



NORTHVIEW
INTERNATIONAL SCHOOL

FAMILY HANDBOOK
2025-26



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About Northview International School

We are an Artemis Education international school that offers a rich American curriculum. Our school is dedicated to providing high-quality education transcending geographical and cultural boundaries. We believe in kindness and strive to create a positive learning environment that fosters this value.

Our curriculum is designed to equip students with the skills and competencies they need to succeed in a global society. We offer a range of diverse subjects and interdisciplinary programs that encourage critical thinking, creativity, and cultural sensitivity.

We believe education, guided by kindness by a strong community, can shape a promising future.

Vision

To provide a quality holistic education in order to develop independent, socially responsible learners in a safe, respectful, inclusive environment that builds a foundation for lifelong learning.

Mission

To develop well-rounded, confident and responsible individuals who aspire to become the best version of themselves. We provide a welcoming, happy, nurturing learning environment in which everyone is treated equally and all achievements are celebrated.

Student Development Goals

Northview's School Values and Schoolwide Learner Outcomes (SLOs) serve as the collective aspirations of our school community, defining what every student should know, understand, and apply. These outcomes are designed to enhance essential 21st-century skills like critical thinking, problem-solving, and adaptability, preparing students not only for higher education and future careers but also for their development as responsible adults. Rooted in both present-day student needs and the evolving demands of the future, Northview's learner outcomes aim to cultivate internationally minded and globally competent learners.

Collaborator

Students engage meaningfully in group learning, build positive relationships across differences, and contribute constructively to shared goals

Communicator

Students express ideas clearly across languages and media, navigate diverse perspectives, and listen actively to others

Resilient

Students respond to challenges with persistence, demonstrate growth mindsets, and reflect on setbacks as opportunities to learn

Ethical

Students act with integrity, make principled decisions, and consider the impact of their actions locally and globally

Adaptable

Students embrace change, manage uncertainty with confidence, and apply learning across new situations and disciplines

Thinker

Students use critical and creative thinking to explore complex issues, solve problems, and engage with global challenges

Empathetic

Students understand and respect multiple perspectives, respond with compassion, and contribute positively to their communities.

Respectful

Students recognize and value diversity, demonstrate cultural sensitivity, and act with care for others and the environment



A Message from the Principal

It is my pleasure to welcome you to Northview International School. Being the founding principal of this wonderful school is a dream come true for me.

I aim to establish a strong ethos based on kindness and positivity for the entire school community, in line with my philosophy that all students can succeed. At Northview, we will offer a holistic American curriculum that supports students from Pre-Kindergarten through Grade 12. Our academic program is supported by exceptional and experienced teachers, as well as a bespoke curriculum that is flexible and student-centered, adapting to our students' interests and ambitions.

We are also passionate about the environment. Our facilities were built with minimal environmental impact, and our campus is carbon-neutral, which is something we are all incredibly proud of. Our students are future agents of change who can positively impact their communities through critical thinking, kindness, curiosity, and empathy. An appreciation for our natural environment is key to being a global citizen.

I value feedback and look forward to working in partnership with our students, families, and colleagues to create a truly remarkable educational experience.



Mr. Sheldon Smith
Principal

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Ms. Megan Carlyle
Head of Lower School

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Ms. Jennifer Madla
Head of Upper School

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Shape of the Day

Pre-K to KG 2 (Sunday - Thursday)

Class	Time		Class Duration	
Staff Report time	6:45		N/A	
Parent Gates Open	7:00			
Reception/HR Whole School Assembly	7:10 - 7:25		15 minutes	
Period 1	7:25 - 8:05		80 minutes	
Period 2	8:05 - 8:45			
Break	8:45-9:05		20 minutes	
Period 3	9:05 - 9:45		80 minutes	
Period 4	9:45 - 10:25			
KG Lunch	KG Lunch 1	Eat/Recess Rotation	10:25- 10:55	60 minutes
	KG Lunch 2		10:55 - 11:25	
Period 5	11:25 - 12:05		80 minutes	
Period 6	12:05 - 12:45			

Dismissal at
12:45, Sunday -
Thursday

Elementary & Upper (Sunday - Wednesday)

Class	Time		Class Duration	
Staff Report time	6:45		N/A	
Parent Gates Open	7:00			
Reception	7:00-7:10		10 minutes	
Period 1	7:10 - 8:10		120 minutes	
Period 2	8:10 - 9:10			
Break	9:10-9:35		25 minutes	
Period 3	9:35 - 10:35		120 minutes	
Period 4	10:35 - 11:35			
Elementary Lunch	ES Lunch 1	Period 5 (MS/HS)	11:35- 12:05	60 minutes
MS/HS Class	ES Lunch 2		12:05 - 12:35	
KG DISMISSAL 12:45				
MS/HS Lunch	Period 5 (ES)	MS/HS Lunch 3	12:35 - 1:05	60 minutes
ES Class		MS/HS Lunch 4	1:05-1:35	
Period 6	1:35 - 2:35		60 minutes	
Dismissal	2:35 - 2:45		10 minutes	
CCA	2:45 - 3:30		45 minutes	
ALL STUDENTS MUST BE OUT OF BUILDING BY NO LATER THAN 3:35				

- CCA offerings on Monday - Wednesday
- Parents **must** pick up their children after CCA
- CCA offerings begin for students at Grade 1
- There will be no Sibling Club offered for students not attending CCA

Parents are expected to pick up their children on time.



Shape of the Day

Elementary & Upper: Early Release (every Thursday)

Class	Time	Class Duration
Staff Report time	6:45	N/A
Parent Gates Open	7:00	
Reception/HR Whole School Assembly	7:10 - 7:25	15 minutes
Period 1	7:25 - 8:15	150 minutes
Period 2	8:15 - 9:05	
Period 3	9:05 - 9:55	
Break	9:55 - 10:15	20 minutes
Period 4	10:15 - 11:05	150 minutes
Period 5	11:05 - 11:55	
Period 6	11:55 - 12:45	

Important:

- Buses will accommodate **two** dismissal runs at 12:45 for KG and 2:35 for grades 1-9 (Sunday through Wednesday)
- There will be **one** dismissal run at 12:45 for KG-grade 9 on Thursdays only.



2025-26 Academic Year School Calendar

AUGUST				
Su	Mo	Tu	We	Th
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
Su	Mo	Tu	We	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
Su	Mo	Tu	We	Th
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				
Su	Mo	Tu	We	Th
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER				
Su	Mo	Tu	We	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY				
Su	Mo	Tu	We	Th
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY				
Su	Mo	Tu	We	Th
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH				
Su	Mo	Tu	We	Th
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL				
Su	Mo	Tu	We	Th
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY				
Su	Mo	Tu	We	Th
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE				
Su	Mo	Tu	We	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

JULY				
Su	Mo	Tu	We	Th
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Term 1 (Fall 2025)

17 August: SLT & Admin First Day
 19 August: New Faculty First Day
 19-21 August: New Faculty Induction
 24 August: Returning Academic Staff First Day
 24-28 August: Academic Staff Induction & PPA
 31 August: First Day of School; Start of Term 1
 26-30 October: Mid-Term Break
 18 December: Qatar National Day
 21 December - 11 January: End of Term Break

Term 2 (Spring 2026)

05 January: Start of Term 2
 08-12 February: Mid-Term Break
 18 February - 19 March: Ramadan
 15-23 March: Eid Holiday

Term 3 (Summer 2026)

24 March: Start of Term 3
 05 April: Holiday
 08 - 09 April: Long weekend break
 24-28 May: Eid Break
 25 June: End of Term 3; Last Day of School for students and teacher
 02 July: Last Day of School for SLT & Admin

Calendar dates are subject to change based on Ministry guidance.



2025-26 Special Events at NVIS

AUGUST

Su	Mo	Tu	We	Th
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

Su	Mo	Tu	We	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

Su	Mo	Tu	We	Th
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

Su	Mo	Tu	We	Th
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

Su	Mo	Tu	We	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

Su	Mo	Tu	We	Th
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

Su	Mo	Tu	We	Th
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

Su	Mo	Tu	We	Th
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

Su	Mo	Tu	We	Th
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY

Su	Mo	Tu	We	Th
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

Su	Mo	Tu	We	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

JULY

Su	Mo	Tu	We	Th
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Term 1 (Fall 2025)

02 September: Back to School Night
 14-25 September: MAP Administration #1 (tentative)
 28 September - 02 October: At-Risk Parent Conferences
 05 October: International Teacher's Day
 12-16 October: Arabic Exams
 16 October: Breast Cancer Awareness Day
 30 October: End of Marking Period 1
 06 November: Report Card Distribution (MP1)
 06 November: Anti-Bullying Day
 09-13 November: Parent Conferences
 13 November: World Diabetes Day
 27 November: Palestine Day of Solidarity
 07-11 December: Arabic Exams
 07-08, 11 January: Artemis PPA (Teachers)

Term 2 (Spring 2026)

18-22 January: HS Mid-term Exams
 24 January: International Day of Education
 15 January: 100 Days of School
 31 January: End of Marking Period 2
 05 February: Report Card Distribution (MP2)
 05 February: Garangao
 12 February: International Day
 08 March: International Women's Day
 08-12 March: Arabic Exams
 19 March: Quds Day (Palestine)
 21 March: Mother's Day (Qatar & UK)

Parents will be notified should any changes occur

Term 3 (Summer 2026)

31 March: End of Marking Period 3
 02 April: Report Card Distribution (MP3) / World Autism Awareness Day
 22 April: Earth Day
 23 April: International Book Day
 03-14 May: MAP Administration #2 (tentative)
 31 May-04 June: HS Final Exams
 10 May: Mother's Day (Int'l)
 14 May: International Family Day
 07-11 June: Arabic Exams
 13 June: End of Marking Period 4
 17-22 June: Student Activities Week
 21 June: Father's Day (Qatar & Int'l)
 23-25 June: Promotion Ceremonies

Admissions Policy

Northview International School supports the admission of pupils into the school based on parental choice and the date of birth of the pupils. Admissions will adhere to the guidelines of the Ministry of Education and Higher Education (MOEHE). Applications will be welcome from all pupils living in Qatar. Applications will be reviewed based on NVIS's admissions criteria. Seats will be offered to applicants who meet these requirements and are subject to seat availability.

Entry Criteria

- We are a co-educational mixed gender school for 3-18 years old children.
- For KG2 entry, applicants must have completed a formal KG1 program.
- For Grades 3 - 12, grade-level placement depends on the child's current curriculum and grade level, and academic ability within their grade level.

Age of entry is as follows:

	Grade	Age at time of Enrollment
KG	Pre-KG	3-4
	KG1	4-5
	KG2	5-6
Elementary	G1	6-7
	G2	7-8
	G3	8-9
	G4	9-10
	G5	10-11
High School	G6	11-12
	G7	12-13
	G8	13-14
	G9	14-15
	G10	15-16

Required Documentation

Newly enrolled, past, and re-admitted pupils in all year levels are required to provide the following documents:

- Filled and signed Application Form
- Filled and signed Medical Form (included in the application form) and the child's health record (from Grade 1 to Grade 12 provided by the Ministry of Health)
- A copy of the child's Immunization Card
- A copy of the child's Passport (a valid residency permit)
- A copy of the child's QID
- A copy of the father's /mother's Passport (a valid residency permit)
- A copy of the father's / mother's QID
- A copy of the child's birth certificate
- Four (4) recent passport-size photographs for the applicant
- Two (2) passport-size photographs of either family member or guardian/driver who will be collecting the child from school
- A copy of the child's Hamad health card
- Pupil's transcripts for the past three years. This includes reports, transcripts, results of standardized tests, and any other reports issued by a counsellor or therapist.
- For pupils with special education needs, a copy of assessment reports (e.g., Educational Psychologist reports, Speech and Language Therapy reports) is required.
- Clearance or transfer letter from the previous school (academic and/or financial)
- Good behavior letter from the previous school (stamped and signed by the Principal)
- Signed HR Form if the parent is a staff member of Northview International School. * For Pre-KG, KG1, and KG2 children: We request that all pupils be toilet-trained before entering school. Children who are not toilet-trained will be asked to stay at home until they are fully trained.

Admissions Requirements

As part of our admissions process, an age-appropriate assessment will be conducted for all applicants. This assessment is designed to provide valuable insight into a child's developmental stage, learning style, and readiness for our program. It helps us ensure that we can provide the most suitable and supportive educational environment for each individual student, fostering their success and well-being within our community.

Late Admissions

- A pupil may be admitted to the school at any time during the first two months of the beginning of a semester (if places are available), up to Grade 12.
- The school reserves the right to accept pupils from the waiting list in place of current pupils, who have not paid their fees.



School Fees

	Grade	Tuition 25-26 AY
KG	Pre-KG	QR 18,168
	KG1	QR 20,081
	KG2	QR 24,097
Elementary	G1	QR 25,436
	G2	QR 26,775
	G3	QR 28,113
	G4	QR 29,452
	G5	QR 34,425
High School	G6	QR 36,337
	G7	QR 38,250
	G8	QR 40,162
	G9	QR 42,075
	G10	QR 44,752
	G11	QR 49,752
	G12	QR 54,697

Annual fees are to be paid as follows:

- 40% of the total annual fees (excluding the seat reservation fee) will be invoiced and dated as of September 1st, with a due date of October 1st and a payment term of 30 days.
- Thirty percent (30%) of the total annual fees will be invoiced and dated as of December 1st, due on January 1st, and must be paid within 30 days.
- 30% of the total annual fees will be invoiced and dated as of March 1st, due on April 1st, and must be paid within 30 days.
- Excess amounts held in the pupil's account at the end of the current academic year are transferable to siblings after deducting the reservation fee for the next academic year.

School fees can be paid via:

- Cheque – the school will accept post-dated cheques if the cheque's due dates fall within the school's determined payment dates for each semester. Post-dated cheques will be deposited in the bank on their due date.
- Bank Transfer - (a copy of the bank transfer confirmation should be submitted to the school)

- Direct Bank Deposit (a copy of the deposit slip should be submitted to the school)
- Cash
- Educational Voucher (only for Qatari pupils). Educational vouchers for eligible pupils should be submitted to the school within one month of the start of the school year.

The school will only refund the tuition fees as per the terms and conditions outlined in the school's Fees Policy.

Confidentiality

The school will strive to work closely with families in a spirit of mutual collaboration and confidence. School staff will work together as a team in the best interests of the pupils and therefore share information about pupils so that work can be carried out most effectively. Information will only be shared when necessary and only when it is in the best interests of the pupils. Sensitive information will only be shared with the parents' agreement.

Withdrawal/Cancellation of Admissions

- If a pupil does not attend the school during the first two weeks after the first official day of the school year, and parents have not informed the school that there will be a delay in attendance, the school will have the right to cancel the registration. It is the responsibility of the parent to inform the school of any late attendance after the first day of the semester.
- The school reserves the right to deny admission or re-enrollment when it is deemed not to be in the best interest of the applicant or the school.
- As a condition of application and enrollment, all information provided by the parent or guardian on behalf of the student must be truthful, complete, and accurate. Any intentional falsehood or misrepresentation discovered at any stage, or at any time thereafter, shall be grounds for immediate denial of the application, revocation of admission, or termination of enrollment at the sole discretion of Northview International School. By submitting an application, you consent to this policy. No refunds of any fees will be granted in such cases.
- Northview reserves the right to postpone admission if a class is full. In this case, the applicant is placed on a waiting list. The qualified applicants are then accepted in order of date of application.



School Capacity and Class Size

Based on the regulations set by the Ministry of Education and Higher Education in Qatar, Northview International School is able to operate with a building capacity of 1,000 students. The school adheres to class size guidelines by maintaining a maximum of 25 students per classroom, which is well within the typical limits for private schools in the country. To further enhance the learning environment, all classrooms from Pre-Kindergarten to Grade 2 are staffed with a dedicated teacher's aide, ensuring a high level of support for younger students.

Student Placement

We carefully consider each student's placement to create the most effective learning environment for everyone. Our goal is to ensure the best possible academic success for your child by taking into account several key factors:

- Student ability: We review each student's academic performance, learning style, and specific educational needs. This helps us place them in a class where they will be appropriately challenged and supported.
- Class size and composition: We strive to create balanced classes. This involves considering the number of students, the student-to-teacher ratio, and the diverse learning needs within each class to ensure a manageable and productive setting for all.
- Availability: We must also work within the constraints of available classroom space and teacher resources.

The school administration, along with our experienced teachers, determines all student placements. These decisions are made with the best interests of every student at heart, following a thoughtful and comprehensive process.

Once class lists are finalized at the start of the school year, they are considered final. We are unable to honor parent requests to move students between classes. We ask for your trust and understanding in this process, as these placements have been carefully designed to support your child's learning, achievement, and overall success.

American Curriculum and Holistic Learning

Northview International School (NVIS) follows an American curriculum model that incorporates globally recognized standards to ensure academic rigor and consistency. The curriculum is designed to help students develop 21st-century skills like critical thinking, problem-solving, and adaptability. The goal is to prepare students for higher education, future careers, and to become responsible adults. NVIS adheres to internationally recognized academic standards, including the Common Core State Standards (CCSS) for English, mathematics, and social sciences.

Early Childhood Education (Pre-K and KG1)

The Early Years Creative Curriculum, which is aligned with the U.S. Common Core Standards, is utilized for early childhood education. This curriculum emphasizes social-emotional development, play-based learning, literacy and numeracy foundations, and partnerships between teachers and families for a child's holistic growth.

Elementary and Middle School (KG2 - Grade 8)

NVIS uses the CCSS and Next Generation Science Standards (NGSS) to ensure consistency and academic rigor in subjects like English, mathematics, social sciences, and science. Key learning outcomes during these years include critical thinking, analytical skills, and inquiry-based science education. The school also provides multidisciplinary and technology-integrated instruction.

High School

The NVIS curriculum is designed to prepare students for higher education and future careers. It emphasizes communication, research, and analytical skills, while also encouraging creativity, adaptability, and lifelong learning. The curriculum is aligned with international university admission standards.

Role of the National Curriculum

We promote global citizenship while also preserving national identity. The curriculum aligns with the standards set by the Qatar Ministry of Education and Higher Education (MOEHE) for Arabic and Islamic Studies. Additionally, the MOEHE "My Values Shape My Identity" initiative is used to encourage students to reflect on their values, which fosters respect for Qatari culture, ethics, and global citizenship.



Academic Policies and Expectations

The Purpose of Grading

Northview International School, the grading system is designed to be holistic, focusing on both a student's academic and personal growth. The purpose of this system is not to be punitive, but rather to serve as a tool for measuring progress and encouraging development.

Grades provide valuable feedback that helps students understand where they are succeeding and where they may need additional support. Instead of seeing grades as simply a final score, parents should use this feedback to guide their children in setting goals and improving their skills, ultimately helping them become more responsible and independent learners.

Formative vs. Summative Grading

Understanding the two main types of assessments is key to supporting your child's learning. These assessments serve different but equally important purposes in their education.

Formative Assessments: The 'Practice' Tests
Formative assessments can be seen as a check-in. They are used by teachers to monitor student progress during the learning process. These are designed to provide real-time feedback.

Teachers use formative assessments—like short quizzes, classroom questions, and brief assignments—to see if students are grasping the material. This feedback helps teachers adjust their lessons to better meet student needs.

You and your child can use formative assessments as a tool for growth. If your child gets a low score on a quiz or struggles with a homework question, it can signal focus on that specific area. You can use this information to:

- Identify and work on weak spots before a major test.
- Encourage your child to ask their teacher for help.
- Find extra resources, like practice problems or online tutorials, to reinforce the concepts.

Summative Assessments: The 'Final' Grade
Summative assessments are the evaluations that measure what a student has learned at the end of a unit, semester, or school year. These are the tests, projects, and papers that contribute to your child's final grade.

These are the traditional tests that give a final score on a student's mastery of the material. They help determine if a student has met the learning goals for a specific course or unit.

These are the traditional tests that give a final score on a student's mastery of the material. They help determine if a student has met the learning goals for a specific course or unit.

A summative grade provides a clear picture of your child's overall performance. You can use this information to:

- Celebrate your child's successes and recognize their hard work.
- Analyze what may have led to a lower-than-desired score, whether it was study habits, understanding of a particular topic, or something else.
- Set goals for the next unit or marking period, focusing on areas for improvement.

Formative assessments are the feedback for learning, and summative assessments are the summary of learning. Both are essential for helping your child grow academically and become a more responsible learner.

Elementary School Grading Structure

The school's elementary grading policy focuses on a standards-based approach that measures a child's progress toward mastering essential skills for their grade level. Instead of relying on single test scores, we use a variety of evidence, including classwork, assessments, and teacher observations, to track growth.

Understanding Your Child's Progress
We use four progress descriptors to show your child's understanding:

- **Advanced:** Your child consistently shows a deep understanding and goes beyond grade-level expectations.
- **Proficient:** Your child consistently meets grade-level expectations.
- **Developing:** Your child is still growing in their understanding and moving toward proficiency.
- **Beginning:** Your child is in the early stages of learning a new skill or concept.

This system encourages a growth mindset, where we value continuous learning, effort, and perseverance. It helps students build confidence and take ownership of their education.

Reporting to Parents

Your child's progress will be shared through termly report cards. Each report will highlight their growth, key learning goals, and suggest next steps. We encourage you to celebrate your child's achievements and contact their teacher if you have any questions.



Middle and High School Grading Equivalencies

Letter Grade	Percentage	Description
A+	97-100	Exceptional Mastery: Demonstrates a deep understanding of the subject with exceptional skill and creativity. Consistently exceeds expectations.
A	93-96	Advanced Mastery: Shows a strong grasp of concepts and skills. Performance is consistently high, with minor errors.
A-	90-92	Solid Mastery: Displays a thorough understanding and application of skills. A few mistakes, but overall highly proficient.
B+	87-89	Strong Proficiency: Understands the material well and applies knowledge effectively. Occasionally needs guidance or refinement
B	83-86	Consistent Competency: Demonstrates a good understanding of the subject. Meets expectations with some areas for growth.
B-	80-82	Approaching Mastery: Shows good progress but has some gaps in understanding. Regularly meets goals with room for improvement.
C+	77-79	Developing Proficiency: Displays a basic understanding of the material but may need more support to reach full proficiency.
C	73-76	Emerging Proficiency: Demonstrates partial understanding, with areas of inconsistency. Needs targeted support in some areas.
C-	70-72	Foundational Understanding: Shows a basic grasp of key concepts but needs significant improvement to reach proficiency. Continued practice and deeper engagement are essential.
D+	67-69	Beginning to Grow: Demonstrates some progress, but major gaps in understanding persist. Focused effort is needed to build essential skills and comprehension.
D	63-66	Initial Effort: Shows an early attempt to engage with the material, but substantial gaps in both comprehension and application remain. Requires focused intervention to improve.
D-	60-62	Needs More Time: Efforts are visible, but key concepts are not yet understood. Intensive practice and targeted support are necessary to make significant improvements.
F	50-59	Not Yet Demonstrating: Performance shows that the student has not yet acquired fundamental understanding. Major improvement and considerable support are required to meet expectations.
Incomplete	No Grade	



Academic Policies and Expectations

Middle School Grading Structure

Our approach to grading in the Middle School is holistic, meaning we assess both academic and personal growth. The final grade for a marking period is divided into three key areas:

- **Major Assessments (50%):** These are comprehensive evaluations of a student's mastery of the curriculum. Examples include end-of-unit exams, research papers, and final projects.
- **Minor Assessments (30%):** These smaller evaluations focus on specific skills or content. Quizzes, short writing assignments, and mini-projects are examples of minor assessments.
- **Affective Achievement (20%):** This grade reflects a student's personal development, including their emotional engagement, attitude toward learning, responsibility, and collaboration skills.

Middle to High School Grading Changes

A major difference when students transition from middle school to high school is that there is no longer an affective grade.

In middle school, the affective grade is used to help students and families understand and develop crucial non-academic skills, like responsibility and collaboration. It's a way to provide a clear indication of a student's personal growth alongside their academic progress.

In high school, however, the grading system focuses solely on academic merit. This shift is designed to prepare students for college and career paths where performance is typically evaluated on the quality of their work. By removing the affective grade, the focus is placed entirely on a student's mastery of the subject matter, encouraging them to take full ownership of their learning and academic results.

High School GPA

What is GPA?

GPA, or Grade Point Average, is a single, numerical value that represents a student's academic performance in high school. It is the most common way for colleges, universities, and scholarship committees to assess a student's academic standing. Instead of looking at individual grades, they can see an overall picture of a student's success.

These are the traditional tests that give a final score on a student's mastery of the material. They help determine if a student has met the learning goals for a specific course or unit.

A summative grade provides a clear picture of your child's overall performance. You can use this information to:

- Celebrate your child's successes and recognize their hard work.
- Analyze what may have led to a lower-than-desired score, whether it was study habits, understanding of a particular topic, or something else.
- Set goals for the next unit or marking period, focusing on areas for improvement.

Formative assessments are the feedback for learning, and summative assessments are the summary of learning. Both are essential for helping your child grow academically and become a more responsible learner.

High School Grading Structure

Our system is based on a 4.0 GPA scale and uses a combination of formative and summative assessments to measure student progress.

Each of the four marking periods contributes to a student's final grade. The grades for each marking period will be calculated as follows:

- Formative Assessments: 30%
 - These include homework, quizzes, class participation, and small projects. They are designed to provide feedback and are weighted less to encourage learning from mistakes.
- Summative Assessments: 70%
 - These include tests, major projects, essays, and presentations. They are used to evaluate a student's mastery of key concepts and skills.

Final Grade Calculation

A student's final grade for the year is calculated based on the following weighted averages:

- Marking Period 1: 20%
- Marking Period 2: 20%
- Mid-Term Examination: 10%
- Marking Period 3: 20%
- Marking Period 4: 20%
- Final Examination: 10%

[Elementary School Grading Policy](#)

[Middle School Grading Policy](#)

[High School Grading Policy](#)



Home Practice vs. Homework

Home Practice is defined as a student-initiated and self-directed activity that reinforces and deepens learning without the pressure of a grade or a strict deadline. It is an optional but highly encouraged component of a student's learning journey.

The primary purpose of Home Practice is to reinforce skills and consolidate knowledge learned in the classroom. It's about developing mastery through repetition and application in a low-stakes environment.

Homework is a teacher-assigned and required academic task designed to be completed outside of class. It is a formal part of the curriculum and is often evaluated for completion and/or accuracy.

The purpose of Homework is to assess understanding, prepare for future lessons, and develop independent work habits. It serves as a bridge between classroom instruction and a student's individual application of knowledge.

Homework Policy

At Northview International School, we believe in a balanced and progressive approach to learning that evolves with your child. Our homework policy is designed to support this philosophy. **In Pre-K through Grade 2**, we do not assign mandatory homework, allowing children to learn through play and quality family time. However, we do provide optional Home Practice to reinforce classroom skills in a fun, low-pressure way. **In grade 3**, home-based activities will be considered optional. **As students transition to Grades 4 and 5**, we introduce occasional homework to gradually build essential skills like responsibility and time management, preparing them for the next level. **By Grade 6 and beyond**, regular homework becomes a cornerstone of our curriculum, fostering deeper knowledge, independent learning, and critical thinking—skills that are vital for success in high school, university, and beyond.

This structured progression ensures students are not only academically prepared but also equipped with the discipline and resilience necessary to thrive in their future.

Grade Retention

KG - Grade 5 (Elementary School)

In the elementary grades, grade retention is based on a student's mastery of foundational skills. The focus is on ensuring they have a firm grasp of key concepts in core subjects like reading, writing, and mathematics. The decision to retain a student will be made after a comprehensive review of their academic progress, including:

- Teacher observations and feedback
- Performance on classroom assessments
- Completion of grade-level skills and benchmarks
- Consultation with parents and the school's support staff

A student may be retained if they have not demonstrated mastery of the foundational skills necessary to succeed in the next grade level.

Grade 6 - Grade 9 (Middle & High School)

In the middle and high school grades, grade retention is based on a student's academic performance. The curriculum at these levels becomes more specialized and cumulative, with each year building directly on the previous one. A student will be required to repeat a grade if they fail three or more subjects during the academic year.

This ensures that students have a strong understanding of the core subjects before they advance. Particularly in high school, the successful completion of specific courses is a prerequisite for receiving a high school diploma.

To graduate with a high school diploma from Northview International School, students must complete and pass all required subjects. In accordance with the Qatar Ministry of Education and Higher Education's requirements for international schools, it is also mandatory for all students to pass at least one external standardized exam during their high school years.



Attendance and Absences

At Northview International School, good attendance is crucial for effective student learning. The Ministry of Education and Higher Education in Qatar stipulates a 180-day academic year, and students are expected to attend school on every instructional day.

Excused Absences: An absence is considered excused only for specific reasons, such as personal illness, a scheduled doctor's appointment, or the death of a first or second-degree family member. Parents or guardians must confirm excused absences by providing a signed note and, where possible, accompanying documentation.

Unexcused Absences: An unexcused absence is when a student is absent for more than half the school day without a valid reason. Examples include shopping trips, non-medical family travel, and social events. Truancy, or being absent without parental knowledge, is also considered an unexcused absence. Students who accumulate repeated unexcused absences, resulting in an attendance rate of 95% or below, will be referred to their Academic Lead for action.

Consequences of Absences:

- **Missing Assessments:** Students will not receive credit for tests or exams missed due to an unexcused absence, which will impact their final grade.
- **Repeated Absences:** If a student accumulates 20 unexcused absences in one school year, their parents/guardians must attend an interview with the Principal, and the Ministry of Education will be informed that the student's place is at risk.
- **Student Progression:** Accumulating 20 unexcused absences in a year may result in a recommendation by a disciplinary committee for the student to be retained in the same grade.
- **Important Note:** If a student misses more than 10 unexcused absences in a school year, an intervention program will be implemented in consultation with parents to improve attendance.

Late Arrivals and Tardiness

All students are expected to be in their homeroom class by 7:00 AM for attendance. Students who arrive after 7:15 AM are considered tardy and must report to Miss Norah at the front desk to register their attendance before going to class.

Being on time is a crucial life skill that extends beyond the classroom. It helps students establish a routine, respect others' time, and be prepared for the school day. Arriving on time ensures students don't miss important instructions, announcements, or class activities, which can disrupt their learning and that of their peers. Punctuality is also a key component of a responsible and disciplined approach to education.

Consistent lateness will have academic and disciplinary consequences. For every ten tardies, a student will be assigned the equivalent of one day's absence. This is in place to encourage punctuality and emphasize the importance of consistent attendance for academic success. We encourage parents to ensure their child attends school every day and arrives on time to maximize their instructional time.

NVIS Attendance and Absence Policy

Technology Usage

At Northview International School, our policy on mobile phones and personal devices is designed to ensure a safe and focused learning environment for all students. The Ministry of Education and Higher Education in Qatar has strict guidelines on this matter, and we enforce a zero-tolerance approach to misuse.

Students from Grade 2 are expected to bring their own devices; Android devices are not permitted.

Core Expectations

All personal electronic devices, including mobile phones, AirPods, and headphones, are prohibited from being seen or used during school hours. During class, these devices must be powered off and stored in a locker or bag unless a teacher has given explicit, educational permission for their use. Teachers have the authority to confiscate any device they consider a distraction.

Consequences for Misuse

- **Minor Infractions:** These include things like using social media, texting, or playing games during class.
 - **First & Second Offense:** The device is immediately confiscated and held by the administration. Parents are notified and must pick up the device.
 - **Third & Fourth Offense:** The device is confiscated for a longer period (a week to a month), and the student may face an in-school suspension and a mandatory parent-student-administrator conference.
 - **Fifth Offense:** The student will have a permanent ban on bringing their device to school for the rest of the year.



Academic Policies and Expectations

- **Major Infractions:** These are serious offenses that harm the school community or violate academic honesty.
 - Examples: Using a device to cheat (automatic "0" on the assignment), cyberbullying, accessing inappropriate content, or recording others without consent.
 - Consequences: These will result in immediate and severe disciplinary action, including out-of-school suspension. Continued offenses may lead to a permanent device ban and a recommendation for expulsion from the school.
- **Logistics:** CCAs are held after school hours. Students who are not participating in a CCA are not permitted to remain on school grounds. Parents are responsible for arranging transportation for their children at the conclusion of the CCA session. There is no "siblings club," so students not signed up for a CCA must take the bus home on their normal schedule.

This policy is in place to protect our students and maintain a high-quality learning environment. Your cooperation in enforcing these rules is greatly appreciated.

Mobile Usage and Device Policy

Co-Curricular Activities (CCAs)

Our Co-Curricular Activities (CCA) program is designed to foster holistic student development beyond the traditional classroom. While the program is not compulsory, it offers students in Grades 1-9 a chance to explore new interests, develop skills, and build character in a fun and engaging environment. The CCA program is an extension of our educational philosophy, providing a valuable space for students to discover passions, collaborate with peers, and grow as individuals.

Program Details and Expectations

- **Sign-Up and Commitment:** Students must sign up for a CCA when the survey is distributed at the beginning of the school term. Once a student has signed up for a CCA, they are not permitted to switch activities for that term. This policy encourages commitment and allows students to fully engage in their chosen activity.
- **Behavioral Policy:** The school's behavioral policy applies to all students during CCA sessions. Any misbehavior will result in disciplinary action and may lead to the student being removed from the CCA program.

The CCA program provides a structured and supportive environment for students to develop new skills, build friendships, and cultivate lifelong interests.

Artemex

Northview International School offers the Artemex program in partnership with other Artemis-run schools. This program provides students with opportunities in sports, music, and drama through various academies and activity pathways. It is designed to enhance student learning beyond the classroom.

The Artemex program is led by professional and specialist staff, some of whom are internationally recognized. In addition to co-curricular activities, the program supports the academic curriculum by assisting with subjects like swimming through the Artemex Aquatics staff. The program also organizes enriching local and international trips through ARTEMEX Adventures, which helps students participate in global outreach projects and develop into global citizens.

To inquire about and sign up for the program, you can use the following contact information for Artemis Education: **+974 50194711**

Meetings and Conferences

Parent-teacher conferences at Northview International School are an important way to stay informed about your child's academic progress. The dates for these conferences will be announced on the school calendar and are held after each marking period.

In addition to these scheduled conferences, you are welcome to schedule a meeting with your child's teacher at a time that is convenient for both of you. To do so, please contact the teacher directly to arrange a meeting. This allows for more personalized and timely communication about your child's learning.



Behavior Policy

Northview International School is dedicated to fostering a safe, respectful, and positive learning environment where every student can achieve academic excellence and cultivate strong character. Our disciplinary approach is proactive, restorative, and educational, viewing behavioral challenges as opportunities for students to learn, reflect, and grow. This philosophy is rooted in the school's core Student Development Goals (SDGs) and the Positive Behavioral Interventions and Supports (PBIS) framework.

The NVIS Student Development Goals that guide our expectations are:

- **Empathetic:** Understanding and sharing the feelings of others.
- **Collaborative:** Working constructively with peers and adults.
- **Thinkers (Critical & Reflective):** Engaging in deep analysis of situations and participating in thoughtful problem-solving.
- **Adaptable:** Learning from diverse experiences and modifying behavior across different contexts.
- **Resilient:** Overcoming adversities and learning from mistakes.
- **Respectful:** Showing high regard for themselves, others, school property, and rules.
- **Ethical:** Making sound moral judgments rooted in integrity and honesty.
- **Communicators:** Sharing ideas clearly, listening actively, and using respectful dialogue to solve problems.

Levels of Misbehavior and Disciplinary Responses

To ensure a fair and consistent response, the school categorizes misbehavior into three levels. It's important to note that these lists are illustrative, not exhaustive, and the school administration reserves the right to determine the appropriate level of an infraction based on all contextual factors.

Lower School (KG - Grade 5):

- **Level 1: Minor Misbehaviors:** These are typically managed by the classroom teacher with a focus on guidance and learning. Examples include minor, infrequent failure to follow directions, talking out of turn, or being occasionally unprepared for class.

- **Level 2: Intermediate Misbehaviors:** These may require intervention from the teacher and/or support staff, with a focus on understanding the impact of actions and taking responsibility. Examples include repeated Level 1 infractions, disrespect towards peers or adults, and persistent disruptive behavior.
- **Level 3: Major/Severe Misbehaviors:** These incidents require immediate involvement from senior leadership and may result in significant accountability measures. Examples include physical aggression intended to cause harm, bullying, theft, and vandalism.

Middle and High School (Grades 6-12):

- **Level 1: Minor Misbehaviors:** These are managed by the teacher or staff member present, with a focus on immediate correction. Examples include tardiness, being unprepared for class, minor classroom disruptions, and minor dress code violations.
- **Level 2: Intermediate Misbehaviors -** These often require the intervention of support staff and parental contact. Examples include repeated Level 1 infractions, skipping classes, disrespect towards staff or students, and minor academic dishonesty, such as copying homework.
- **Level 3: Major/Severe Misbehaviors:** These require immediate action by senior leadership and may result in suspension or other serious consequences. Examples include fighting or physical assault, severe bullying, major academic dishonesty (e.g., cheating on an exam), theft of significant value, and possession of dangerous items or illegal substances.

Disciplinary Procedures and Sanctions NVIS utilizes a tiered approach to discipline:

- **Tier 1 - Universal Supports:** All students are proactively taught behavioral expectations.
- **Tier 2 - Targeted Supports:** Students requiring extra support receive structured interventions, such as behavior reflection sheets or behavior support plans.
- **Tier 3 - Intensive Supports:** For severe or persistent issues, individualized interventions may include counseling referrals, formal behavior contracts, or more serious consequences such as suspension.



Student Behavior Guidelines

Sanctions are designed to support student growth and ensure community safety. They are applied progressively and may include:

- **Lower School:** Verbal guidance, restorative conversations, loss of privileges, parent communication, supervised detention, in-school suspension, and out-of-school suspension.
- **Middle/High School:** Teacher-student conferences, parental contact, detention, loss of privileges, in-school suspension, out-of-school suspension, and a disciplinary hearing for potential expulsion.

All Level 3 incidents must be documented using an NVIS Incident Report Form. For younger students, restorative reflection forms are used to help them reflect and take ownership of their actions.

Positive Behavior Intervention Strategies (PBIS)

Positive Behavior Intervention Strategies, or PBIS, is a framework schools use to promote positive behavior and create a safe and supportive learning environment. Instead of focusing on punishing bad behavior after it happens, PBIS proactively teaches and rewards students for demonstrating good behavior.

The core idea is to establish a clear set of behavioral expectations for all students, staff, and parents. These expectations are taught and reinforced consistently across all areas of the school, from classrooms to hallways and playgrounds. When a student meets an expectation, they are recognized and praised, which encourages them to repeat the positive behavior. When they make a mistake, they receive a targeted intervention to help them learn from the misstep and choose a better path next time. PBIS works to build a positive school culture where students understand what's expected of them and are motivated to make good choices.

Use of ClassDojo

ClassDojo is a digital platform used school-wide to reinforce positive student behaviors aligned with NVIS Student Development Goals. It is not used to publicly display negative behaviors or shame students.

- **Lower School:** In Pre-K through Grade 5, ClassDojo is exclusively used to reinforce positive behavior; point deductions are not permitted.
- **Middle/High School:** Point deductions may be used with discretion to reflect repeated or significant behavioral concerns as part of a documented behavior support plan.

Parents are encouraged to monitor SeeSaw for updates, but should use official school communication channels to discuss any academic or behavioral concerns, ensuring clarity and context.

Restorative Practices and Sanctions

Based on the NVIS Discipline policy, restorative practices and sanctions are used together to address student behavior.

Restorative Practices focus on helping students learn from their mistakes and repair any harm they've caused. Instead of simply punishing students, the school uses tools like Restorative Reflection forms to help them understand the impact of their actions on others and to take ownership of their behavior. This approach is intended to teach core values like empathy and responsibility.

Sanctions, on the other hand, are consequences for misbehavior. The school uses a progressive discipline model, meaning consequences start at the lowest level and become more severe for repeated or more serious infractions. Sanctions, such as detention or suspension, are applied to hold students accountable and ensure the safety of the school community.

The NVIS Student Conduct and Discipline Policy is fundamentally tied to the school's Student Development Goals (SDGs) because its primary purpose is not just to punish, but to teach. The policy views behavioral challenges as opportunities for students to learn, reflect, and grow, directly aligning with the mission to cultivate students of character.

Student Conduct and Discipline Policy



Dress Code Policy

In line with the Ministry of Education's Circular No. (18) of 2024, Northview International School requires all students to adhere to its dress code to promote a safe and appropriate educational environment. This policy applies to all students, both boys and girls, from Pre-K to high school.

General Uniform

All students are prohibited from wearing shorts or any open-toed or open-backed shoes, such as Crocs, sandals, or Uggs. This rule is in place for student safety and to uphold the values of the Qatari society, as stipulated by the Ministry's circular.

PE Uniform

For Physical Education (PE) and field trips, the official NVIS PE kit is mandatory for all students. This kit can be purchased from our official provider, Noble House. Please refer to the Third-Party Providers section of the handbook for their website link. If a family is unable to secure a PE kit immediately, please contact the Heads of School for guidance on temporary attire until a kit is purchased.

Policy Enforcement

If a student arrives at school in violation of the dress code, they will be directed to the reception area immediately. Parents will be contacted and are required to provide the appropriate clothing on the same day. Continued non-compliance with the dress code will result in disciplinary action as outlined in the school's policy.

[Ministry of Education's Dress Code Circular No. \(18\) of 2024](#)

Family Partnership Agreement

When families join the NVIS, they are responsible for upholding the **Family Partnership Agreement**, which requires them to become active and respectful partners in their child's education and the wider school community. This is a binding commitment that outlines the responsibilities of the family and the school to ensure a positive and thriving environment for all students.

Upon signing this agreement, families commit to the following responsibilities:

Respect and Positive Engagement

Parents and guardians agree to treat all members of the school community, including staff, students, and other families, with courtesy and professionalism. This includes refraining from any abusive, aggressive, or inflammatory behavior, whether in person, online, or on social media. They must also direct any concerns to the appropriate school staff and avoid approaching other students or parents to resolve school-related issues.

Communication and Collaboration

Families commit to using the school's official communication channels respectfully and following the proper protocol for addressing concerns: first with the teacher, then with the section leader, and finally with senior leadership if needed. They also agree to model the NVIS Student Development Goals by being empathetic, collaborative, adaptable, and resilient in their interactions with the school.

Support for School Policies

Families are responsible for familiarizing themselves with and supporting all key school policies, including those related to attendance, safeguarding, discipline, and the use of technology. They must also respect the authority of school staff and their decisions made in the best interest of the students.

In essence, this agreement is a commitment to collaborate with the school to ensure that every student's learning, safety, and well-being are a shared priority.

[Family Partnership Agreement](#)



Safeguarding

Safeguarding is our fundamental commitment to protecting children from harm. It's an umbrella term that includes child protection but extends to all aspects of creating a safe and secure environment for every student.

Our duty of safeguarding involves a comprehensive approach to ensuring the well-being of all students. This includes:

- **Protecting** students from abuse and maltreatment: We are vigilant in our efforts to prevent and respond to all forms of abuse, including physical, emotional, and sexual abuse.
- **Preventing** harm to students' health and development: We support students' well-being by providing a safe and healthy environment, addressing issues such as bullying, and offering support for their mental and emotional health.
- **Ensuring** students receive a high standard of care: This means providing a safe, clean, and well-maintained school environment where students feel respected and valued.
- **Taking** action to enable all students to have the best outcomes: We work to ensure that every student has the opportunity to thrive academically and personally, free from any form of harm or neglect.

It is the duty of every member of the NVIS community—including staff, parents, and students—to be aware of and uphold our safeguarding policies. We are committed to fostering a culture where concerns are reported and addressed promptly, ensuring the safety and well-being of all.

Pastoral Care

Pastoral care at Northview International School is dedicated to the holistic well-being of our students. Our counselor is a key part of the student support team, providing comprehensive services to help students navigate the emotional, social, and academic challenges of middle and high school.

The Pastoral Department provides a wide range of services designed to support students' personal growth, resilience, and academic success. These services include:

- **Pastoral Counseling:** Our counselors offer a supportive and safe environment for students to discuss challenges related to stress, anxiety, friendships, and self-esteem through individual and group sessions.

- **Behavioral Support:** We collaborate with students, teachers, and parents to assess behavioral issues and develop individualized plans that help students manage their emotions and behaviors effectively.
- **College and Career Guidance:** We assist students from Grade 8 through 12 in planning for their future. Services include personalized guidance on course selection, university applications, standardized test preparation (SAT, ACT, AP), and career exploration.
- **Gifted and Talented (G&T) Program:** The department leads the school's G&T program, ensuring that high-ability students are accurately identified and provided with advanced learning opportunities that meet their unique needs.
- **Preventative Programs:** We develop school-wide programs and workshops on critical topics, including bullying prevention, digital citizenship, mental health awareness, and stress management.

Our goal is to foster a culture of personal growth and academic excellence, empowering students to make informed decisions about their well-being and future.

English as an Additional Language (EAL)

At Northview International School, our English as a Second Language (EAL) program is designed to support students who need assistance with their English language skills. Our goal is to help these students access the full curriculum and succeed academically.

There is a three-step process for students who may need EAL support: identification, assessment, and a support plan. EAL services are provided for students in Kindergarten through Grade 8 and are reserved for those who need focused language assistance. We expect all students applying to NVIS to have a foundational understanding of the English language.

Please note that EAL services are not provided for high school students. To ensure success at the high school level, it is necessary for students to have at least an intermediate (B2) level of English proficiency, which is equivalent to a score of 5.5 on the IELTS or 42 on the TOEFL iBT. If a student's language needs are beyond what can be supported by our program, we will recommend that they seek outside assistance.



Special Education Needs and Disabilities (SEND) Support

Northview International School is committed to making reasonable provisions for students with special education needs and disabilities, as long as we can effectively meet those needs within our resources. Our SEND support services are provided on a case-by-case basis and are limited to what the school is capable of offering.

Identification and Support

Students who may require support are typically identified through a process that begins with a teacher recommendation. Following this, the student is assessed by our SEND counselor to determine the specific level of support needed. If the school is readily equipped to provide the necessary support, a plan will be created. However, if the school is unable to provide the necessary and adequate support for a student, the SEND counselor and Heads of Upper School will work together to determine the best course of action. This may include a decision that NVIS is not the right fit for the student.

Parental Responsibility & Admission

It is a parent's responsibility to be completely transparent about their child's needs. If your child has a documented disability or has previously received special services, you must disclose this information to the SEND coordinator and Heads of School. This is a critical step in the admissions process, as it allows us to determine if we can provide the necessary accommodations. For the well-being of the student and the integrity of our program, Northview cannot admit or retain students with severe needs that we are not equipped to support.

Any decisions made by the student support team are made in the best interest of the student's academic and emotional well-being. We believe that placing a student in an environment that cannot properly support them would not lead to a positive outcome for anyone involved.

Third-Party Services and Resources

Artemex

Northview International School offers the Artemex program in partnership with other Artemis-run schools. This program provides students with opportunities in sports, music, and drama through various academies and activity pathways. It is designed to enhance student learning beyond the classroom.

To learn more about the program and to sign up, please visit their website at <https://www.artemis-education.com/the-artemis-experience/>.

Noble House for School Uniforms

Noble House is the official provider for all Northview International School PE kits. These kits are mandatory for all students participating in PE classes and on school field trips. You can purchase the kits directly from Noble House through their website at <https://noblehouse.qa/index>. Alternatively, the provider will schedule on-campus pop-up shops throughout the year for your convenience.

Jazz Cafe

We are pleased to partner with Jazz Cafe as our official supplier of healthy and delicious lunches and snacks for our students. In line with our commitment to student wellness, Jazz Cafe provides nutritious options that fuel learning and support a healthy lifestyle. You can find more information about their offerings on their website at <https://jazzcafeqatar.com>.

New Image Bus Services

For safe and reliable student transportation, Northview International School partners with New Image Bus Services. They are committed to providing a secure and comfortable journey for our students, with professional drivers who prioritize safety and punctuality. For any questions or information regarding your child's transportation, including schedules and routes, please contact the bus provider directly. nv.trans@newimagegulfstates.com or 5022 2557





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