions Report to PUE summarizing acceptance rates, admissions of students with specific educational needs, gender and nationality balance, appeals outcomes, and compliance with MoEHE age-placement rules. Findings are reviewed at the Directors' Council to inform policy refinement and professional development.

POL7. Systems Control Policies

- Semi-Annual Review. The PUE Information Technology Team and the Academic affairs department must conduct a user-role and permissions review of OpenApply every 15 January and 15 July.
- PUE must ensure that admissions systems, including OpenApply, are subject to periodic access and control reviews to safeguard data integrity and segregation of duties.

POL8. Governance and Roles:

- Parents/Applicants shall upload documents to OpenApply and attend assessments.
- Admissions Officers shall guide families and support the Admissions Committee.
- Each school's Admissions Committee shall have a Terms of Reference (ToR).
- School Directors shall review/re-endorse ToRs annually in August. (Template ToR is included in Appendix B.
- Final admission decisions shall rest with the School Director.

The table below outlines the key stakeholders involved in the admissions procedure. It aims to clearly define and summarize each stakeholder's responsibilities to ensure consistent implementation, accountability, and alignment with the overall admissions process.

Role	Responsibility
Parent/Student (Applicant)	To enter and upload required admissions data and documents to Open Apply and attend admissions screening events as offered by QF schools.
Admissions Officer	To guide and support prospective parents/students through the admissions process, to assist the school-based Admissions Committee by providing admissions related documentation and information.
Admissions Committee	A committee appointed by the Director at each QF school. The committee works closely with the appointed Admissions Officer to make recommendations to the school Director for students to be admitted.
School Director	Appoint the school-based Admissions Committee/ Final decision rests with the School Director after committee recommendation.
Academic Affairs Department	Monitor alignment between school procedures and Policy & Guidelines Support with system development and training. Coordinate the three-year cycle review of policy and guidelines.

QF Schools Admissions Guidelines

GDL1. Admission Criteria

GDL1.1. Admission Age and Grade Equivalency Table:

Age on 1st September (at the start of the academic year).	QF Schools	US schools grading	UK schools grading	IB program equivalent
3	Pre-3	Nursery	Nursery	EC1
4	Pre-4	Pre-kindergarten	Reception	EC2
5	Kindergarten	Kindergarten	Year 1	KG
6	Grade 1	Grade 1	Year 2	PYP 1
7	Grade 2	Grade 2	Year 3	PYP 2
8	Grade 3	Grade 3	Year 4	PYP 3
9	Grade 4	Grade 4	Year 5	PYP 4
10	Grade 5	Grade 5	Year 6	PYP 5
11	Grade 6	Grade 6	Year 7	MYP 1
12	Grade 7	Grade 7	Year 8	MYP 2
13	Grade 8	Grade 8	Year 9	MYP 3
14	Grade 9	Grade 9	Year 10	MYP 4
15	Grade 10	Grade 10	Year 11	MYP 5
16	Grade 11	Grade 11	Year 12	DP 1

17*	Grade 12*	Grade 12	Year 13	DP 2
18+	Academic Bridge Program only.	College	Further education	Higher education

Clarification on Age Eligibility for Admission:

- In alignment with the Ministry of Education guidelines, the minimum age requirement for admission to Pre-3 through Grade 1 applies to students born on or before 30 September.
- Students born between 1 October and 31 December may be considered for admission only in schools with available seats and low application numbers. This exception does not apply to oversubscribed schools. This condition is optional and shall not be interpreted as a mandatory admission requirement.
- When a student applies for admission to a Qatar Foundation (QF) School from a government school or a private school following the National Standards, they must have successfully completed the equivalence of the previous grade level, regardless of their current enrollment. Grade placement and enrollment eligibility will be determined based on the student's most recent end-of-year transcript or report card, which will serve as official proof of completion of the previous equivalent grade.

GDL1.2 Admission Priorities

Admission priorities are determined based on the criteria outlined below. Seat allocation is managed at the individual school level, not across the QF schools' level. Each school will follow the established Admissions Policy and Guidelines when processing applications and assigning seats.

Each criterion carries a weight; the highest composite score takes priority if they pass the screening criteria:

Priority Criteria	Points
Sibling already enrolled	5
QF school Transfers (including Juthoor)	5
QF employee parent	4

Alumni child	4
Reserved-seat nomination	3
Gifted and talented students	3
Geographical location: within 5 kilometers from a specific campus	2
QF School employee parent in addition to being a QF employee parent	1

Clarifications:

- Weights may be locally adjusted with approval from PUE Vice President – QF Schools.
- Gender Balance (School-Specific Quota)

Admission decisions may take into consideration the need to maintain an appropriate gender balance within each grade level and across the school. Meeting the eligibility criteria does not guarantee admission if the required gender balance has already been reached.

- Nationality Balance (School-Specific Quota)

Each QF school may adopt one additional oversubscription criterion to preserve a balanced mix of Qatari and non-Qatari students in support of inclusion and diversity goals.

- The criterion must be approved by the School Board and published in the school's admissions procedures prior to the opening of the new admissions cycle.
 - Where two or more applicants hold identical total points, the school may apply its quota rule to differentiate:
 - *Example A – Qatar Academy Sidra:* priority is limited to a maximum 40 % per nationality.
 - *Example B – Other QF Academies:* an additional 2-point bonus is awarded to Qatari nationals when computing oversubscription scores, up to the school's published ceiling.
- All quota applications must be transparent, documented in the admissions file and reported in the school's Annual Admissions Report to PUE.
- *Reserved Seats: The Office of the PUE President may reserve up to two (2) seats per grade level at each school. Seats lapse automatically on 31 March if no

nominee accepts the offer and are then re-allocated via the oversubscription ranking.

- Children of newly hired Qatar Foundation (QF) teachers are eligible for admission as part of the teacher's contract. These children will undergo testing to assist in appropriate classroom placement and to identify areas of academic strength or areas requiring additional support.
- For tied applications (score the same on all criteria) time and date when the application was received will be used as a differentiator (earlier = higher priority).

Selective Programs:

Non-mainstream schools with a mission to serve a category of students with special talent, academic level or learning needs such as QAST, QMA, AWSAJ, RENAD and WARIF and Specialized modified programs will apply additional criteria during their selection process. These criteria should be clearly indicated on the application platform and these schools' website.

Admission decisions at these selective schools should be done in two phases: general screening (long listing), followed by selection (short listing). Parents should be informed about the outcome of each phase. For instance, a student who passes the general screening at QAST will be informed about it and then be informed that the school has to select the best achievers in Mathematics and Science.

GDL1.3 Entrance Assessment Protocols:

- Early Years. Screening is observational and developmentally appropriate, focusing on readiness indicators rather than academic testing, in line with IB PYP guidance.
- Norms & Thresholds. MAP RIT threshold for English literacy and Mathematics guide placement but are not sole exclusion criteria; conditional offers may be issued within ± 5 RIT points when other evidence (portfolio, interview) indicates high potential.
- Arabic language proficiency will be tested using a school-based assessment to ensure the student will be placed in the right course and at the relevant level.
- For non-IB or specialized schools, alternative standardized or developmental tools may be used (e.g., psychometric profiles, aptitude tests, functional assessments)

GDL2. Application Process:

All Qatar Foundation (QF) schools manage the admissions process through OpenApply. Applications are only accepted through this system; submissions made by other means will not be considered. Parents are required to:

- Create an account and complete the online admission form.
- Upload all necessary documents.
- Complete the Parent Agreement as part of the application process.
- Pay a non-refundable application fee of QR 500 online.
- Monitor application status and communications through the portal.

These are the documents that must be provided by the applicant:

- Recent passport-sized photograph of the student
- Birth certificate.
- Passport and/or Qatar residence permit of parents and child
- Father's ID for Qataris
- Mother's passport
- Immunization card and medical form.
- Academic Records from Previous School: Three end-of-year reports are required. For applicants to kindergarten, only the most recent report from Nursery or Pre-K is needed.
- Leaving certificate for students transferring during the academic year where available: Test or assessment results from external agencies (MAP, IB, TIMMS etc.)

GDL2.1 Admissions Requirements:

Grade Level	Requirements
Pre3 and Pre4	Admission decisions are based on a group screening assessment where teachers observe each child's motor development (fine and gross), social disposition (including eye contact and ability to stay engaged), and emerging early literacy and numeracy skills.
KG and Grade 1	Applicants will participate in an individual interview to evaluate school readiness. During the session, the teacher will engage the child in simple conversations and activities to observe: <ul style="list-style-type: none"> • Vocabulary and communication skills. • Understanding of basic concepts such as numbers, colors, and shapes.

	<ul style="list-style-type: none"> • English and Arabic language skills and ability to follow instructions. • Confidence and comfort in a new environment. • Social interaction and age-appropriate motor skills.
Grades 2-11	<p>Admissions decisions are based on a comprehensive review of academic and developmental data.</p> <ul style="list-style-type: none"> • The latest school report cards. • confidential school report. • MAP admissions test in Reading and Math. • A sample of independent student writing in Arabic and English.

GDL2.2 Confidential school report:

At all levels, schools reserve the right to make direct contact with any previous school or educational establishment and to request a confidential report. This will ask for comments on academic progress to date, involvement in the broader life of the school, and general behavioral standards.

GDL2.3 Immunization & Health Clearance:

The Admissions Officer verifies compliance with the MoPH Childhood Immunization Schedule (2024). Medical or other exemption requests must include supporting documentation and are reviewed jointly by the school nurse and Director. Enrolment is provisional until clearance is confirmed.

GDL2.4 Parents Agreement:

Parents or legal guardians must complete the online Parent Agreement as part of the application process. By submitting it, they confirm their consent and understanding of the application and admission procedures. Applications will not be processed without acceptance of this agreement, and the school may decline any application if parents show reluctance or disagreement at any stage.

GDL3. Admission Status and Contact protocols:

The purpose of the contact protocols for Admissions Officers is to ensure a consistent and efficient admissions process.

GDL3.1 "Pending" (no fee paid), but application started:

Stage 1	Stage 2	Stage 3
Review the "Pending" application within 5 business days of application being started. Admissions Officer to connect with parents via automated contact system to introduce themselves and encourage the parent to complete the application and pay the fee.	The following business day, Admissions Officer to phone parents to encourage the parent to complete the application and pay the fee.	If seats are available, Admissions Officers will create a contact list and reach out to all pending applications via automated contact system on a weekly basis.

GDL3.2 "Applied" (fee paid), but missing information:

Missing	Stage 1	Stage 2	Stage 3	Stage 4
<p>Identification documents:</p> <ul style="list-style-type: none"> • Passport copies • QID's if non-Qatari 	Message parent via automated contact system encouraging documents to be submitted within 5 business days.	Reminder via automated contact system on day 4 call to submit documentation. Otherwise, student will be removed from the testing list.	Phone call and reminder via automated system informing parent to submit missing documentation by end of business day or student file will not be reviewed and the student will not be tested.	Remove student from the testing list and inform parents by email.

<p>Medical documentations:</p> <ul style="list-style-type: none"> • Birth Certificate • Vaccinations • Medical Form 	<p>Message parent via automated contact system encouraging documents to be submitted within 5 business days.</p>	<p>Reminder via automated contact system on day 4 call to submit documentation. Otherwise, student will be removed from the testing list.</p>	<p>Phone call and reminder via automated system informing parent to submit missing documentation by end of business day or student file will not be reviewed and the student will not be tested.</p>	<p>Remove student from the testing list and inform parents by email.</p>
<p>School documentations:</p> <ul style="list-style-type: none"> • Confidential School Report • School report cards 	<p>Admissions Officer to email the current teacher/school to remind them to complete the CSR within 5 business days.</p> <p>Message parent via automated contact system encouraging documents to be submitted within 5 business days.</p>	<p>Message via automated contact system to parents requesting that they contact the school to complete the CSR within 4 business days. Otherwise, student will be removed from the testing list.</p> <p>Reminder via automated contact system on day 4 call to submit documentation. Otherwise, student will be removed from the testing list.</p>	<p>Phone call on the 5th day informing parent to complete the CSR by the end of business day or the student file will not be reviewed, and the student will not be tested.</p> <p>Phone call and reminder via automated system on day 5 informing parent to submit missing documentation by end of business day or student file will not be reviewed and the student</p>	<p>Remove student from the testing list and inform parent by email.</p> <p>Remove the student from the testing list and inform the parent by email.</p>

			will not be tested.	
No Show for Testing	First missed scheduled test, Admissions officer to call the same day to reschedule.	Second missed scheduled test, Admissions Officer to call the same day to reschedule. Follow up with an email to confirm that the student's file will not be reviewed and will not be tested if no show again.	Remove student from the testing list and inform parent by email.	NA

GDL3.3 "Accepted", but not yet enrolled:

Missing	Stage 1	Stage 2	Stage 3
Registration Fees	Automatic notification sent from OpenApply stating 5 business days to complete payment.	For an oversubscribed school, 2 days after OpenApply automatic notification, follow up email and phone call stating that the applicant will be moved to the waitlist at the end of the 5th business day as per the automatic notification sent via OpenApply.	Move student to waitlist and inform parent by automated system. Follow up with parent, when a seat becomes available.

GDL4. Transfer Between QF Schools

GDL4.1 Transfer Categories

Category A: Transfer between QF Schools as per parents' request:

Parents may request a transfer between QF schools if they believe another QF school is better suited to their child's educational needs or circumstances.

Category B: Transfer between QF Schools as per school request:

Transfers between QF schools may be initiated by a school when it is determined that a student's educational needs, learning profile, behavior, or program alignment would be better supported at another QF school. This may include a transfer approved by the receiving School Director when a family faces force-majeure relocation (e.g., safeguarding concern). Written justification and Director-level approval must accompany the transfer file.

Category C: Promotion between QF Schools:

Promotion between QF schools refers to the planned progression of a student from one QF school to another, typically aligned with the student's grade level advancement or program completion (including EEC).

GDL4.2 Transfer requirements

- Students transferring from one QF school to another should meet the admissions minimum requirements.
- Students transferring from one QF school to another are required to submit a Transfer application via OpenApply.
- Necessary academic information will be obtained through internal communication between schools.
- The Admissions Committee at the receiving school will use the internal testing scores of the previous school during the evaluation process.
- Screening for Juthoor applicants takes place as push-in observations by the screening team during their regular class time.
- Students eligible to utilize the transfer application must have completed one full academic year enrolled in one of QF schools.
- Transfer students applying for admission to Pre-4 through Grade 12 are granted priority consideration only if they apply within the first month of the admission cycle.
- Juthoor students maintain priority status throughout the entire admission cycle.
- Transfers between different curricula (e.g. High School Diploma to IB) require bridging support plan.

GDL5. Admissions Decision-Making:

The Admission Committee will review the completed application, recommendations, and screening data and determine whether to:

- Accept the student for enrollment, or
- Refer the student for further screening assessments, or
- Deny the request for enrollment

GDL5.1 Admission Committee Process:

Step 1: Admissions Committee Review

- The Admissions Committee reviews completed application materials, recommendations, and screening data.
- The school principal/ Assistant principal will complete the online review form on OpenApply.
- The school director will approve the final decision and confirm it on OpenApply.

GDL5.2 Committee Terms of Reference (ToR)

- **Mandatory ToR Document:** Every QF school maintains a Terms of Reference (ToR) for its admissions Committee that states:
 1. Purpose & Decision-Making Authority
 2. Membership & Voting Quorum
 3. Meeting Frequency & Agenda Standards
 4. Documentation & Confidentiality Requirements
 5. Escalation Path for Appeals
- **Annual Endorsement:** The School Director reviews and re-endorses the ToR each August; the signed copy is stored in the school's policy repository and referenced in the Annual Admissions Report.
- **Template Availability:** PUE provides a standard ToR template (Annex A) that schools may adapt, ensuring consistency across the Foundation.

Step 2: Decision Pathways

- **Acceptance:**
 - The Admissions Officer sends acceptance letters to parents.
 - Determine class placement.
 - Notify teachers with a memo including the student's starting date (3 days post-acceptance).
- **Further Screening/Assessment:**
 - Admissions Officer arranges an assessment meeting focused on:
 - English as an Additional Language (EAL) requirements
 - Special Educational Needs (SEN) requirements
 - Arabic as an Additional Language (AAL) requirements
 - Upon assessment completion, the collected information is forwarded to the school Principal.
 - Admissions Committee assesses if identified needs can be accommodated under current resources.
 - If accommodated, follow the Acceptance path.
 - If not accommodated, follow the Denial path.
- **Denial:**
 - Return file to Admissions with documented reasons for denial.
 - The Admissions Officer sends parents a formal letter explaining the denial clearly.

Summary:

- Acceptance → Class Placement → Teacher Notification → Parent Notification

- Further Assessment → Assessment Meeting → Principal Review → Resource Check → Final Decision (Accept or Deny)
- Denial → Document Reasons → Inform Parents

GDL5.3 Enrollment form:

As part of the enrollment Process, upon acceptance, parents or legal guardians must complete and sign the official online Enrollment Form. By signing, they confirm that they have read, understood, and accepted all terms outlined in the School Handbook and School Policies. Failure to sign the Enrollment Form or refusal to accept the School Handbook and Policies gives the school the right to decline or withdraw enrollment.

GDL5.3 Appeal protocol:

Grounds for Appeal	Appeal Submission	Formal + Review Process	Outcome and Notification
If a parent is dissatisfied with the admission decision, they should first contact the Admissions Officer via the admissions email on OpenApply or by phone. If concerns remain, an appeal may be submitted if there is evidence of a procedural error, new and compelling information, or bias during the admissions process.	<p>Appeals must be submitted online within 5 working days of receiving the admissions decision. The appeal must include:</p> <ul style="list-style-type: none"> - Full name and application ID. - A clear explanation of the grounds for the appeal. - Any supporting documents or evidence. 	Appeals will be reviewed by the School Management, who will assess the original application, all supporting materials, and the grounds for the appeal. The applicant may be contacted for clarification or to provide additional documentation, if necessary.	The final decision will be communicated to the parent/ applicant within 5 working days from the date of appeal submission.

GDL5.4 Appeal Escalation

If the parent remains dissatisfied after the School Director's response, they may escalate in writing to the Academic affairs department within five (5) working days. The request will be reviewed, and a recommendation will be forwarded to the Vice President/ Executive director, who will issue a final, binding decision within Five (5)

working days. This protocol ensures transparency, fairness, and consistency in handling appeals related to admissions decisions.

GDL6. Student Onboarding

Every newly admitted student follows a common, structured onboarding program that promotes academic readiness, emotional well-being and smooth integration into the life of all Qatar Foundation (QF) schools.

GDL6.1 Orientation & Family Induction

- Campus & Program Orientation – Each school hosts a family session that includes a campus tour, daily-routine overview, IT and safeguarding briefing, and introductions to key staff.
- Policy Agreements – Parents/guardians review and sign the school's agreements covering attendance, behavior, academic integrity, communication protocols and shared responsibilities.

GDL6.2 Health & Regulatory Clearance

- Medical Requirements – Before the first day of attendance, students must (a) complete the MoPH-mandated medical assessment, and (b) submit vaccination records or approved exemptions.
- Safety Briefing – Students receive age-appropriate information on health, safety and emergency procedures during orientation week.

GDL6.3 Academic & Support Assessments

- Baseline Checks (Weeks 1-2) – Students identified for English-as-an-Additional-Language (EAL), for Arabic-as-an-Additional-Language (AAL) or Special Educational Needs (SEN) support complete targeted baseline assessments.
- Individual Support Plan (by Week 6) – Where needed, the Inclusion Coordinator drafts an Individual Learning Plan detailing goals, accommodations and review dates.

GDL6.4 Integration & Monitoring

Timeline	Key Activity	Responsible
Day 1	Peer-mentor assigned; homeroom welcome	Homeroom Teacher
Week 1	Orientation activities concluded; student handbook issued	Student Services
Day 30	Academic Check-in (progress, well-being)	Homeroom Teacher & Inclusion Coordinator
End of Term 1	Review of support plan or mentor matching; adjustments if necessary	Inclusion/Academic Teams

A defined integration plan (flexible to age, background and program) ensures each learner enters academic and social life gradually yet confidently.

GDL6.5 Record-Keeping & Follow-up

- Onboarding milestones and agreements are recorded in the student information system (PowerSchool/OpenApply).
- Summary data feed into the annual admissions-quality audit (see Section POL6).

GDL7. Re-enrollment and Retention:

Returning students secure a seat for the following academic year by paying a non-refundable re-enrolment deposit of QAR 2000, credited against Term 1 tuition once the student attends classes. Payment may be made by post-dated cheque (PDC). Invoices are issued during the second term, and the place is confirmed only upon settlement of the fee. If the school—not the family—initiates a placement change or program closure, the deposit is refunded in full.

GDL7.1 Promotion Decisions

Grade advancement is governed by each school's Assessment Policy and benchmarked against division-wide expectations (e.g., PYP → MYP criteria). The Pedagogical Leadership Team (PLT)—comprising the Principal, Assistant Principals, Program Coordinators, Inclusion Coordinator and relevant Department Leads—reviews every student's evidence portfolio (summative results, moderated coursework, learning-support targets, attendance and well-being indicators).

- Outcome Categories
 - *Promote*: Student meets or exceeds program benchmarks.
 - *Conditional Promote*: Student advances with a documented support plan and review checkpoints.
 - *Retain*: Student repeats the current grade with an enhanced intervention plan.
- Communication Protocol
 - Decisions are recorded in the student information system and formally communicated to parents/guardians via a letter and/or conference no later than two weeks after the final reporting cycle, in accordance with the Assessment Policy timelines.
 - Where retention or conditional promotion is recommended, the PLT meets with the family to detail the rationale, the support plan and review dates.

GDL7.2 Transition Support

When students move between QF program or campuses (e.g., PYP → MYP, MYP → DP, or a school-to-school transfer), the PLT coordinates:

Stage	Action	Documentation
Pre-transition meeting	Receiving and sending coordinators align expectations, share assessment data & learning-support records	Transition checklist
Student orientation	Campus tour, program overview, peer mentor assigned	Orientation log
First six-week review	Academic & well-being check-in; adjust support plan if needed	Review report filed in SIS

GDL7.3 Retention & Support Plans

If retention is approved, an Individual Learning Plan with specific academic, behavioral and well-being targets is developed before the new academic year starts. Progress is reviewed by the PLT at the end of Term 1 and Term 2; parents receive written updates and may request additional conferences.

By embedding promotion, retention and transition processes within the annual re-enrolment cycle—and placing decisions in the hands of the Pedagogical Leadership Team—QF schools ensure decisions are data-driven, transparent and aligned with each school's Assessment Policy.

GDL8. Withdrawal & Exit

- To initiate the withdrawal process from a QF school, the parent or guardian must complete and submit the online withdrawal form available on the school's website. Withdrawal requests will be processed within three (3) working days.
- Following submission, the parent or guardian will be required to attend an exit interview with the School Director or Principal to discuss the withdrawal and formally begin the process. Attendance at the exit interview by both the parent/guardian and the student is mandatory.
- To ensure timely processing, it is strongly recommended that withdrawals be initiated while school is in session. Please note that teachers and administrative staff may be unavailable during non-school hours or school holiday periods, which may delay processing.
- The School Director is responsible for ensuring that exit interview comments are documented.

GDL8.1 Withdrawal Online Form

The school focal point (or a director-appointed staff member) is responsible for overseeing and documenting the withdrawal or transfer process using the centralized withdrawal form. Their responsibilities include:

- Confirming with the School Cashier that all outstanding fees have been paid.
- Confirming with the School Librarian that all books and library materials have been returned.
- Confirming with the IT Department that all school-issued devices have been returned.
- Confirming with Teachers that all classroom materials and resources have been returned.
- Updating the student's status in the Ministry of Education (MoEHE) system.

- Removing the student's records from PowerSchool.

GDL8.2 Completion of Withdrawal

Once the withdrawal process is finalized, the parent or student will be provided with a set of documents to support enrollment in their next school. These documents include:

- Unofficial transcript
- Schedule of courses
- Public School Health Record
- Latest report card and/or withdrawal grades

Appendix A: Key References & Benchmarks:

Domain	Reference / Benchmark	Relevance
Inclusive access	<i>QF schools Inclusion and Diversity Policy.</i>	Defines the equity lens and reasonable-adjustment expectations for all programmes.
Quality standards and Assessment norms	<i>QF Schools Promotion and Retention policy.</i>	Aligns admissions, inclusion, governance, and appeals requirements.
Inclusive culture	<i>Inclusive Education in the IB</i> resource hub (IBO, 2025). ibo.org	Current guidance on whole-school approaches to inclusion.
National regulation	MoEHE <i>Private-Schools Admission & Registration Circular</i> (2024). edu.gov.qa	Age cut-off, enrolment windows, and fee approvals.
Public health	MoPH <i>Childhood Immunisation Schedule – State of Qatar</i> (2024 update). dhp.moph.gov.qa	Mandatory vaccination requirements and clearance procedures.
Data protection	Law No (13) of 2016 on Personal Data Privacy Protection (State of Qatar).	Legal basis for data-handling clauses.
Equity & excellence	IB <i>Excellence & Equity (E2) Framework</i> (2020). ibo.org	Benchmarks for widening participation while maintaining high academic expectations.

Appendix B: ToR Template

Section	Key Points to Cover
1. Purpose	Review applications, recommend admissions decisions, uphold equity & compliance.
2. Membership	The responsibility shall be assigned by the school leadership and incorporated into the school-based Terms of Reference (ToR).
3. Quorum	Applications will first be reviewed by a group of teachers and/or counselors, who will provide their recommendations. The Principal/Assistant Principal will then review these recommendations with the admission committee, complete the review form, and forward it to the Director. The Director will serve as the final reviewer and will make the final decision.
4. Meeting Cadence	Weekly during peak admission windows, otherwise monthly.
5. Decision Protocol	The committee will provide a recommendation, and the Director will make the final decision.
6. Record-Keeping	The review will be logged in OpenApply review form, and the offer/denial rationale will be recorded.
7. Confidentiality & Data Protection	All members adhere to Qatar Data-Privacy Law (13/2016).
8. Review Cycle	ToR reviewed and re-endorsed each August.