



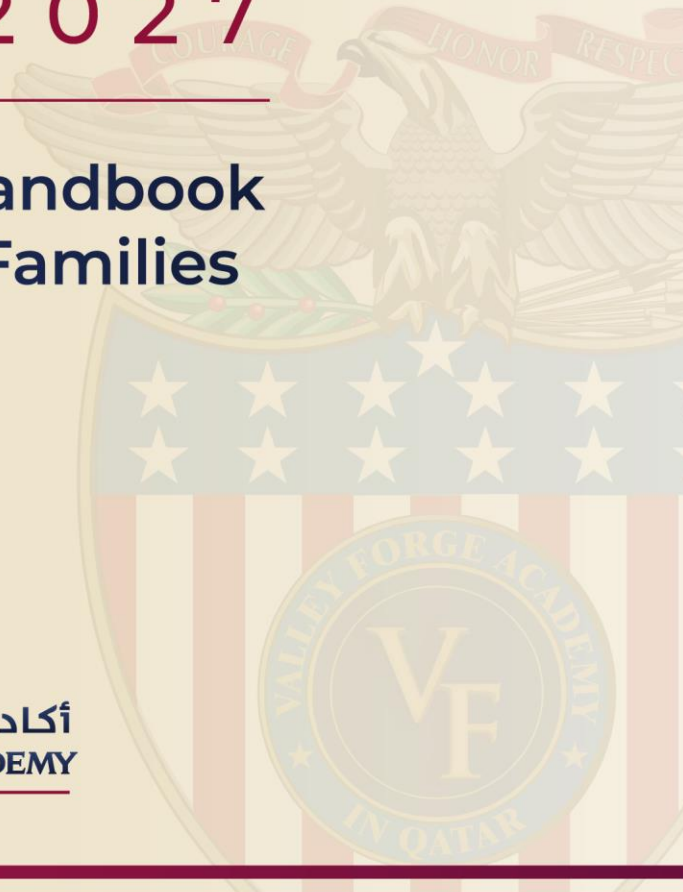
THE GUIDON

2026 - 2027

The Academy Handbook
for Students & Families

أكاديمية فالي فورج
VALLEY FORGE ACADEMY

قطر QATAR



DOCUMENT CONTROL

ABOUT THIS EDITION

The Guidon is one of three publications assembled from the VFAQ Policy Register, the Academy's single source of record for policy. Every policy in this handbook carries a reference code (for example, G-07), a version, an effective date, and a named owner. The code on the page matches the code in the Register; when a policy is revised, its version advances in both places at once. Nothing in this handbook exists anywhere else in a different form.

Companion publications: The Beacon (staff employment handbook) and the Operations Manual (leadership). Where a staff duty differs from what is written here, the Beacon says so; otherwise, staff and students read the same words on this page.

This edition is published digitally. The table of contents is live on the Academy website, and each section is available as an audio briefing. The Arabic edition follows the same codes, section for section.

STATUS OF THIS DOCUMENT

First Consolidated Edition — Common Charter and Sections 1–6, issued for Principal's review before publication. Consolidates twenty-nine student policies and the Charter from the legacy corpus (v1.x) into one governed text.

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THE COMMON CHARTER

C-01 – C-06 · Version 2.0 · Maintained once; bound into every Academy publication.

The Charter states who we are. It is identical wherever it appears — in this Guidon, in the staff Beacon, and in the Operations Manual — because the Academy has one identity, not three. Everything that follows in this handbook flows from these pages.

A WORD FROM THE PRINCIPAL

C-06 (with C-01) · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

At the heart of our Vision, our Honor Code, and our promise to this community stands a single idea: leadership. You did not enroll at Valley Forge Academy Qatar to be watched over; you enrolled to be built. Integrity, transparency, fallibility, and service run through the VFAQ model from the youngest student to the most senior member of staff. Integrity means your conduct does not change with your audience — because someone is always watching, and the someone who matters most is you. Transparency means we explain our decisions and expect you to explain yours. Fallibility means failure here is not a verdict; it is a platform for reflection and a teachable moment on the way to something better. And servant leadership means that no person in this Academy stands above another, whatever the rank on his shoulder. Leadership is not given; it is modeled.

This handbook — the Guidon — carries the standards you have chosen by joining us. Read it the way you would read a map before a march: not because every step is written here, but because when you are uncertain, it will tell you where you stand and where to go next.

— Joshua Garrett, Academy Principal

VISION & MISSION

C-01 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

VISION

To be a shining beacon, calling young men to achieve their full intellectual, physical, moral, and leadership potential.

أن نكون منارةً مشرقةً؛ تهدف إلى تحقيق إمكانيات الطلاب الفكرية والجسدية والأخلاقية والقيادية بالكامل.

MISSION

To develop individuals to be fully prepared for the responsibilities and challenges of being citizen leaders. We produce graduates who are strong in mind, body, and soul.

تطوير الطلاب؛ ليكونوا مستعدين بشكل كامل لمواجهة المسؤوليات والتحديات المرتبطة بدورهم كمواطنين قادة. نحن نُخرِج جيلاً قوي الفكر والجسد والروح.

PHILOSOPHY

VFAQ seeks to develop you in a manner that strengthens your capability to seek out and meet the challenges of life with confidence. We pursue this through a tightly structured, holistic learning environment, coupled with the Arabic language, Islamic values, and Qatari culture, to prepare you as an educated citizen leader of character. The leadership model here is a technique of education — a means to an end, never an end in itself. It provides the orderly setting in which learning happens; it builds self-discipline and an organized life; and it exercises the fundamental virtues of a free society: duty, responsibility, service, concern for others, and respect for rightful authority.

THE HONOR CODE & FIVE CORNERSTONES

C-02 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

The VFAQ community is bound in all things by five cornerstones. They run through our Vision and Mission as the thread of Academy life, and by applying them in every interaction — among students, teachers, staff, and parents — we create the culture our Honor Code demands.

- 1. ACADEMIC EXCELLENCE — Excellent.** We anchor achievement in effort and evidence, measure our progress honestly, and share what works so that the whole community rises.
- 2. CHARACTER DEVELOPMENT — Ethical.** We act with integrity whether or not anyone is watching, celebrate the differences among us, and practice citizenship, service, and kindness as daily habits.
- 3. PERSONAL MOTIVATION — Resilient.** We conquer failure by learning from it, seek feedback without fear, recognize success in ourselves and others, and set ambitions worth the effort.
- 4. PHYSICAL DEVELOPMENT — Strong.** We care for body and mind alike, show courage beyond our comfort zones, make time for rest and reflection, and arrive every day ready.
- 5. LEADERSHIP — Honorable.** We keep confidences, model respect, own our responsibilities, listen to every voice regardless of rank, and empower others to lead.

OUR HISTORY & CREST

C-04 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

Valley Forge Academy Qatar opened in August 2022, founded by Qatari leaders who sought structure and discipline for a new generation of young men, in partnership with Valley Forge Military Academy of Wayne, Pennsylvania. The founding class numbered 166 students in grades Pre-K through 7.

On the 19th of January 2023, students, parents, and community celebrated our grand opening — a date chosen with purpose. It was on 19 January that the corps of cadets moved to VFMA's present campus, thirty-six hours after fire destroyed the original school. That single event tested the character and will of the young men of the new school and set the stage for everything that followed. After ninety-four years, VFAQ became the first new location to carry the name forward — preparing today's young Qatari men for their future.

General Milton G. Baker, the founder, wrote that the young man entering life must carry a high sense of honor, a recognition of the value of patriotism, and a proper respect for discipline, law, and order.

We carry that mantra forward, embodied in our own Islamic studies, Arabic language, and rich Qatari national identity, as we look to the next hundred years.

One standard, two voices. The Honor Code and the Student Code of Conduct (G-06) are the same standard: this page states it as the community's norm — five cornerstones, each carried by its named points of practice, developed over years of meeting norms — and G-06 states it as your own pledge, in your own voice. Neither asks anything the other does not. The full constellation of these commitments closes this Guidon, so that everything between here and there sits inside them.

The crest — designed by General Baker in 1928 — bears a shield of red and white with a field of thirteen stars, and an eagle above a scroll carrying our motto: Courage, Honor, Conquer. The emblem, like every symbol of rank you may earn here, represents who you are beneath the uniform.



SECTION 1

LIFE AT THE ACADEMY

G-01 – G-05 · Owners: Principal · DP-NIA

Purpose & scope of this section: These policies establish the daily standards of Academy life — why this handbook exists, how our community is organized, and how a Valley Forge student presents and conducts himself from the moment he arrives on campus. They apply to every student, every school day, and every Academy activity, on campus and off.

WELCOME & PURPOSE OF THE GUIDON

G-01 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

This handbook lays the foundation of what Valley Forge Academy Qatar expects of you — and what you may expect of us. Your family chose VFAQ to build a partnership of trust in our promise to uphold the Academy Mission. Because you chose us, you take on the duty to know and to keep our standards: our policies, our expectations of character, self-discipline, and a positive learning environment. In military tradition, the guidon is the flag a unit carries so that every soldier can see where his unit stands. This Guidon serves the same purpose. It cannot answer every situation you will meet; when it does not, ask your teacher, your TAC, or your Principal — and hold to the Honor Code until the answer comes.

THE ACADEMY ENVIRONMENT, TEAMS & RANK

G-02 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

Valley Forge Academy Qatar is a Pre-K through Grade 12 leadership academy for boys. As a member of this community, you will find that we stress order, teamwork, character, integrity, and discipline — not to constrain you, but to challenge you within a safe and secure environment. You will be accountable for your actions, respect others, manage your time, think critically, and develop the life skills most essential to your family, your community, and your country.

FALCON TEAMS

Every student belongs to one of five Falcon Teams, named for the falcon — Qatar's national bird and part of its rich heritage: Barbary, Merlin, Amur, Saker, Peregrine. Teams are assigned on enrollment. They build healthy competition across divisions and class sections, while the vertical pairing of teams creates brotherhood, leadership, and support between older and younger students.

THE RANK MODEL

Rank at VFAQ is earned, never given. Your progress against requirements centered on the Five Cornerstones is monitored and reviewed through your Team leaders. The rank structure rewards

students who commit their time and development to the Academy's Vision and Mission; its components are built into the curriculum through character and leadership development, and every student is encouraged to pursue independent projects, family engagement, acts of service, and practical knowledge. VFAQ blends the features of a military rank model with scouting ideals. The full requirements for each rank appear in Section 6.

ETIQUETTE

G-03 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

At Valley Forge — and for the rest of your life — you will meet people officially and socially, and the impression you leave will depend on your conduct: politeness, attire, respect, table manners, courtesy, and correct correspondence. Every day at the Academy offers opportunities to practice: the common areas, the classroom, the cafeteria, the athletic fields. Take them. A reputation is built in small moments.

MORNING ASSEMBLY

Assembly begins with the class called to attention for the Qatari National Anthem, and continues at parade rest for the daily reading from the Quran. Teachers and assigned student officers greet each student, verify attendance, check uniforms, and deliver announcements. The command routine:

- 6:55 First Call — notice to fall in to the hallways.
- 6:58 Assembly — fall in and form up; stand on the proper line and adjust spacing.
- 7:00 Class, Attention — for the raising of the Colors and the Qatari National Anthem.
- 7:04 Class, Parade Rest — eyes forward for the Quran recitation.
- 7:07 Officers' call — Falcon routines, the parade brought to attention, Staff Leadership briefs the parade.
- 7:10 Dismissal by class adherence and alignment.

HALLWAYS · CAFETERIA · LOCKERS

In the hallways, movement is brisk, orderly, and on the right, in single file when moving as a group — personal space respected, no pushing or crowding. In the cafeteria, enter and stand silently behind your assigned chair; queue for your meal only on the command “carry on”; leave your place and your team's clean, as an orderly unit does. Your locker is provided for your supplies and is subject to regular inspection: neat, organized, and free of prohibited items.

STUDENT DRESS CODE

G-04 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

VFAQ is a uniformed school. The appearance of the uniform, and the way it is worn, are significant indicators of personal and professional pride, team discipline, morale, and Academy spirit. It is the duty of every student to take pride in his appearance and to keep his uniform at or above standard — always.

THE PRESCRIBED UNIFORM

- **Class A:** National Dress, including thobe and ghutra, or individuals' respective national outfits. The Class A uniform is worn for National Holidays, announced ceremonies and events, and specific occasions (e.g. parent–teacher conferences). The Class A Uniform is announced ahead of time, not permitted for everyday wear.

- **Class B:**
- **Day wear, Grades 3 – 12:** VF white collared shirt (short or long sleeve), navy/grey trousers, shirt tucked in with black belt, grey or black socks, black shoes.
- **Day wear, Pre-K – Grade 2:** Navy/grey shorts or trousers, VF white polo shirt, grey or black socks, black sneakers.
- **Class C:**
- **Sportswear, Grades 5 –12:** Blue polo and long sports pants with the VF athletic logo, socks, and sneakers — worn only for PE and designated activities. Sportswear is never worn to morning assembly.
- **Sportswear, Grades Pre-K – Grade 4:** Blue polo and long sports pants with the VF athletic logo, socks, and sneakers — worn only on PE lesson days and designated activities.

TOURS & ACADEMY SERVICE DUTIES

G-05 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (NIA)

A Tour is a personal development assignment — physical or administrative — designed to redirect your energy toward positive, reflective behavior. Tours rebuild your relationship with yourself. An Academy Service Duty — care of lockers and classrooms, working with younger peers, shadowing staff, Cornerstone-aligned service projects — rebuilds your relationship with your community. At VFAQ, servant leadership means every person carries responsibility for the care of this place and its people.

Three rules govern both. Tours and Service Duties are administered by staff only under the guidance of Pastoral, CPL, TAC, Student Support, or Principal leadership. A student on Tour or Service completes his assigned classwork for grading — the assignment is never a suspension of learning. And neither may be scheduled during summative assessments or examinations.



SECTION 2

HONOR & CONDUCT

G-06 – G-09 · Owner: Deputy Principal (OP)

Purpose & scope of this section: These policies define the conduct the Academy expects, the ladder of consequences when expectations are not met, and the absolute protections every student enjoys against bullying in any form. They apply to all students in every Academy setting — on campus, in transit, on trips, and online. Staff duties in administering them are set out in the Beacon; the standards themselves are written here, once, for everyone.

THE STUDENT CODE OF CONDUCT

G-06 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

Valley Forge Academy Qatar is committed to a learning environment that upholds academic excellence, character, personal motivation, physical well-being, and leadership. The Code of Conduct is the Honor Code (C-02) spoken in your own voice — one standard, two renderings: the Charter states the community's norm; here, you pledge it. Five commitments, one for each Cornerstone, and by keeping them in every interaction you build the community the Honor Code describes.

Academic Excellence. *“I will contribute my ideas and respect the learning process. I am responsible for my own growth. I always try my best and look for ways to improve.”*

Character Development. *“I will treat others with kindness and fairness. I am responsible for my actions and my choices. I always strive to be honest and helpful.”*

Personal Motivation. *“I will set goals and work hard to achieve them. I am committed to learning from challenges. I always celebrate my progress and the success of others.”*

Physical Development. *“I will take care of my physical and mental well-being. I am prepared and ready for each day. I always respect my health and encourage others to do the same.”*

Leadership. *“I will lead by example with kindness and confidence. I am responsible for my actions and commitments. I always listen, support, and respect others.”*

RESPECT & INCLUSION

VFAQ is an inclusive institution — international in perspective, deeply rooted in Qatari and Islamic tradition. Bullying, discrimination, or exclusion on the basis of race, religion, nationality, economic background, or personal differences is prohibited without exception. Your language and behavior represent the Academy at all times; approach conflict with maturity and a willingness to understand the other perspective, and promote the positive interactions — inside the classroom and beyond it — that keep this Academy a model of respect.

DISCIPLINE, REFERRAL & SUSPENSION

G-07 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

Discipline at VFAQ exists so that every learner can pursue a quality education in a safe environment. Our rules are simple and fair, reflecting the balance between the personal freedom every young man requires and the order any community needs to promote learning. Where a student's choices fall below Academy standards, the Academy–Family partnership guides him back: sanctions are proportionate to the offence, constructive in design, applied consistently by all staff, and always explained. Parents are involved early, not last.

THE FOUR LEVELS OF BEHAVIOR

Tier 1 — informal. Minor conduct addressed through communication between teacher and student: tardiness, unpreparedness, dress code violations, disobeying instructions, inappropriate language, interrupting learning, mobile device use, or being in a corridor without a pass. These are corrected with redirection, a verbal warning, or a notice home — but understand that reputations are built on daily behaviors, and Tier 1 conduct accumulates.

Tier 2 — formal. Behavior requiring a recorded sanction to student, parents, and administration, with time away from learning and a commitment to reconcile unsafe behavior, lying, aggression toward peers, disrespect to staff.

Tier 3 — leadership. Behavior requiring Academy Leadership, parent communication, and an agreed resolution plan: leaving school premises, fighting, theft, property damage, physical altercation leading to injury, bullying.

Case Review. Repeated lower-level offences, safeguarding incidents, substance abuse, or unethical or criminal conduct. Outcomes are determined case by case and may include formal parent meetings, temporary or permanent exclusion, and MOEHE or police involvement.

Every applicable incident is recorded on the student information system by the supervising faculty or leadership. Reporting is confidential and internal, but may be shared with parents and the MOEHE where formal resolution requires it. The full Behavioral Support Matrix accompanies this policy as an appendix.

THE REFERRAL PATHWAY

Where the concern is a pattern — academic, behavioral, or social-emotional — rather than a single incident, staff follow the referral pathway — the same front door as every Academy referral (G-16): observe and document the concern; intervene in class first; involve the Team Leader or Coordinator to review data and strategies; communicate with parents early and constructively; and, where referrals repeat, build an Individual Success Framework — a monitored plan of consistent strategies across subjects and teachers, in partnership with support at home. The pathway exists to catch a student before consequences must be taken.

SUSPENSION

Suspension is a serious measure, reserved for conduct that meets the sanction matrix conditions and where safety of the community and student himself is a concern, or if other measures have not produced a satisfactory response. Before any suspension, the administration conducts a thorough investigation — the behavior, who committed it, its context, and the circumstances around it — and weighs the student's educational needs, his age, prior incidents and the supports already tried, and whether reasonable adjustments were made for any student with a disability. Every student is heard, and everything he or his family provides is taken into account, before a decision is made.

If suspension proceeds, the Division Principal determines whether it is served in school or out, the start date, and the period. An immediate suspension is imposed only when a student's behavior places the health, safety, or well-being of himself or any other person at significant risk — and the student remains appropriately supervised until collected by a parent. During any suspension, learning continues: work is set, and the return to school is planned through a re-entry meeting that names the supports and expectations going forward. Parents are notified formally at every step; by phone and follow-up with written communication.

The working instrument behind all four levels is the Behavioral Support Matrix (Appendix A). It pairs the Academy's recognition systems — rank and insignia, Falcon Team points, HERO and Cornerstone recognition — with three tiers of response: regulation and re-engagement, restoration and accountability, and assessment and stabilization support. Responsive options are applied based on severity, frequency, regulation capacity, safety impact, and student responsiveness; repeated or escalating behavior brings increased intervention intensity and support planning. Staff act from the matrix — so the response you meet is structured, never improvised.

Escalation to the Ministry follows a fixed rule: where three Level 3 or Level 4 incidents occur without behavioral improvement, the Academy submits a formal request for action to the MOEHE. Families are part of the record at every stage — sanctions are explained when imposed, and meeting outcomes are documented and shared.

CONFLICT RESOLUTION

The Academy prefers prevention to punishment. Clear school-wide expectations, positive relationships between staff and students, and structured resolution between peers remain our first instruments — because the teacher's rapport with their students, not the sanction matrix, is the leading motivator of positive behavior at Valley Forge.

ANTI-BULLYING & PREVENTION

G-08 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

Our community is founded on mutual respect, kindness, and consideration. Bullying, harassment, and aggression in any form are unacceptable: they attack both the Academy's ability to educate and a child's fundamental right to learn and to feel safe. Every member of staff is trained to act on this policy consistently.

WHAT BULLYING IS — AND IS NOT

Bullying is repeated and intentional behavior — verbal, physical, social, or online — that causes harm, distress, or intimidation, where an imbalance of power makes it difficult for the targeted student to defend himself. Its forms:

- **Physical:** deliberately hurting others on a regular basis.
- **Verbal:** deliberately hurting feelings through name-calling and its kin.
- **Ostracizing:** deliberately setting out to exclude, to harm someone emotionally.
- **Emotional:** threatening gestures, ridicule, and humiliation on a regular basis.

Just as important is what bullying is not — because the word loses its force when misapplied. Not liking someone; being excluded from a game; an accidental collision; insisting others play a certain way; a single joke at someone's expense; an argument; the expression of unpleasant thoughts or feelings; an isolated act of harassment, aggression, intimidation, or meanness. These are addressed through the Code of Conduct and the Discipline Policy — this policy exists for the pattern, not the moment. Any behavior intended to hurt or upset is wrong and may constitute bullying, including

complicity that falls short of direct participation. It is no defense that the perpetrator says — or believes — the victim was not hurt.

WHAT YOU MUST DO

If you are being bullied, or you see it, tell a trusted adult, teacher, counselor, school administrator or parent — and if it continues, keep telling until it stops. You are taught strategies for exactly this, and the Academy's reporting channels, including anonymous reporting, are open to you. Consequences and resolution are handled entirely through the Discipline Policy (G-07) and the Behavioral Support Matrix (Appendix A) — bullying sits at the serious end of both, and the response is determined there, upon review, not here.

HOW THE ACADEMY PREVENTS IT

Prevention is taught, by age: kindness and telling a trusted adult in the earliest years; recognizing bullying and standing up for others in upper primary; digital citizenship, peer mediation, and cyber-awareness in middle school; and leadership, mentorship, and peer accountability in high school. The full Bullying Awareness & Prevention Plan (KG–12) — the annual calendar of lessons, campaigns, and staff training — accompanies this policy as an appendix.

CYBERBULLYING

G-09 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

Cyberbullying is the use of electronic communication — particularly phones and the internet — to bully, typically through messages of an intimidating or threatening nature. Know its forms by name:

- **Flaming:** online fights with angry, rude exchanges through messaging or chat.
- **Denigration:** mean messages or sites set up to mock someone.
- **Exclusion:** intentionally leaving someone out of an online group or activity.
- **Outing:** sharing someone's secrets, private information, pictures, or videos.
- **Trickery:** tricking someone into revealing personal information, then spreading it.
- **Impersonation:** pretending to be someone else to send or post mean or false messages.
- **Harassment:** repeatedly sending malicious messages.
- **Cyber-stalking:** continuous harassment and denigration, including threats of physical harm.

Cyberbullying differs from other bullying in ways that make it more serious, not less. It invades spaces that should be safe and personal, at any hour. It can hide behind anonymity. It plays rapidly to a large audience, so its scale and scope can exceed anything in a corridor. Knowing the material sits in the worldwide domain amplifies the harm beyond what the bully imagines his actions caused. And it recruits bystanders: passing on a humiliating message makes you an accessory to it. Anyone can be targeted — across ages, roles, and generations.

WHAT YOU MUST DO

Remember that many cyberbullying incidents are themselves the evidence — which is why nothing is deleted until it has been shown to your parents or Academy staff.

If you believe you or someone else is a victim of cyberbullying, speak to an adult as soon as possible — a parent or a member of staff. Do not answer abusive messages. Do not delete anything: even when the material is upsetting, it is evidence, and it must be saved and shown to your parents or to staff. The Academy fully recognizes its duty to protect every student and will act under this policy and G-07 wherever cyberbullying touches our community, whether it happens on campus or off.

As with all bullying, consequences are determined through G-07 and the Behavioral Support Matrix (Appendix A), upon review of the incident and its evidence.



SECTION 3

ACADEMICS

G-10 – G-19 · Owners: Principal · DP-OP · DP-NIA · Coordinators

Purpose & scope of this section: These policies govern the academic life of the Academy — attendance, assessment and grading, graduation, honesty, language, and the supports that stand behind every learner. They apply to all students in all divisions. The staff-side procedures that administer them (grading practice, reporting, referral handling) live in the Beacon; the standards you and your family can hold us to are written here.

ATTENDANCE

G-10 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

Attendance and punctuality are vital to your success and to our cornerstone values: the research is plain that presence predicts achievement, and consistent routine is where foundational skills are built. The Academy adheres to the Qatar Ministry of Education attendance requirements and reports attendance to the Ministry regularly. Under those regulations, a student must attend 90% of Academy days in full — 162 of 180 — and must not accrue more than ten days of unexcused absence.

HOURS OF OPERATION

- **Grades 1–12:** doors open 6:45 · Morning Assembly 7:00 · Period 1 at 7:10 · dismissal 1:30 pm (Grades 1–4) and 2:10 pm (Grades 5–12).
- **Kindergarten:** doors open 6:45 · Morning Assembly 7:00 · Period 1 at 7:10 · dismissal 12:50 pm (Pre-K to KG2).

WHAT WE EXPECT OF YOU

Attend regularly and be punctual to every class and activity. Take responsibility for work missed in absence — for excused absences, you are given one day per day absent to complete it. Participate actively; respect the time of your classmates and teachers by being present and attentive; and where an absence can be foreseen, tell your teachers and the Academy in advance.

EXCUSED ABSENCES

An excused absence must be approved by Academy Administration on written notice from a parent or medical professional stating the student's name and the reason. Give prior notice where possible and provide documentation on the day of return. Acceptable grounds are personal illness, illness in the immediate family, death of a relative, observance of religious holidays, and medical or governmental appointments.

EARLY LEAVE & LATE ARRIVAL

For early leave, parents contact the Academy before 10:00 am with documentation supporting an excused absence, and any person collecting a child must hold a parent ID card or be a recognized caregiver. Notification is sent to the Attendance Officer at Attendance@vfaqatar.com and copy the homeroom teacher, with the subject 'Early Release Request — [your son's name, grade and section]', a brief reason, and the appointment confirmation attached; show the confirmation again at reception on arrival. Submit requests at least one day prior, so your son can complete missed classwork, and his teachers are informed. Emergencies are understood — but early releases without notice around examinations cost review and preparation, and they show in results.

UNEXCUSED ABSENCE & TARDINESS

Unexcused absences are reported regularly to the Ministry of Education and count toward the ten-day limit above. Tardiness is recorded and addressed as a Level 1 behavior under the Discipline Policy (G-07) — small on any given morning, and consequential in accumulation.

ASSESSMENT, GRADING & HOMEWORK

G-11 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

Assessment is how teachers and students make decisions about learning — it sets instructional goals, provides information about the overall growth of your learning, and gives a holistic view of progress. Every assessment at VFAQ aims to be accurate, valid, and standards-aligned — and every assessment can be differentiated or accommodated to meet individual needs, because a measure that cannot reach every learner measures nothing. The Academy considers three points of assessment: direct, standards-based Academy assessments built on the curriculum; standardized national and international testing, with NWEA MAP administered two times a year as our international benchmark; and non-graded assessment — diagnostics, reflections, self-assessment — that builds your awareness of your own learning.

HOW GRADES ARE CALCULATED

Kindergarten

- Quarter grade = 50% formative + 50% summative.
- Semester grade = 40% Quarter 1 + 40% Quarter 2 + 20% semester exam (likewise for Semester 2).

Elementary School

- Quarter grade = 50% formative + 50% summative.
- Semester grade = 40% Quarter 1 + 40% Quarter 2 + 20% semester exam (likewise for Semester 2).

Middle-High School

- Quarter grade = 50% formative + 50% summative.
- Semester grade = 40% Quarter 1 + 40% Quarter 2 + 20% semester exam (likewise for Semester 2).
- Year grade = average of the two semesters. Honors courses are weighted 1.05; Advanced Placement 1.1.

Grade reports use percentages deliberately — to frame learning as a progression of skills toward standards, not points toward letters. Assessment begins on the first day of school and continues every day; build the habit of tracking your progress early, and make sure you understand the feedback you receive and what it asks of you next.

ACCOMMODATIONS & INCLUSIVE ASSESSMENT

The Academy is bound — by MOEHE inclusion requirements and by its own commitments — to assess every student fairly, including students with special educational needs. Accommodations change how a student accesses an assessment, never the standard it measures: differentiated formats and question presentation, additional time, reduced-distraction settings, rest breaks, assistive technology, and reader or scribe support where an IEP specifies it. Accommodations are determined through the unified referral pathway (G-16) and documented in the student's Individual Educational Plan, shared with every teacher who assesses him, and applied consistently across internal assessments; for standardized and external testing, the Academy applies each provider's approved access arrangements. No student's grade is a measure of his disability.

MAKE-UP ASSESSMENTS & DISCRETION

Where an assessment is missed, make-up assessments are scheduled according to the Attendance Policy (G-10). To protect assessment integrity, the format of a make-up does not change, though specific questions and content may vary from the original. In cases of Academy-approved absence, testing accommodations are at the discretion of the Academy.

GRADING, FEEDBACK & CONFIDENTIALITY

All internal assessments are graded promptly, and you receive timely feedback on your performance. Teachers may review results with the class or individually, to make sure you understand your areas of strength and what to work on next — and your results are handled confidentially, shared with you, your family, and the staff who support you.

IF ACHIEVEMENT FALLS SHORT

A class assessment result below 65% is classified as underachieving, and the Academy responds with support, not surprise: you will be expected to use internal and external support to complete additional work toward a passing grade; instructional staff advise the administration on the right assignments for your areas of weakness; and outcomes are determined upon review — the administration conferencing with your parents on appropriate credentialed opportunities. You are entitled to fair and equitable treatment, to evidence and a reasonable explanation of your achievement — and to prior notice: the Academy notifies students, parents, and leaders of failure risk at 60% or before the end of term. Progress reports and parent–teacher conferences follow each quarter.

Reporting runs on a fixed rhythm: four quarter grades, two semester grades, and one year grade per subject, with progress reports and parent–teacher conferences after each quarter. Teachers reserve the right to develop the assessments that measure ability against their subject's standards — and at any time, a parent or teacher may request a meeting about a grade, scheduled to both parties' availability, with work gathered to ground the discussion.

HOMEWORK & STUDY

Homework exists to build the responsibility and organization on which success depends — the chance to reflect on, practice, and review what you learned, to manage your time and materials, and to let your family see your progress. Establish a routine; review feedback and notes; follow instructions closely; read regularly; limit excessive help; manage your time; and set the example for younger grades. Homework should average 15–60 minutes in elementary school, rising to 60–120 minutes in high school, completed and handed in on the assigned date, documented through the online gradebook.

GRADUATION REQUIREMENTS

G-12 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (NIA)

To earn the diploma, a student must successfully complete twenty-four credits, meet MOE and SAT testing requirements, and meet the specific VFAQ requirements. The composition of those credits is fixed between required and elective study: English Language (4), Mathematics (4), Languages including Arabic (3), Sciences (3), Physical Education and Health (3), Islamic Studies (2), Social Sciences including Qatar History (2), and a three-credit elective component chosen from the Academy's elective offer. Understand the arithmetic of it: credit completion begins on the first day of Grade 9 and is not finished until the last day of Grade 12 — every year counts from the start, and the administration will help you plan your pathway. The current course-by-course credit chart is maintained by the administration and published with your course selection materials each year.

ACADEMIC HONESTY

G-13 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (NIA)

Character development is a fundamental value at VFAQ, and honest schoolwork is where it shows first. Academic honesty is bound to our Honor Code: a Valley Forge Academy Qatar student will not lie, cheat, or steal, nor tolerate those who do. It is a habit that begins in elementary school and builds through life, and our staff teach it early — starting with giving others credit for their work.

WHAT COUNTS AS ACADEMIC DISHONESTY

Cheating — copying, unauthorized materials or devices in assessments, sharing answers, and even planning or encouraging cheating that is never carried out. Plagiarism — using another's work, ideas, or words without citation, or presenting them as your own. Fabrication — inventing data, results, or sources. Unauthorized assistance and unsanctioned collaboration — work you submit must be your own, and letting another copy your work carries the same penalty as copying. Multiple submissions of the same work without every teacher's permission. And the wider family: misrepresentation to teachers or peers, forgery or alteration of Academy paperwork, taking credit for group work without contributing, software piracy, theft or damage of Academy property, and using technology or AI to solicit or plan an act of dishonesty (see G-22).

CONSEQUENCES

Consequences are determined upon review, case by case, through the Discipline Policy (G-07) and the Behavioral Support Matrix (Appendix A) — weighing the nature of the violation, its circumstances, and your history. A first violation typically brings a conference with the teacher or administrator on the impact and the reason, resubmission of honest work, and an academic consequence proportionate to the offence; repetition escalates through the matrix, with parental involvement, review by leadership, and support to address the cause. Every violation is documented in the academic record — and in every case the Academy works with you and your parents toward positive academic practice, because the goal is the habit, not the punishment.

LANGUAGE POLICY

G-14 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

VFAQ is a multilingual academy by design — committed to academic excellence in English and to the language, faith, and culture this Academy exists to serve. Arabic is the language of instruction for Arabic Language, Qatar History, Islamic Studies, and Enrichment, deepening your grasp of local culture, religion, and history in line with the Qatar National Vision 2030. English is the medium of instruction for all other subjects, with Arabic used on a limited basis for clarification and support. The graduate we are shaping communicates powerfully in both.

Support runs both directions: Arabic speakers are pushed to proficiency in both languages through differentiated instruction, and English language learners receive additional support — bilingual where needed — to meet proficiency standards. Language at VFAQ carries our values: mutual respect between speakers of both tongues and consistency with Islamic ethics and Qatari culture.

Responsibility for this policy is shared: the Leadership Team oversees its implementation and periodic review; teachers align classroom instruction to it; and you are expected to engage both languages as part of your academic growth. Where conflict must be resolved, the working language is chosen by the proficiency of those involved — understanding outranks preference.

SEN & INCLUSION

G-15 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

VFAQ is dedicated to an inclusive educational environment reflecting the State of Qatar's commitment to equity, justice, and access to quality education for all — and to international best practice in supporting students with special educational needs. Our objectives are plain: every student is treated with fairness, dignity, and respect irrespective of disability or learning difficulty; clear procedures for

identification, support, and inclusion; and equitable access to resources and opportunity in a culture that celebrates difference.

ADMISSIONS & ACCESS

No student is denied admission solely on the basis of disability or special educational needs. All applicants receive the same opportunity to participate in academic and co-curricular life, and the admissions process considers each applicant's unique abilities through individualized assessment. Identification and support procedures, and the staff duties that carry them, are set out for faculty in the Beacon; your family's point of contact is the SEN Coordinator, and identification travels the unified referral pathway (G-16) — one door, with the IEP and assessment accommodations (G-11) among its individualized outcomes.

HOW ADMISSION & SUPPORT WORK

- **Application & review:** parents submit the completed application with all documentation, including medical and educational history; the Admissions Team reviews for completeness.
- **Consultation:** for identified or suspected needs, the SEN Coordinator evaluates the Academy's ability to provide appropriate support, and parents meet the Admissions Team and Coordinator to discuss needs, history, and expectations. Where helpful, the student participates in age-appropriate interaction or assessment to inform placement.
- **Shadow teachers:** where the school or parents request one, an external shadow teacher may be engaged with the necessary documentation — and must hold a safeguarding certificate or complete training and guidance through the HR office before working with students.
- **Placement & the IEP:** where additional support is required, an Individual Educational Plan (IEP) is developed with parents, teachers, and specialists before enrollment, and families receive clear information on services, resources, and expectations. Enrollment is confirmed when all parties agree the Academy can meet the student's needs.
- **Participation & monitoring:** all students are included in academic and co-curricular life with the accommodations equity requires; facilities, environments, and teaching strategies receive reasonable adjustment; and regular evaluation confirms support is working and progress is real.

INTERVENTION & THE UNIFIED REFERRAL PATHWAY

G-16 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

Every student can receive additional academic assistance from his faculty during Academic Support periods — built into the schedule during instructional time, or through extra learning courses such as Enrichment and Cornerstone Connections. Support may be individualized to your needs, and the Academy monitors achievement and may assign you to Academic Support where it is warranted. But support at VFAQ is wider than academics, and it enters through one door.

ONE DOOR, MANY OUTCOMES

Whatever the concern — academic, special educational need, well-being or social-emotional, inclusion, or a pattern of behavior — the referral process is the same, so that no concern is lost to the question of where to take it. First, the concern is raised: by a teacher, a parent, or by yourself, in writing to the Student Support Team through the referral form. Second, the Team triages it — gathering the evidence (grades, MAP data, attendance, observations, prior support), consulting the homeroom teacher and the relevant specialist. Third, parents are brought in: a conference on what the evidence shows and what the options are. Fourth — and only here do paths diverge — the outcome is individualized to the need: an Academic Support assignment for learning gaps; the SEN pathway and an Individual Educational Plan with assessment accommodations (G-15, applied under G-11); a counseling and well-being plan through Student Support (G-17); an inclusion response where a student has been excluded or singled out (G-18); or an Individual Success Framework for behavioral patterns (G-07). Fifth, every outcome is monitored, documented, and reviewed on a set cycle — adjusted where it is not working, closed with parents when its goals are met.

One process, individualized outcomes. If you are ever unsure where a concern belongs, that is the point: it belongs at the door, and the Team will carry it from there.

STUDENT SUPPORT SERVICES

G-17 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

The Student Support department stands behind you beyond the classroom — religious, well-being, social-emotional, character, and behavioral guidance, reached through the unified referral pathway (G-16) by parents, teachers, or your own request. The team:

- **Medical Officers:** the Academy nurse is available whenever you feel ill or need first aid — visit with a medical pass from your teacher. The clinic holds and administers all medication under certified supervision with parental consent; students may not carry or self-administer medication. Health and medical checks run through the year to MOE and VFAQ expectations.
- **Counseling & Guidance:** request the Academy counselor in the event of emotional stress or conflict — social-emotional support and an advocate for your well-being among peers, the Academy, and your parents.
- **Values Officers:** ethical, moral, and cultural support in an international setting; respect and tolerance across the Academy; supervision of religious practice.
- **TAC Officers:** teach, advise, counsel — administering sanctions, coordinating Tours, Service, and community projects, and guiding you toward positive behavior.
- **Partnering Specialists:** where external specialist support is needed, the Academy partners with families to arrange it.

DIVERSITY & INCLUSION

All students at VFAQ are equal. Grounded in the values of Islam, Arab unity, and respect for difference, the Academy develops leaders of integrity, compassion, and service. We celebrate the shared cultural and religious heritage that unites us while respecting the richness of individual backgrounds — our community is enriched by the breadth of Arab, Islamic, and international heritage, and you are taught to see different dialects, customs, and histories as strengths of a cohesive society, not threats to it.

The conduct this asks of you: engage every person with respect and dignity; never behave or speak in a way that raises one person or group above another; take part in the programs that celebrate what we hold in common; and welcome — actively — the student who might otherwise stand outside the circle. On sensitive matters the Academy maintains political neutrality: our business is education, character, and leadership, and discussion here is informed, constructive, and aimed at unity and the common good. These commitments are reviewed regularly, because inclusion is a standard we hold, not a sentiment we declare.

THE CODE OF INCLUSIVE NORMS — YOUR PART

Inclusion at VFAQ is practiced in named actions and spoken words. Actions: welcome and include peers in group activities so no one stands outside; sit beside someone different from you at meals or events and learn his background; celebrate individual and team achievements regardless of whose they are; and take active part in the cultural and religious events that show the diversity within Islam and Arab heritage. Words: use phrases that bind — 'We're all part of this together,' 'I value what you bring to the team,' 'Tell me more about your perspective' — and refuse language or jokes that single anyone out by background, name, or region. Parents and staff carry their own norms in the same code; the staff's renders are set out in the Beacon.

Where a student experiences exclusion or discrimination despite these norms, the concern enters the unified referral pathway (G-16) like any other — one door, with an inclusion response among its individualized outcomes.

CHARACTER EDUCATION

G-19 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

Character at VFAQ is not a subject; it is the curriculum beneath the curriculum. The Guidon's rank requirements combine proven character-education methodology with scouting models and the military system — a program that motivates and builds leadership from the youngest age when it is done properly. And done properly means challenge: you will not merely complete tasks, you will be presented with challenges that push your boundaries — navigating the unfamiliar, leading a group, demonstrating first aid under pressure — because challenge is where knowledge becomes capability. The rigorous approach is deliberate. Through it you learn to persevere, to communicate, and to think critically — a set of skills that extends far beyond the Academy into every part of the life ahead of you.



SECTION 4

DIGITAL CITIZENSHIP

G-20 – G-22 · X-01 · Owners: Coordinators

Purpose & scope of this section: These policies govern technology in Academy life — personal devices, the network, and artificial intelligence. They apply on campus, on Academy systems anywhere, and to any online conduct that touches this community. The staff-facing AI ethics framework and teacher protocol live in the Beacon under the same policy family (X-01).

ACCEPTABLE USE OF TECHNOLOGY & DEVICES

G-20 (incorporating G-21) · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

The internet holds real power to shape character, personal development, and leadership — and this policy exists to point that power in the right direction. Use the Academy's technology in ways that practice honesty, integrity, and empathy; what you do online is conduct, and the Code of Conduct follows you there.

PERSONAL DEVICES

We recognize that parents may wish their son to carry a phone for safety and contact at the day's end — and we recognize equally what unmanaged devices cost: distraction from learning, camera-borne risks to privacy, unfiltered content over unmonitored connections, device-to-device spread of material, and the plain financial risk of the phones themselves. The balance we strike respects your parents' wishes, your growing self-control, and everyone's protection. The rules are three: devices are switched off — not silent — pouched upon entering the Academy; the device stays in your bag or locker for the whole day and is your responsibility; and devices are not used for any purpose on Academy grounds.

Consequences follow a ladder. Staff may collect phones at the start of the day to prevent ongoing misuse. A device in use is confiscated to the administration and returned at day's end to a parent or guardian. Continued breaches place the device in the administration's keeping until the end of the current quarter.

USING THE INTERNET AS A VALLEY FORGE STUDENT

Character development: use the internet to build honesty, integrity, and empathy — engage with content that promotes growth, self-reflection, and ethical decision-making, and stay mindful of what digital content does to character over time. Personal motivation: the internet holds boundless opportunities to pursue passions, set and achieve goals, and cultivate a growth mindset — seek the educational content, motivational resources, and communities that keep you focused and positive. Leadership: leadership is practiced online too — in forums, group projects, and virtual communities — by setting the example in your interactions: inclusive, constructive, and team-minded.

SECURITY & ENFORCEMENT

Keep login credentials confidential; never attempt to bypass or tamper with network security; and report any security concern or suspected breach immediately to a teacher or administrator. Violations of this policy are addressed through the Discipline Policy (G-07) and the Behavioral Support Matrix (Appendix A) upon review — responses range from loss of internet and device privileges through academic consequences to, at the severe end, referral to external authorities.

If your login credentials are compromised, speak to your homeroom teacher who will connect you with the IT Department to review access to your account and update your login information.

STUDENT USE OF ARTIFICIAL INTELLIGENCE

G-22 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

Artificial intelligence will be part of your working life, and the Academy intends you to master it rather than be mastered by it. Our principles are the Academy's own (X-01): human primacy — AI supports your thinking and never replaces it; integrity first — your intellectual effort comes before automation; transparency — AI use is always declared; security — cyber-safe systems and protected data are mandatory; and equity — expectations remain fair for every student.

THE RULES

You may use AI tools only where your teacher has authorized them for the task, using age-appropriate, Academy-approved tools aligned with Qatari cultural, religious, and national values. Where AI has assisted your work, you cite it — undeclared use is academic dishonesty and is handled under G-13. Treat AI as a cognitive training partner, not a substitute thinker: it may quiz you, explain, and challenge you; it may not do your assignment. On Academy networks, AI use is monitored; bypassing filters by VPN, prompt-hacking, or any other means is a violation of this policy and G-20.

Never place personal information — yours or anyone's — into an AI tool. Never use another person's image or likeness with AI tools.

THE AI POLICY FAMILY (X-01)

This policy is one of three renders of a single Academy framework: the staff ethics policy and the teacher practice protocol carry the same principles in the Beacon. One framework, three audiences — so that what we ask of you, we first ask of ourselves.



SECTION 5

WELL-BEING & SAFETY

G-23 – G-27 · Owners: DP-OP · HOD Athletics

Purpose & scope of this section: These policies carry the Academy's first duty — the safety, protection, and well-being of every student. They apply to all students, all staff, and every person associated with the Academy, on campus and in every Academy activity. Staff safeguarding duties and reporting procedures are set out in full in the Beacon; the protections themselves are stated here, for you and your family.

SAFEGUARDING & CHILD PROTECTION

G-23 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

Valley Forge Academy Qatar is committed to the safety and well-being of every student, within a secure and nurturing environment. We endorse the Qatar National Vision's commitment to a robust social safety net, and this policy — which applies to all staff, volunteers, and every person associated with the Academy — is framed by Qatari law and informed by GA Resolution 74/124, the International Task Force on Child Protection, and the United Nations Convention on the Rights of the Child. Safeguarding is the proactive work of enhancing children's well-being and shielding them from harm, and it is a collective responsibility of this whole community.

WHAT THE ACADEMY UNDERTAKES

To keep the environment safe, secure, and respectful; to raise a culture of safeguarding among staff, students, and families; to train staff and volunteers to recognize signs of abuse, neglect, or exploitation and respond appropriately; to work in partnership with families and external agencies; and to hold clear procedures for reporting and responding to every concern.

WHO PROTECTS YOU

A Designated Safeguarding Lead (DSL) — trained through the Educational Collaborative for International Schools' child-protection program, with Deputies appointed as needed — oversees all safeguarding work, holds sensitive documentation, and communicates with external agencies. Around the DSL stands the whole structure: Principals, the Director of Operations, Medical Officers, the Counselor, and the Values Officers each carry defined safeguarding duties, set out in the Beacon.

HOW A CONCERN MOVES

Every member of staff — and every volunteer and vendor — is bound to the same duty: a concern about a student's well-being is recorded, reported through the VFAQ Safeguarding Report form, and taken directly to the DSL or a Deputy immediately. The DSL then investigates — gathering information, interviewing, securing evidence, and contacting external agencies such as medical services or law enforcement where required — fairly, objectively, and in strict confidence, with

information shared only on a need-to-know basis. An investigation concludes in one of three findings: substantiated on the evidence, not substantiated on insufficient evidence, or unfounded where the evidence clears the person accused. And through all of it, the child and family are supported: families are notified of a concern within 24–48 hours of a report, kept informed of progress, and an investigation closes only on the signed endorsement of the parties — the DSL, the Academy Principal, and the family's representatives. Afterward, the Academy reviews and learns, so the procedure that protected one child protects the next better.

CONFIDENTIALITY — AND THE PROMISE WE NEVER MAKE

Safeguarding information is handled confidentially and shared only where it serves the best interests of the child. One rule matters for you to understand in advance: no member of staff will ever promise a student's secrecy. If what you disclose touches your safety, it must be reported — that is not a betrayal of trust; it is the keeping of it.

SUPPORT BEYOND THE ACADEMY

Qatar provides the Sidra Child Advocacy Program (S-CAP): the Sidra Medicine child helpline at 4003 4000 during working hours, and 24/7 on-call guidance and referral at 4003 7227 — staffed by qualified physicians, nurse practitioners, and social workers, offering a secure, confidential environment for interviews, medical assessment, and coordinated care. Any family, and any student, may use it directly.

WHAT YOU DO

If anything makes you feel unsafe — at the Academy, at home, or online — tell a trusted adult: any teacher, the counselor, the nurse, or the DSL directly. You will be listened to, taken seriously, and protected. That is not a slogan; it is the procedure, and you have just read it.

SAFETY & SECURITY

G-24 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

The safety and security of students is paramount, and the Academy maintains a secure learning environment as the precondition of everything else we do. Emergency Evacuation paths are posted in every classroom, and training runs regularly throughout the year — an ongoing process covering the range of scenarios appropriate to our region, so that when a drill or an event comes, you already know your part. The drill expectations themselves are summarized under Safety Essentials below; supervision duties for staff are set out in the Beacon (B-14).

ATHLETICS

G-25 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: HOD Athletics

The Cornerstone of Physical Development binds every student to sound body and mind — so athletics, physical training, and personal fitness at VFAQ are required, not optional. Physical development here extends beyond course grades: through outdoor learning, PE, after-school activities, health classes, and sport, you build the skills of a lifelong active life, practicing friendship, respect, cooperation, and willpower as you go. The program commits to a safe, challenging, welcoming environment for every student regardless of ability, the best exercise opportunity we can provide, clear grading criteria, and firm attendance requirements.

The safety rules are absolute: athletic equipment and facilities are used only under supervising faculty; the swimming facility, weight rooms, and PE storage remain locked when not in use; swimming

instructors and external faculty must hold current lifeguard and swimming-safety certification; every teacher, coach, and support staff member supervising athletics holds basic first-aid training; and all activity in hot weather is managed for hydration and sun exposure (see O-22). The PE team and Medical Officers reserve the right to restrict a student's participation out of concern for his safety and well-being.

PARTICIPATION, UNIFORMS & EXCUSES

Participation in physical education — and in Health for Grades 9–10 — is mandatory. No grade can be awarded to a student who does not adhere to uniform guidelines and engage fully during course hours; but note the design: PE grades rest on individualized success criteria, so every student who is active can pass. Where a legitimate reason prevents participation, parents provide a written explanation with supporting documentation, and approval rests with the administration. Students struggling to meet PE attendance receive additional support — tutoring, counseling, or a personalized physical activity plan aimed at readiness and regular attendance.

CHANGING ROOM

G-26 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Deputy Principal (OP)

The changing rooms run on respect. You are expected to behave respectfully toward peers and staff at all times; to protect the privacy and modesty of others, refraining from any inappropriate behavior, comment, or action; to come prepared with proper athletic attire and change privately within the designated stalls; and to keep the rooms clean and your hygiene sound.

The protections around you are deliberate: the Athletics department supervises changing times with sufficient staff, and every staff member announces themselves loudly before entering; the rooms are checked before and after sessions; changing times are managed to clear guidelines; and homeroom teachers and assistants keep a minimal presence, precisely to respect your privacy. These arrangements are safeguarding measures, and they are kept.

Behind the scenes, the cleaning team keeps a regular sanitizing schedule with attention to high-touch surfaces, maintains supplies, reports maintenance issues — broken locks above all — for immediate resolution, and respects absolute confidentiality about anything encountered in its duties. And to keep every interaction beyond misunderstanding: no unnecessary physical contact or personal discussion inside the changing rooms; a staff member entering for valid reason stays near the entrance, within camera visibility; students keep changing time short; and anyone — student or staff — who observes inappropriate behavior reports it immediately.

SAFETY ESSENTIALS — FROM THE OPERATIONS MANUAL

O-refs · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Director of Operations

The Academy's operational safety procedures live in the Operations Manual; these are the parts that touch you and your family directly, with the code that governs each.

- **Emergency drills (O-15 · O-16 · O-17):** the Academy drills evacuation, shelter-in-place, and lockdown throughout the year. Your duty in every drill is the same: silence, attention to your teacher, and movement exactly as practiced.
- **Allergy management (O-20):** declare all allergies to the Medical Officers and keep the clinic's records current; response protocols are held and practiced by the clinic.
- **Head lice (O-21):** screening and exclusion procedures protect the community; follow the clinic's instructions on detection and return.

- **Heat & sun protection (O-22):** outdoor activity is managed to regional heat guidance; hydration and shade rules are enforced seasonally.
- **Off-campus activities (O-27):** every trip runs under the approved procedure — consent, supervision ratios, and emergency planning — before any student leaves campus.
- **Animals in school (O-30):** animals come on campus only under the approved procedure, with allergies and safety assessed first.
- **Toilet training & intimate care (O-38, Early Years):** all students are fully toilet trained before enrollment — independent in every aspect, including managing clothing and washing hands. KG support is bounded by the independence rule (a student covers his private areas himself; staff may assist only with fastenings) and, where ongoing support is needed, by the signed Intimate Care Agreement. Accidents are handled with calm, privacy, and confidentiality — parents are contacted for clothing and informed at pick-up; the full procedure and staff protocol live in the Operations Manual.
- **Transportation (O-34):** riders follow driver and monitor instructions as they would a teacher's; conduct on transport is Academy conduct.
- **Parent complaints (O-09):** concerns are welcomed, logged, and answered through the published follow-up procedure — raise them with the front office or your Division Principal.



SECTION 6

RANK & RECOGNITION

G-28 – G-29 · Owners: Coordinator · Principal

Purpose & scope of this section: These policies govern how leadership is practiced and how advancement is earned — the Student Council and the rank system that carries the Five Cornerstones from words into requirements. They apply to every enrolled student from Candidate to Master Falconer. Staff duties in assessing and supporting the rank program are set out in the Beacon.

STUDENT COUNCIL

G-28 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Coordinator

The Student Council are the representatives of the student body, and their purpose is the Cornerstones themselves — upholding and promoting Character Development, Leadership, Academic Excellence, Personal Motivation, and Physical Development across the Elementary, Middle, and High School divisions. Membership is earned: Council members hold the rank of Academy Student or higher, and with the position comes real responsibility — mentorship of younger students, the organization of Academy events, participation in rank advancement ceremonies, and a voice in Academy change, all under the supervision of the Student Support Team.

The Council's officers — President, Vice President, Recording Officer, and the Grade Representatives — lead its work, and the Academy invests in them deliberately: specialized leadership development in “The Valley Forge Way,” built on workshops, role-play, and project-based learning in communication, conflict resolution, and ethical decision-making. The Council also coordinates community service — campus improvement initiatives, charity drives, and outreach aligned with Qatari Islamic culture — integrated into the curriculum to build social awareness and critical thinking.

STANDING, MEETINGS & APPEALS

Membership carries requirements, reviewed periodically by the Student Support Team. Meetings run monthly from September; attendance is mandatory, absences are communicated in advance to the President or the Support Team, and excessive unexcused absence risks removal. Members maintain a minimum 60% average across all subjects — falling short brings probation or removal until grades recover — and exemplary conduct is expected inside and outside Council activities: behavioral sanctions, detentions, or suspensions likewise carry probation or removal. Every adverse decision can be appealed in writing to the Student Support Team within one week of notification; the appeal is reviewed by the Council and the Support Team together, and the decision communicated promptly.

RANK, ADVANCEMENT & RECOGNITION

G-29 · Version 2.0 · Effective August 2026 · Review August 2027 · Owner: Principal

The rank and advancement program is the pathway by which you align yourself with the Cornerstones and values of a citizen leader. Successful completion is a community-involved process — ongoing review, reflection, and aspiration — and it begins the day you arrive: every enrolled student is a Candidate until formally inducted and awarded the VFAQ student epaulettes, signifying command of the routines, culture, and spirit of the Academy's mission.

HOW REQUIREMENTS ARE ASSESSED

This matrix is transcribed from the student SIS portal, where your live progress against it is visible to you, your teachers, and your family.

Merit here is not box-checking. Rank requirements are assessed through interview and challenge — one-on-one conversations that ask not just what you did but what you learned, and challenges that make you apply it. The requirements for each rank are published in this Guidon. As you complete each one, the assigned adult signs and dates it. It is not about reaching the destination; it is about emerging stronger, wiser, and more capable than you began.

THE WHOLE-SCHOOL FRAMEWORK (2026)

From 2026, the rank system runs on one framework for the whole school, published in The Learning Program. Its engine is the Honor Point, awarded daily by your teachers against the fifteen commitments of the Honor Code — the named behaviors of the five Cornerstones, from Forge Courage and Own Responsibility to Anchor, Listen Actively, and Seek Continuous Learning. Points accumulate into insignias; insignias — together with service hours, values and HERO recognition, and each rank's prerequisites — satisfy advancement. Rank remains anchored in good standing in behavior and academics throughout, and awards are made on the review of the Head of Pastoral and your Homeroom Teacher, with parents joining at the senior levels.

THE LADDER

The ladder runs twelve ranks by division, as published on the student SIS portal: Blue, Red, and Gold Falcon in Kindergarten; Apprentice 1–4 in Elementary; Falconer 1–4 in Middle School; and Master Falconer in High School — crowned by the Cap Shield. Honor Point tallies and insignia weightings are set by the Pastoral team season to season, to steer Falcon Team competition — they are competition mechanics, not policy. What policy fixes is what each rank requires, below; the SIS portal renders the same matrix live, and where this table and the portal differ, the portal is authoritative.

DIVISION	RANK	REQUIRED FOR THE RANK — BADGES · ACADEMICS · SERVICE
Kindergarten	Blue Falcon	• Values Insignia • HERO Insignia • Uniform standard • Healthy Choices badge • Star of the Week ×1 • Grades: n/a
	Red Falcon	• Blue Falcon held • Values Insignia • HERO Insignia • Healthy Choices badge • Star of the Week ×1
	Gold Falcon	• Red Falcon held • Values Insignia • HERO Insignia

		• Healthy Choices badge • Star of the Week ×1
Academy Student		• Uniform standard • HERO Insignia • Values Insignia • Cornerstones Insignia
Elementary	Apprentice 1	• Academy Student (epaulettes) • E-Safety badge • Uniform standard • HERO Insignia • Values Insignia • Service Hours • Cornerstone Insignia • Grades
	Apprentice 2	• Apprentice 1 held • Basic First Aid badge • HERO Insignia • Values Insignia • Service Hours • Cornerstone Insignia • Grades
	Apprentice 3	• Apprentice 2 held • Swimming Safety badge • HERO Insignia • Values Officer • Service Hours • Cornerstones Insignia • Color Guard Training • Grades
	Apprentice 4	• Apprentice 3 held • HERO Insignia • Values Insignia • Service Hours • Islamic Service badge • Personal Motivation badge • Cornerstones Insignia • Grades
Middle School	Falconer 1	• Apprentice 4 held • Emergency Preparedness badge • Academic Excellence badge • Service Hours (5) • Grades: average (%)
	Falconer 2	• Falconer 1 held • Environmental Science badge • Physical Fitness badge • Service awards: 1 bronze • Grades: average (%)
	Falconer 3	• Falconer 2 held • Community Citizenship badge • Character Development badge • Service awards: 1 bronze · 2 silver • Grades: average (%)

	Falconer 4	• Falconer 3 held • Color guard badge • Leadership role & reflection • Service awards: 2 bronze · 4 silver • Grades: average (%)
High School	Master Falconer	• Falconer 4 held • Family Life badge • Water Rescue badge • Leadership badge • Officer Insignia — leadership role & reflection • Service Hours (10) • Service awards: 1 bronze · 3 silver • Grades: average (%) and GPA standard • Cap Shield — the culminating award

Weightings note: the value attached to any insignia or Honor Point tally is set by the Pastoral team to balance Falcon Team competition across the year — it may change season to season and is not part of this policy. The composition above is the policy.

THE INSIGNIA STRUCTURE

Every insignia belongs to a Cornerstone, so the ladder climbs through all five. Academic Excellence: the Academic Excellence and Environmental Science insignias. Character Development: Uniform, E-Safety, Islamic Service, Character Development, and Family Life. Personal Motivation: Star of the Week, the rank pre-requisite chain, and the Personal Motivation insignia. Physical Development: Healthy Choices, Basic First Aid, Swimming Safety, Emergency Preparedness, Physical Fitness, and Water Rescue. Leadership: Color guard, Community Citizenship, Leadership, and the Cap Shield. In Kindergarten, the Values and HERO insignias carry the same Cornerstones at the youngest level. Officers — Division Commanders, Grade Officers, the Falcon Team Officers of the High School, and the Color guard Captains — carry the Officer Insignia with a leadership role and reflection, organized through the Officers' Club: parade command, term responsibilities, events, mentorship and coaching, and reporting, reflection, and improvement planning.

FALCON TEAM POINTS

The five Falcon Teams compete for the annual Team Points trophy through the year's calendar — volleyball and dodgeball in September, football in November, padel in January, the whole-school Sports Day in February, badminton in April, swimming in May — alongside academic and character competitions across every division. Your daily Honor Points carry your team as well as your rank: the citizen leader lifts the men beside him.

THE CAP SHIELD, CORNERSTONE AWARDS & INSIGNIAS

The Cap Shield is a time-honored tradition — one of the threads of continuity binding every Valley Forge graduate to each other and to their Alma Mater. It is earned, not given: a student must successfully pass all ranks up to and including Master Falconer in his secondary years, each published requirement signed and dated on completion, the whole granted by committee review and awarded at Assembly. The Cornerstone Awards recognize personal development toward each of the five Cornerstones — accomplished throughout the advancement process, though rank is not a prerequisite of any cornerstone, and each demands your time in and out of the Academy. Insignias mark extensive

effort in a cornerstone endeavor — the First Aid insignia, the religious insignia, and their kin — worn as the visible record of what you have built.

APPENDICES

These instruments are the working backbone behind the policies of this handbook. Staff act from them; students and families can read exactly what response any behavior meets. They carry the same version of governance as every policy in the Register.

APPENDIX A · BEHAVIORAL SUPPORT MATRIX

Referenced by G-07 · G-08 · G-09 · G-13 · G-20 · Version 2.0 · Owner: Deputy Principal (OP)

Responsive options are applied based on severity, frequency, regulation capacity, safety impact, and student responsiveness. Repeated or escalating behaviors may result in increased intervention intensity and support planning. The upper band is the Academy's recognition engine; the lower band is its response ladder — the two work together.

IMPACT LEVEL	TYPICAL BEHAVIORS	RESPONSIVE OPTIONS
Rank & Insignia (Community)	Model leadership · Guidon requirements	Academy Rank · Award Insignias
Falcon Teams	Teamwork · Competition engagement	Falcon Team Points · Team Awards
Cornerstones (Individual)	Here Everyday Ready On Time · Proper uniform · Academy norms	HERO Ropes · Cornerstone Points · Celebration Call · Academy privileges
Tier 1 (Individual)	Tardiness · Dress code · Learning interruptions · Device misuse	Regulation & Re-engagement · Redirect, Reset, Redo · Be-HERO
Tier 2 (Community)	Unsafe physical conduct · Disrespect, inappropriate language · Property damage	Restoration & Accountability · SST Reset Block · Structured Support Plan · Tour or Service Duty
Tier 3 (Safety & Well-being)	Physical injury · [Cyber] bullying · Vandalism · Substance abuse · Unethical/criminal behavior	Assessment & Stabilization Support · Internal/External Suspension · FBA & Reintegration Plan · MOE/Police involvement · Exclusion review

APPENDIX B · TIER 1 UNIVERSAL SUPPORTS — FALCONS

Referenced by G-07 (Level 1) and the Matrix (Tier 1) · classroom teaching & learning

Tier 1 is where conflict is prevented rather than resolved: the universal classroom expectations every student meets by following instructions the first time. FOCUS, ACTIVITY, LEAD, COMMUNICATE, ORGANIZE, NEED, SUCCESS — the FALCONS routine is posted in every classroom, and meeting it the first time it is asked is the standard. A student who follows the routine never meets the response ladder at all; that is the design.

F

FOCUS

☐ 5-4-3-2-1 Countdown ☐ Eyes On Me

A

ACTIVITY

☐ Instructions ☐ Group Work ☐ Independent

L

LEAD

☐ Teacher ☐ Class Discussion ☐ Groups ☐ Independent

C

COMMUNICATE — Voice Level

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

O

ORGANIZE

☐ Seat ☐ Groups ☐ Walk in a Line

N

NEED

☐ Instructions ☐ Group Work ☐ Independent ☐ Participation

S

SUCCESS

☐ Did my best? ☐ LO Accomplished ☐ Met Criteria

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EVERY ACTION.

EVERY DAY.

