



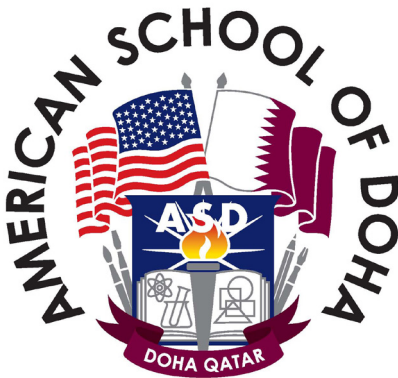
HIGH SCHOOL STUDENT HANDBOOK

2018 - 2019 SCHOOL YEAR



RESPECT | HONESTY | RESPONSIBILITY | COMPASSION

Welcome to the High School



Identity Statement

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing educational excellence, through a standards-based, internationally enriched American curriculum, serving a multicultural student body.

Mission

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

Vision

ASD is a future-focused community where learning is...

- collaborative
- fun and engaging
- extended beyond walls
- creative to foster innovation
- sustained by responsible practices
- data-informed and evidence-based
- authentic, solving real-world problems
- encouraged in a technology-enhanced environment

ASD is...where students are encouraged to extend their own learning

Our Values

Respect • Honesty • Responsibility • Compassion

ASD Values

Respect

Respect is a cornerstone value, which every person at ASD must display.

There are many ways to show respect. It is very important to listen and to try to understand the other person's opinion and point-of-view.

Students can show respect to teachers by arriving to class on time with all the needed equipment (notebook, calculator, textbook, etc.) ready to participate in class and learn. Students can be respectful of the school by adhering to the ASD values of Respect, Honesty, Responsibility and Compassion.

Honesty

Honesty is expected from each person at ASD. Students display honesty by doing their own homework, submitting their own work for assessment and bringing to the teacher or school administration information about dishonest acts.

Students who are dishonest will receive the appropriate consequence from the High School Administration.

Responsibility

ASD students must take responsibility for their actions and behave appropriately at school and school events. A main goal for High School is to help students become caring responsible citizens ready to make a contribution to society.

Students display responsibility by doing their homework, coming to class on time, picking up after themselves and finding ways to make a positive contribution to the school and the community.

Compassion

ASD students need to be compassionate to the needs of others. Students can display compassion by helping new students feel welcome, by respecting the opinions and ideas of others and by volunteering time to a community service project.

Students can display compassion by helping a classmate understand the homework - not allowing the classmate to copy the work, but by explaining the work so she/he is better able to understand the concepts being taught.

It is very important that every ASD student and staff member display the ASD values on a regular, daily basis. If everyone works towards these values, ASD will continue to be a wonderful place to learn and grow.

The American School of Doha

A Message from the High School Principal

Dear Students and Parents,

Welcome to the High School division of American School of Doha (ASD).

Our Student Handbook is a resource for all our community. Within its pages are documented the High School Division expectations, protocols, curriculum and structure.

At ASD we are committed to helping all our students develop the skills to be productive and positive contributors to the communities they will join.

We believe that academic, artistic and athletic excellence, bound to social responsibility, are essential components in ensuring a balanced, valuable and varied education.

As a community of learners, parents, students and teachers we must work together in collaborative partnership to ensure learning is at the core of all success.

We believe that each individual child has the right to fulfill his/her potential and foster a positive mindset. As educators, our shared responsibility is to create an environment where achievement, in all its multiple forms, is an expectation that is embedded into our school culture.

ASD offers an array of diverse opportunities for all students to reach their unique potential in whatever avenue they choose. ASD graduates leave us as: Responsible, Honest, Respectful and Compassionate individuals. All our students and teachers embrace these core values and are uniquely prepared for the exciting and various challenges of a future world with limitless opportunities.

Please take this opportunity to review, discuss and become familiar with this handbook's information; ensuring that, as a community, we have communal understanding of our shared responsibilities and expectations.

One of the most important aspects of any great school is communication. It is a central and fundamental part of a collaborative community. Thus, as you read through this handbook, please know the High School team is always available for clarification and to listen to any input that you wish to offer.

We look forward to the 2018-2019 school year with a sense of excitement and anticipation.

Michael Roberts,
High School Principal



Michael Roberts
HS Principal
mroberts@asd.edu.qa
4499 1100



Paul Kasky
HS Associate Principal
pkasky@asd.edu.qa
4499 1134



Jan Farmer
HS Associate Principal
jfarmer@asd.edu.qa
4499 1129

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Academic Policies and Procedures

Special Services for High School

ASD maintains a limited program for students with special needs. This program does not provide comprehensive educational services given its limited resources and staffing. ASD does not accept students with physical, emotional, or learning needs that cannot be appropriately accommodated in the school's program.

After initial acceptance of a student, the school reserves the right to deny re-enrollment if the student's needs go beyond the scope of available services.

For further information on the services available, including educational testing and accommodations, parents should contact a High School Learning Support Teacher and Gifted and Talented Education (GATE) Coordinator.

Counseling Services

Parents/students can make an appointment to meet with a High School Counselor concerning academic, social or emotional concerns. Contact the Counseling Office at 4499-1149 to make an appointment.

The Guidance Committee

The Guidance Committee is comprised of the High School Principal, High School Associate Principals, and Guidance Counselors. This group meets weekly to review students' academic and emotional development and to formulate plans to assist those students in need.

Students having special requests may submit a written appeal, signed by their parents. Teacher Representatives, Learning Support teachers, and the AP/IB Coordinator are consulted as needed.

The Academic Day

ASD High School uses a semester system of scheduling. The school day runs from 8:00 am until 3:00 pm, apart from PACT Tuesdays. Students are expected to be in their first period classes and seated by the time the second bell rings at 8:00 am.

Students attend four 90-minute classes on most school days.

Tuesdays are Professional and Collaborative Time (PACT). Students are released at 12:30 pm on Tuesdays when there is a full five-day week. These afternoons are used for professional collaboration among faculty and staff.

On Wednesdays each week, class meeting time is reduced to 75 minutes to accommodate Advisory and Learning Service opportunities.

Each class meets every other day on a block schedule. Many students have one study period every other day, giving them the opportunity to complete homework, to use the library, to conference with teachers, and to study.

Credits

Credits are the units by which academic progress is measured. Twenty-five credits are required for graduation from ASD.

Students typically earn seven credits per year. A student will earn one credit (1.0) after successfully completing a course for a full year. A student will earn one-half credit (0.5) after successfully completing a course for one semester.

Occasionally, students enter ASD during High School with a transcript that reflects HS credits while enrolled in a prior Middle School. While these credits are not generally accepted as High School credits at ASD, students may petition the Guidance Committee if they feel that their particular situation merits the awarding of credit.

Transfer students who have earned credits from other High Schools will be awarded credit toward ASD graduation based on previous credit to a maximum of eight credits per year.

Class Placement

The following number of credits will be used to determine a student's grade placement.

Freshman (Grade 9)	1 - 4 Credits
Sophomore (Grade 10)	5 - 11 Credits
Junior (Grade 11)	12 - 18 Credits
Senior (Grade 12)	19 - 25 Credits

Student participation in Advanced Placement (AP), International Baccalaureate (IB) classes will be based on student interest, present classroom work, past performance, and other criteria related to the student's ability and potential, and instructor approval. Close attention should be paid to the prerequisites listed in the [High School Program of Studies](#).

Students who transfer to ASD during the school year will be placed in classes that most closely match the courses they were attending in their previous school.

Transfer grades from a student's previous school may be considered in determining the student's semester grade at ASD.

Students who successfully complete the British GCSE "O" level examinations or an equivalent examination system may receive two credits for each examination, up to a maximum of 16 credits, and be placed in Grade 11.

Non-traditional Study Options

A Non-traditional study option is an opportunity for students to complete coursework outside of the course offerings at ASD.

Non-traditional options for earning HS credit will be considered in each of the following situations:

Online Course Study Plan

Students may undertake online coursework outside of ASD for High School credit or for placement into certain courses if they have met with their counselor to complete a petition to enroll in the desired course.

In order to be eligible for either of these options, students must ensure the following:

- Permission is granted through the counseling office;
- It is taken from an accredited institution that will award credit for the course;
- The student is enrolled in the minimum number of ASD courses required for their grade level or otherwise gained approval from guidance committee;
- The student provides an official transcript to ASD upon completion of the course;
- Credit may count towards subject area graduation requirements, but must be approved through the guidance committee;
- The student has not already been awarded any Non-traditional credit during his or her ASD career;
- AP coursework must be taken by enrolling in an accredited online course provider that will award credit. For example, MOOC providers such as edX or Coursera will not be acceptable;
- In order to receive ASD credit, the student must have completed at least two semesters of High School at ASD.

Grading or Credit

While the student is working on the course, it will appear as Online Study on the student's semester schedule and will be reflected on the transcript as zero credit and pass/fail, noting the course and crediting institution in the title.

Upon receipt of the final transcript showing a passing grade from the accredited provider, the course will appear as a transfer credit from the institution in which the student was enrolled.

Independent Study Course Plan

An Independent Study course is designed through a partnership of student, parent, and teacher or mentor.

An Independent Study course usually covers material that is not offered in ASD courses. The deadline for starting a course is by the end of the first three weeks of the semester.

Students may have a maximum of 1.0 Non-traditional/Independent Study course credit during their High School career.

Any High School student who has completed at least two semesters at ASD can initiate an Independent Study course. In order to do so, the student must contact his or her counselor to present the idea.

If a student is pursuing Independent Study for the purpose of placement into a particular course, the student may be required to sit an ASD placement examination before that placement is permitted.

Creating an Independent Study Plan

To gain ASD approval, the student must submit an Independent Study proposal with help from the school and parents. Independent Study may involve any area of interest for the student, either extending beyond current coursework or exploring a new area of interest for the student.

The first step is clearly articulating the goal of taking a course through Independent Study.

Guidelines for the Proposal

All written Independent Study proposals must include the following elements:

- A specific, clearly stated goal for the plan that identifies the supporting faculty member;
- A clear statement of why this plan is important and necessary to the student;
- A specific step-by-step timeline indicating exactly how the student will accomplish the goal of the plan and how often the student will meet with the supporting faculty member;
- A clear listing or explanation of the resources needed to accomplish the goal;
- Students may be assigned to a study hall unless they work directly with their teacher/mentor during the Independent Study period. The absence policy will apply.

All Independent Study courses must have signed approval from a parent, teacher, the counselor, and the Guidance Committee. Depending on individual circumstances, a student may also need written approval from a department head.

Grading or Credit

Courses will appear as Independent Study on the student's semester schedule, will be graded on a pass/fail basis and will receive credit as agreed upon at the time of the proposal.

Course Changes

During the first three weeks of a semester, students may request to change classes. All teachers involved will be informed.

After the initial three week period, parent-teacher communication is required to request withdrawal from the course. After that period, the student may meet with the counselor to facilitate a petition.

Any requests following the three-week course change date require that students have met with the teacher to get help, established and followed through on an

Improvement Plan and obtained approval from the AP/IB Coordinator and/or Counselor.

The necessary steps to follow when requesting a course change are:

1. Student obtains petition form from counselor for the course change.
2. Parent, current teacher, or receiving teacher recommends the change.
3. Counselor makes a recommendation.
4. If all parties are not in agreement, then a final decision will be made by the HS Guidance Committee, taking all recommendations into account.

The teacher may recommend that a student be changed to another course if the teacher has determined that the course is not a good fit.

Course Withdrawal

Students may not withdraw from a course after three weeks of classes without the approval of their counselor. Any changes after the first three weeks of school will result in a Withdrawal, with the grade at the time of withdrawal included on the student's official transcript, but not included in the GPA.

The necessary steps to follow when requesting a course withdrawal are:

1. Student obtains petition form from counselor for the course withdrawal.
2. Parent and current teacher explain reason for the withdrawal.
3. Counselor documents his/her thoughts concerning the withdrawal.

A final decision will be made by the counselor or Guidance Committee, taking all recommendations into account.

Course Repetition

A student may repeat a class at the recommendation of his/her teacher and/or counselor. Both grades will appear on the transcript but only the higher grade will be counted in the GPA calculation and for credit.

Withdrawal from School

Students planning to transfer to another school must present a written request from a parent to the Admissions Office at least two weeks prior to withdrawal by completion of the online Notice of Withdrawal form.

Students must also report to the HS Office Manager to receive a withdrawal form for the student to present to teachers (on the last days of attendance) in order to receive grades and return books.

Transcripts will be sent to the student's new school upon request. School records will not be sent until the student has completed the checkout process by returning all textbooks and laptops, paid all school fees, and returned all library materials.

Homework and Related Expectations

In keeping with its mission, vision and values, ASD advocates a balanced life for its students. A balanced life is comprised of academic work, meaningful participation in After School Activities, and relaxation with family and/or friends.

The Nature and Function of Homework

"Homework" is defined as any task that a student is expected to complete outside of scheduled class time, whether or not it is formally assessed.

This definition includes, but is not limited to: research, writing assignments, pre-class readings, practice/review questions, summarizing documents, preparing presentations, and reviewing for assessments (tests and quizzes).

The work is designed to be quality time spent exploring connections to the curriculum and to engage students in learning. Homework should help students learn.

The major functions/goals of homework at ASD serve as:

- Review and reinforcement of recently-acquired knowledge and/or skills;
- Practice of applying recently-acquired knowledge and/or skills;
- Preparation for upcoming classes (e.g. by reading or researching);
- Preparation for upcoming summative assessment tasks;
- Continuation of ongoing tasks (e.g. research, essays, lab reports, presentations).

The Amount of Homework

In the case of homework, more is not always better. The small body of research exploring effectiveness of homework at the High School level indicates that two to three hours of homework per night is most effective (Cooper 1989, 2006).

Obviously, homework may take considerably longer (and be less effective) if students are distracted.

These homework time limits are intended to allow all students some discretionary study time on weekends, beyond their formally assigned homework.

Some students – especially those enrolled in the full IB Diploma – will need that time for additional tasks such as their Extended Essays and CAS planning and reflection. No additional homework (i.e. above the normal maximum for a block) will be assigned over long weekends or school vacations.

Teachers are expected to:

- Specify details of the homework task(s) before the end of the class and allow time for clarification; confirm the homework task(s) and required resources on course pages by 3:30 pm on the day work is assigned and (preferably before the end of the class);

- Make it clear what the students are expected to learn;
- Provide guidance about how to complete the homework task;
- Provide an estimate of how long the homework should take to complete;
- Specify the due date and assessment criteria (if it will be assessed);
- Respect the times above and avoid adding additional tasks to ongoing assignments;
- Communicate with colleagues and students about the timing of major assignments and assessments to avoid periods of unreasonable workloads;
- Differentiate homework for SL and HL students who are enrolled in mixed SL/HL courses;
- Carefully consider the rationale for any assigned summer work. If summer work is assigned it is to be directly related to course curriculum;
- Take time during each subsequent class to explore what was learned and address questions and misconceptions. Homework is most effective when accompanied by teacher feedback.

Students are expected to:

- Use study time effectively – in class, during study periods, and at home – by focusing on the tasks without distraction;
- Actively engage with the work through reflecting on questions including;
 - Is there anything that needs to be practiced that will make you feel more confident about the current learning?
 - Is there anything you find particularly interesting that you would like to spend more time on?
 - Is there anything you need to prepare to be able to continue to learn the next class period?
 - What have you learned today? Bring any questions or new ideas to the next class.
- Communicate proactively with teachers to ensure that assignments are understood and progress is made prior to the due date;
- Review course material regularly, rather than “cramming” for tests at the last minute;
- Plan ahead: certain periods (e.g. the end of a semester, the week before a holiday) may be busier than others, so students must plan ahead and manage time effectively;
- Make steady progress on major assignments, including communicating progress to teachers, rather than leaving them to the night before they are due;
- Commit to their own well being in the form of good diet, regular exercise, and adequate sleep.

Students who repeatedly fail to meet these expectations may, at the discretion of High School Counselors or

Administrators, forfeit their unsupervised study period and instead be scheduled to a supervised study period where they will be coached in effective study habits.

Parents are expected to:

- Show interest and support homework assignments (both the degree of progress and the learning goals). Parents are not expected to be homework police;
- Support their children’s studies at home, both emotionally (encouragement) and practically (providing a suitable location for focused study, helping ensure that their children can study effectively);
- Support realistic academic goals and recognize that success in school is not directly proportional to the amount of time spent on homework;
- Recognize that ASD High School commitments alone – academic demands, after school activities, and commuting – contribute to very busy lives for our students. Additional expectations, such as outside tutoring or language classes, inevitably reduce the amount of time that a student can focus effectively on their ASD commitments;
- Let children make mistakes and experience “successful failures”. Recognize that a missed assignment or poorly done homework assignment every now and then is not going to hurt your child in the long run. Parents can help students organize their time or prioritize assignments, but when parents regularly deliver forgotten assignments to school or step in to rescue a child at the last minute, they may be denying the student the opportunity to develop resilience and fortitude.

Homework Guidelines Revised 2014

Assessment Calendar

All summative assessments for a course will be placed in PowerSchool within the first three weeks of a semester.

Students are responsible for checking the assessment calendar. Students are not expected to sit for more than two major assessments in a day.

Long term projects/assignments may not apply.

In the event that the student is scheduled to sit for three assessments in a day, students may elect to see their teacher(s), counselor or an administrator at least two days in advance of the scheduled assessments.

Grade Weighting

AP and IBHL courses are weighted to impact Grade Point Averages (see the chart on the next page).

Advanced Placement (AP) and International Baccalaureate (IB) courses at ASD will be weighted to acknowledge the commitment and dedication that is required to be successful in the course.

Students should be aware that all universities have their

own methods of evaluating students' grades, and that the weighting of grades is an internal practice that ASD undertakes.

Grade 10 and 11 students are required to take the respective course examination for AP subjects.

Grade 12 students may choose to opt out from taking the AP exams. In order to do this, the student must follow the guidelines set by the AP/IB Coordinator.

IB students are required to sit for IB exams.

Grade Point Average (GPA)

Semester grades are used to determine the cumulative GPA. Only grades earned at ASD are used to determine a student's cumulative GPA.

A cumulative GPA is maintained for Grades 9 - 12.

Colleges and universities look very carefully at a student's GPA. The GPA is required on some college applications. It is important for students to keep in mind that U.S. colleges and universities typically consider all four years of High School when accepting or rejecting a candidate for admission. Beginning in Grade 9, students need to build a strong academic record.

For more information regarding GPA's and/or college admission, please contact your counselor.

Grading

Class grades are reported as letter grades on the report card using the following equivalents:

Grade Points			
Letter Grade	Percent (%)	Core	AP/IB HL1, HL 2
A+	97.0 - 100	4.3	4.8
A	93.0 - 96.9	4.0	4.5
A-	90.0 - 92.9	3.7	4.2
B+	87.0 - 89.9	3.3	3.8
B	83.0 - 86.9	3.0	3.5
B-	80.0 - 82.9	2.7	3.2
C+	77.0 - 79.9	2.3	2.8
C	73.0 - 76.9	2.0	2.5
C-	70.0 - 72.9	1.7	2.2
D+	67.0 - 69.9	1.3	1.8
D	63.0 - 66.9	1.0	1.5
D-	60.0 - 62.9	0.7	1.2
F	<60	0.0	0.0

Graduation Requirements

Students must earn twenty-five units of credit in Grades 9 - 12 to qualify for an ASD diploma.

Required Course	Minimum Requirements	Minimum Recommended for College
English	4.0	4.0
Mathematics	3.0	4.0
Science	3.0	4.0
Social Studies	3.0	3.0 - 4.0
World Language	2.0	3.0 - 4.0
Fine and Performing Arts	1.0	1.0
Physical Education and Health	2.0	2.0
Speech, TOK I, or AP Seminar	0.5	
Senior Seminar, TOK II, or AP Seminar	0.5	
Electives	6.0	
Minimum Total Credits	25.0	
Learning Service	Gr. 9 and 10: Learning Service Project Gr. 11 and 12: 10 hours/year IB Diploma Students: CAS Project	

Other Graduation Requirements/Recommendations

1. A U.S. History course is required for all U.S. citizens and is strongly recommended for non-Americans who intend to attend U.S. colleges/universities.
2. U.S. History may be taken in Grades 11 or 12. U.S. citizens who are IB Diploma candidates will have this requirement waived.
3. Students must be in attendance at ASD for two consecutive semesters immediately prior to receiving an ASD diploma.
4. Non-IB Diploma students in Grades 11 - 12 are required to submit reflection on and verification of 10 hours of community service each year that they are in High School at ASD. IB Diploma students will need to complete the Creativity, Activity, Service (CAS) component of the IB Program. Grade 9 and 10 students will engage in service commitments under the supervision of a service advisor.

Incomplete/Audit/Pass-Fail

An “Incomplete” (‘I’) may be issued if a student has not completed required coursework due to a justifiable reason. Any “Incomplete” becomes a permanent “F” if not made up within two weeks after the grading period ends, unless special permission is received from the HS Principal.

Students may audit, i.e. attend a class for no credit, with permission of the teacher and HS Principal. Although no credit is granted, students are required to do all class work.

An audit must be granted by administrative approval within the first two weeks of the semester. “Audit” will be entered on the permanent record.

Some classes are graded on a Pass-Fail basis with no letter grade being assigned. Courses graded on a Pass-Fail basis are credit bearing.

Conditional Acceptance and Conditional Enrollment

When a student is accepted into the High School on a conditional acceptance based on prior school records, the student and his/her parent(s) will meet with his/her counselor to discuss the terms of acceptance and sign an Admissions Agreement.

This conditional acceptance can be for behavioral or academic reasons. A support plan will be initiated in order to support the student in achieving the conditions of the agreement.

Academic Conditional Enrollment will be determined at the end of each semester and will be based on the student’s academic and/or behavioral performance.

Based on academic performance, students will be placed on conditional enrollment if their grades reflect any of the following:

- 2 “F” grades in any classes, or
- 2 “D” grades or
- 1 “D” grade and 1 “F” grade

Academic or Behavior contracts may be given at any time during the academic year. For students on contract, re-enrollment will be officially determined at the end of each semester.

High School Administration has the right to adjust the timeline based on the severity of individual cases.

Procedure:

1. Parents will be informed of the “conditional enrollment” status, and student and parents will be required to meet with the High School Administration to discuss the conditions.
2. The student and his/her parent(s) will sign a contract with the Administration stating the expectations of the student, parent(s) and school for the duration of the conditional enrollment. A support plan will be created in collaboration with the guidance counselor to ensure appropriate supports are provided to the

student in achieving the requirements of the contract.

Students who are not removed from Conditional Enrollment status by the designated deadline (typically at the end of the semester) may be asked to withdraw from ASD.

Selection of Valedictorian/Salutatorian

Two members of each graduating class shall have the opportunity to deliver the valedictory and salutatory speeches during the Graduation Ceremony.

Beginning with the Graduating Class of 2019, the selection of Valedictorian and Salutatorian will be based not only on cumulative GPA, but also on additional criteria that aligns with ASD’s mission and vision.

Students will qualify to be the Valedictorian and Salutatorian if they:

- Have been enrolled at ASD for at least two years
- Are in the top 10 percent of the class based on GPA
- Have been nominated for a major senior award (Ambassador, Director, Memorial)

Students who meet the criteria will be notified and asked if they are interested in speaking at Graduation.

The decision will be based on a HS Faculty vote - the student receiving the most votes will deliver the valedictory address at graduation and the student receiving the second highest number of votes will deliver the salutatory address at graduation.

Honor Roll

Honor Roll placement is determined by the student’s cumulative Grade Point Average (GPA) at the end of the first semester of a student’s senior year.

- Honor Roll - Students who have earned a cumulative GPA between 3.50 and 3.749 are placed on the Honor Roll.
- High Honor Roll - students who have earned a cumulative GPA of 3.75 or higher are placed on the High Honor Roll.

Report Cards

Students in High School will receive computer-generated, original report cards at the end of each semester. Periodic updates are available via PowerSchool.

Exams

At ASD, a formal examination/assessment period takes place one time throughout the year, typically in March. During the formal exam period, exams will be administered for all students in each of their year-long classes except Physical Education and Non-IB Fine Arts classes.

During the two days preceding exams, no other formal assessments will be given, allowing students time to prepare for their exams.

Exam Absence Policy

Absences during formal examinations have the potential to compromise the integrity and consistency of the assessment given to each student. As such, no prearranged absences will be permitted during the exam period, and a doctor's note explaining any significant illness will be required in order to excuse a student from sitting a scheduled examination. This documentation will be required immediately upon return to school. Thereupon, arrangements will be made with school administration and the relevant teacher to complete the missed examination.

AP and IB Exams

Registration

Advanced Placement and International Baccalaureate examination fees are paid for by the students. Students are not automatically registered for these examinations.

IB registration takes place in October and AP registration takes place in February. Students need to be sure to meet registration and payment due dates.

While students are generally required to sit external examinations for all AP and IB courses taken at ASD, seniors who complete the proper documentation prior to the February AP registration deadline may opt out of chosen AP examinations.

Examinations

Advanced Placement and International Baccalaureate examinations take place in May. The study leave policy for these examinations will be communicated to students by the AP/IB coordinator during first semester. Students enrolled in AP courses or IB year 2 courses are expected to register for and sit the examination.

Course Load

Students in Grades 9 through 11 are required to carry a minimum of seven courses (seven 90-minute blocks or a combination equal to seven blocks).

Seniors may be permitted to take a minimum of six courses as long as four of them are core courses, and the six courses must not include a Teaching Assistant course.

Students may take eight courses upon consultation with their counselor.

When students take fewer than eight courses in a semester, they will have a Study Period during the time(s) that they are not assigned to a class meeting. This study period is intended for students to complete work, meet with teachers who are available, and collaborate with peers on group work.

As ASD is a closed campus, students must remain on campus during their study period.

Study Block

Every student has the opportunity to build a Study Block into their schedule. The Study Block is intended to allow students to study independently, work collaboratively with other students, check in with teachers, and generally keep up with their studies.

During this time, students may work in the following locations:

- Library
- Grade level common areas
- Cafeteria
- Lobby
- Outside eating areas

Grade 12 students who will meet all graduation requirements are permitted one additional study block throughout the year.

Study Hall

Study Hall is a supervised Study Block during which a student is assigned to a specific classroom and teacher for a predetermined period of time. Students will be assigned a Study Hall during their Study Block when they demonstrate, at the determination of High School Administration, that they are unable to use their study time wisely.

Students may also be assigned to a Study Hall as a consequence for excessive tardies, absences during summative assessments, cutting class, etc. as outlined in the Behavior Matrix.

Students must remain in Study Hall for the entire block. The attendance and tardy policies apply to Study Hall.

Attendance

The foundation for learning at ASD is established in the interaction between student-teacher and student-student in the classroom. This interaction is essential and irreplaceable in the learning process, and thus it is critical that students attend classes regularly.

School holidays are published in our school calendars months in advance so parents are urged to organize family vacations, doctor and dental appointments, family trips, college visits, etc. during study blocks, after school, on weekends, and during the summer or school holidays.

In order to receive course credit at ASD, students must attend 85 percent of each of their classes. That means students may not miss more than six (6) classes in any course per semester.

Students who fail to meet the minimum attendance requirement may lose credit for the semester, regardless of the overall course grade. In this situation, students will receive the grade on their final transcript with no credit being granted.

Absences

When students are absent from school, parents will be notified via PowerSchool or email from the High School Office.

Students who are absent from school must make up missed work according to the following guidelines:

- If the student was present in class when an assignment, quiz or test was announced and was absent on the day that the assignment was due or test/quiz given, the student must turn in the assignment or take the test/quiz on the day of return to school whether he/she has that class or not on that day.
- Students anticipating an absence from school due to a medical condition or non-MESAC event school sponsored activities must make an appointment with their teachers in order to receive assignments and their due dates. **It is the parent's or student's responsibility to advise the High School Office of the anticipated absence of a student well in advance of the absence.**
- Students anticipating an absence from school due to MESAC school sponsored activities must complete an Activities Form. **It is the parent's or student's responsibility to advise the school office of the anticipated absence of a student well in advance of the absence.**
- Students returning after authorized absences that were not pre-arranged will be given time to complete missed assignments and tests. Make up time is equivalent to the number of days absent. **It is the student's responsibility to contact teachers the day they return to school regarding missed assignments and tests to be taken.**

The full ASD High School Late Work policy can be found below.

The following types of absences will NOT be counted when determining if credit should be awarded:

1. A verified admittance to the hospital
2. Bereavement in the immediate family
3. School sponsored activities (A student may not miss more than seven days per semester for school sponsored activities. Any request to exceed this limit must be heard by the Guidance Committee PRIOR to exceeding the limit)
4. Appointments with school administration
5. In-School Suspension

Sickness Throughout School Day

Students who become ill during the school day, **must report to the school nurse**. The nurse will determine if the student will be sent home or if the student is fit to remain at school.

A student will **only** be sent home if the school nurse can notify a parent or a designated emergency contact. It is important that the person designated as the emergency contact number can be easily reached and is clearly stated on the student's registration form.

School Day

The school day for the High School runs from 8:00 am until 3:00 pm apart from PACT Tuesdays. The first bell sounds at 7:55 am to indicate that all students should report to class; **all students are expected to be in their first period class and seated by the time the second bell rings at 8:00 am.**

Students who arrive to school after the second bell are considered to be tardy and must report to the High School Office prior to going to class. On PACT Tuesdays, students will be dismissed at 12:30 pm.

Students who are late to school or absent from school must have their parents notify the school. A parent can e-mail or phone the High School Office Coordinator to advise of the tardiness/absence.

Emails should be directed to HSAttendance@asd.edu.qa.

Parental notification of absences must be received within two school days of the absence to be authorized. In the case of concerns about the frequency or number of days of a given period of absence, the High School Office may require a doctor's note of explanation.

The principal must be notified well in advance of any anticipated absences for reasons other than illness or family emergency. A Pre-Arranged Absence Form may be requested from the High School Office.

Attendance Code of NP - Not Prepared, Not Participating
- 4 NPs = an absence

NP (Not Prepared)

- Student did not participate in class activities.
- Student was in the restroom for prolonged period of time.
- Student does not dress out for PE.
- Student misses the critical part of the lesson.
- Student does not have calculator, instrument for band.

Teachers will give students a list of expectations.

A student is considered present and/or participating when the following, although not limited to, expectations are observed:

- A student attends class and shows up on time.
- A student has the appropriate tools and materials needed for class.
- A student is present for the entire duration of the class.
- A student is contributing to the class lesson, discussion, work, etc.
- A student is using class time wisely and does not distract from the learning environment.

If a student doesn't follow these expectations, they risk receiving an NP from the observing teacher.

Cut Class Policy

When a student is on campus and fails to appear for class within ten minutes of the start time without a pass or verifiable excuse from a faculty member/nurse, the student will no longer be considered tardy, but rather will be considered to be cutting class.

When a student cuts a class, he or she will be assigned to a structured Study Hall during Study Block for a period of four weeks. Seniors will lose senior privileges where applicable.

If a student is taking eight classes, he or she will be assigned after school detention every day for two weeks. Administration of consequences for additional offenses will be in line with the ASD High School Behavior Matrix.

Late Work

ASD does not allocate zeros for assessments that are late. Late work is regarded as a behavioral issue distinct from academic performance. No points can be deducted due to lateness; including AP and IBDP predicted grades.

Summative Assessments

Learning demonstrated on summative assessments is the primary factor in determining individual student semester grades.

Each summative assessment is allocated a due date that is clearly set ahead of time and published to students in

advance. It is the student's responsibility to communicate with the teacher **at least 24 hours** in advance if they cannot adhere to the summative assessment due date.

Students are encouraged to seek an extension from their teachers rather than submit late or not at all. It will be up to the individual teacher's discretion to accept the extension request.

Assessment extensions cannot be longer than 24 hours after the original due date unless there are extenuating circumstances that must be agreed to by High School Administration.

If a student has been absent, the student will be given the same period as the duration of the absence to turn in the assessment.

In the event of summative assessments not being turned in on the agreed date, the following steps will be implemented:

Step 1: The teacher will allocate an Assessment Support Opportunity (ASO) to enable the student to complete the assessment. Teachers are responsible for providing High School Administration with names of students allocated ASOs at least 24 hours before the ASO. High School Administration host ASO's. The student's parents are notified by the High School Administration.

Step 2: ASOs are held on the first Thursday afternoon after the ASO has been allocated. ASO's have a duration of 60 minutes. Irrespective of when the assessment is completed, once an ASO has been allocated, the student is expected to be in attendance for the whole 60 minutes. During the ASO, the student is expected to complete the relevant summative assessment. It is collected by the High School Administration and passed to the relevant teacher for grading.

Step 3: If the student does not complete the summative assessment during the ASO; the student's current progress will be submitted for assessment by the relevant teacher.

Step 4: If the student does not attend the ASO, High School Administration will contact parents and internally suspend the student on the following school day. In the case of absence the student will attend an ASO on the next available day of attendance.

Step 5: High School Administration will track student ASOs. If a student accumulates three ASOs they will be placed in a Study Block

Below are the procedures ASD implements in the case of late summative assessments:

- If a student misses an assessment deadline, without a school validated excused absence, they will receive an ASO (see above).
- In the event of summative assessments that are extended and ongoing, each department will have established protocols for setting a series of 'check in dates' for each task prior to its final due date. Subject teachers are responsible for monitoring the students' progress in completing such assessments, whether IBDP Internal Assessments or school based summative assessments.

- If a student fails to meet a published summative assessment due date, the teacher submits a referral and the High School Administration will facilitate an ASO. Additionally, if relevant, the teacher will inform the AP/IB Coordinator.
- If the student does not complete the required work in the ASO, work finished to that point will be the work submitted and assessed.
- Students who persistently hand in late work (three times) without following the published protocols will be assigned to a Study Hall during their study period.

Pre-Arranged Absences

In the case of pre-arranged absences for summative assessments; the individual student is responsible for arranging with their teacher(s) when the summative assessment is completed.

The summative assessment can be completed before a pre-arranged absence or on return; if on return it must be completed within 48 hours. If the summative assessment is not completed within this timeline, the summative assessment is regarded as late. (See late work above).

Formative Assessment

Formative assessments are not scored or graded. Formative assessments provide targeted and individualized feedback to students in narrative form and allow students ample time to adjust and develop their understandings.

Formative assessments impact student learning growth and, as such, should be valued by students.

Below are the procedures ASD implements in the case of late formative assessments:

Step One: Teacher contacts parents and informs counselor if a student fails to produce a formative assessment twice.

Step Two: Teacher informs High School Administration if a student fails to produce a formative assessment three times or has still not produced assessments after Step One. Additionally, High School Administration will inform the students' parents and student given an ASO on the first Thursday after the event.

Tardiness

Students who enter class after the starting time are tardy. A student must have a pass from a teacher, counselor, administrator, the school nurse, or the High School Office or the tardy is unauthorized.

The tardy policy is as follows:

When a student accrues four unexcused tardies in a semester, he or she will be assigned a mandatory Study Hall for a period of four weeks. In addition to the mandatory Study Hall, Seniors will lose Senior Privileges where applicable. If a student is taking eight classes, he or she will be assigned before school detention every day for two weeks.

Traffic does not constitute an excused tardy unless buses are late as well.

Students who ride the school's preferred bus transportation provider are exempt from being tardy if the bus is late arriving to school.

Admit To Class

Students who arrive to school late must report to the High School Office to obtain a pass before going to class.

Students who arrive late due to a late bus should report to the High School Office for a pass.

Class Attendance and Participation In Activities

Students are expected to attend all classes on the day that they participate in/travel for/return from special events such as Senior Seminar Presentations, Drama Productions, AP/IB Exams, MESAC Events, etc.

Classes missed will be considered cut and the consequences listed in the Behavioral Conduct Section will therefore apply.

Absence Reports on PowerSchool

Although the school routinely monitors absences and will contact families when they see a concern, it is the family's responsibility to monitor the absence limits.

The up-to-date reports are available both on the Student and Parent Portal of PowerSchool.

Management of Student Behavior

Purpose

ASD is founded on the core values of Respect, Honesty, Responsibility, and Compassion and these values drive our approach to education and managing student behavior.

ASD will manage student behavior to support the teaching and learning process and to uphold and reinforce commonly accepted standards of behavior. Managing student behavior assists students in developing personal, school and community responsibility.

Guidelines

1. This document supports relevant ASD policies including student attendance, student absences and excuses (7.30); student rights, privileges, and responsibilities (7.40); and student discipline (7.50).
2. This document is to be read in conjunction with other relevant documents such as information technology, academic honesty code, MESAC traveling contracts, etc.
3. Descriptors of the core values can be found in the Value Guidelines.
4. Students and staff are expected to uphold these values to ensure personal development, teaching and learning are the primary focus and to allow students every opportunity to excel.
5. Students are responsible for their actions. This means they should understand they will be held accountable and will face consequences for inappropriate behaviors.
6. It is understood that students, like adults, will make decisions and take actions at times that are inappropriate or unwise and that learning can take place from these actions.
7. Consequences for inappropriate behavior will, as much as is practicable be immediate, relative, consistent, cumulative and always enforced.
8. While consistency is a key component when managing student behavior it is understood that each case is unique. Also, the ASD school community, local community and wider environment are to be considered when applying this policy and its procedures.
9. Management of student behavior is applicable during regular school hours or when students are associated in any way with ASD, such as traveling to or from school or when attending any school associated activity.
10. According to ASD policy number 7.4025 our support, guidance, and concern for the learning of students does not stop at our school gates, nor does a student stop being a member of the ASD Community when they leave campus. Students, who are engaged in unlawful activity, or acts of intimidation or physical

violence, shall be subject to the appropriate school disciplinary policy that forms on-campus behavior. See Behavior Matrix (p. 17) and Student Behavior Guidelines (pp. 18-19).

11. Confidentiality in any discipline matter is imperative although relevant parties will be informed about a student that is involved in a discipline issue, so that they are aware in order to support the student if needed.

Student Rights

Students have the right to:

1. Respectful communication by staff at all times.
2. A safe environment for learning in all school activities.
3. A fair process in relation to having consequences administered for inappropriate behavior.
4. A level of confidentiality relevant to the inappropriate behavior.
5. An appeal regarding any consequences for inappropriate behavior by using the appropriate process. The appeal process can be found in ASD policy 7.50.

Value Guidelines

These value guidelines are provided to give simple explanations as to how these values apply to the ASD community.

Responsibility

- Is regularly on time
- Has all learning materials
- Self-manages so as not to require unreasonable follow up
- Is accountable for actions

Respect

- Sets and maintains high standards for self
- Interacts with other people appropriately both in person and virtually
- Accepts individual differences
- Displays cultural sensitivity
- Cares for the environment
- Values teaching and learning

Honesty

- Relies on own knowledge and completes own work
- Speaks truthfully
- Maintains integrity

Compassion

- Has empathy for others
- Welcomes new staff and students
- Is warm, caring and friendly
- Supports and encourages other students who need it
- Understands that growth comes from mistakes

ASD High School Behavior Matrix

Behavior Category	Behavior Responses
1	
<p>Category 1 behaviors are actions that are not in line with ASD values and indicate a need for reflection and correction.</p> <p>Examples of Category 1 behaviors include:</p> <p>Obscenity, Profanity, Classroom Disruptions, Public Displays of Affection, Public Disturbance, Other Actions Deemed to be Contrary to ASD Values.</p>	<p>Responses to these actions may include any of the following:</p> <ul style="list-style-type: none"> Referral to Principal or Associate Principal (AP) Before or After School Detention Completion of Values Learning Plan (VLP) * Placement in mandatory Study Hall Conference with Teacher and/or Parent(s) In-School Suspension Placement on a Conditional Enrollment Contract <p>Repeated Category 1 behaviors will result in treatment as Category 2 responses.</p> <p>*A Values Learning Plan is a document that gives a student the opportunity to reflect on their actions; VLP's must be signed by parents, counselors, and relevant teachers before being turned in to the Principal or Associate Principal.</p>
2	
<p>Category 2 behaviors are actions that violate ASD values, or which infringe substantially on others' rights or opportunities to learn comfortably at ASD.</p> <p>Examples of Category 2 behaviors include:</p> <p>Dishonesty, Forgery, Gambling, Leaving Campus Without Permission, Cutting Class, Mandatory Study Hall Infringement, Violation of Trip Policy.</p>	<p>In addition to Category 1 responses, Administrative responses to these actions may include the following:</p> <ul style="list-style-type: none"> Out-of-School Suspension * <p>*Instances of Out-of-School Suspension may be reported to colleges/universities, and will also result in the loss of opportunity to participate in extracurricular activities for up to one year.</p>
3	
<p>Category 3 behaviors are actions that are significant infringements on ASD values or the rights of others.</p> <p>Examples of Category 3 behaviors include:</p> <p>Verbal Abuse, Bullying (including Cyber-Bullying), Extortion, Fighting, Falsifying Emergencies, Insubordination, Intimidation, Tobacco Use, Theft, Destruction of Property*</p> <p>* Destruction of Property may require the student to be responsible for monetary cost of repair or replacement.</p>	<p>In addition to Category 1 or 2 responses, Administrative responses to these actions may include:</p> <ul style="list-style-type: none"> Recommendation for Expulsion* <p>*Expulsion from ASD will result in notification to other academic institutions, including colleges/universities.</p>
4	
<p>Category 4 behaviors are actions that would generally be considered criminal offenses in addition to being violations of ASD values and the rights of others.</p> <p>Examples of Category 4 behaviors include:</p> <p>Physical or Sexual Abuse, Alcohol or Drug Use or Possession, Weapon Possession/Possession of Dangerous Items, Harassment.</p>	<p>Category 4 actions are extremely serious and will result in Suspension or Expulsion.</p>

Student Behavior Guidelines

Assembly Behavior

All students are expected to attend assemblies. Students are also expected to be considerate of guest presenters and others attending the assembly by behaving in an appropriate, respectful manner.

Eating or drinking is NOT ALLOWED in the theater.

Banned Items

The following items are banned from ASD:

- Fireworks
- Matches
- Cigarette lighters
- Stink bombs
- Water pistols
- Skateboards
- Weapons of any kind (including toy weapons)

Students involved in sporting activities who use their personal equipment, such as tennis rackets, baseball/softball bats, are required to check the equipment into their coach/sponsor, and the coach will be responsible for storing the equipment. Personal sporting equipment is not to be stored in a student's locker.

If a student brings these or similar items to school, they may be confiscated and held in the principal's office until a meeting is held with parents.

Possession of a weapon or a replica of a weapon is addressed as a Category 4 act in the Behavior Matrix.

Bullying/Harassment

Successful schools are built on a foundation of mutual trust and respect. ANY action that causes a person to feel threatened, belittled, afraid, ashamed, angry, or hurt can be harassment. This includes in person or on-line.

It is not acceptable to pick on another person, call someone inappropriate names, push and shove, hide things, tell dirty jokes, or tease anyone.

Behavior of this nature is considered bullying and will not be tolerated. Bullying and harassment are considered major infractions of the discipline code.

Five steps to stop bullying/harassment:

1. Tell the person to stop. Keep calm. Walk away. Do not laugh or play along.
2. Ignore it and walk away, if it happens again.
3. Ask an adult for help.
4. Help others.
5. Tell someone.

Cafeteria

Food and drink (other than water) may not leave the MS/HS Cafeteria or any of the designated outside eating areas without permission from the HS Administration.

Students are responsible for cleaning up all their food and trash within the designated eating areas.

Dress Code

Good grooming and proper dress are a matter of mature taste and judgment. ASD students are expected to appear neat and clean and be sensitive to their status as guests in our host country. Proper dress is that which is acceptable to a majority of our community and is in good taste for school attendance and life in Qatar.

- Students should wear blouses, tops or shirts that cover the entire midriff.
- All tops must have sleeves and should not be of net material, off the shoulder, or inappropriately revealing.
- Halter-tops, tube tops and tank tops are all considered to be inappropriate.
- Skirts, dresses and shorts should be of moderate length (not be more than 3 inches - 7.0 cm) above the knee and should not be revealing. All of these should be loose fitting.
- Tights without a skirt/dress covering them are not acceptable.
- Pants must be pulled up to an appropriate level.
- Hats and sunglasses may not be worn in the classroom.
- Decorative items should be conservative. Jewelry, glasses, and t-shirt decorations and logos should be conservative (no reference to alcohol, drugs or tobacco), culturally sensitive, not offensive, and in good taste.
- Students who choose to wear make-up must do so unobtrusively.

Teachers are expected to refuse to admit an inappropriately dressed student to class. The offending student should be sent to the High School Office.

The High School Administration reserves the right to make final judgment on the acceptability of student attire. Parents will be notified of any dress code violations and the student may be sent home from school.

All students must follow Article 57 of Qatar's Constitution regarding appropriate dress.

Leaving Campus

ASD is a closed campus. According to the ASD School Policy, 7.302,

“Students are not permitted to leave the American School of Doha grounds during the regular School day without authorized permission from the divisional offices.”

Permission to leave campus will only be granted when a note, signed by a parent or legal guardian (identified in PowerSchool), is provided to the High School Office staff who will then issue a gate pass.

In the absence of a signed note, a student will only be permitted to leave campus when a parent or legal guardian is present to sign the student out and obtain a gate pass.

In the instance of an illness which occurs during the school day, students will be sent to the nurse. The nurse will contact parents or guardians and issue a gate pass if it becomes necessary for the student to leave campus.

Mobile Phones

Mobile phones **may be used** in between classes, before school, during break, lunch and after school.

Mobile phones **are not to be used** in the classroom without teacher permission and are not to be used in the library.

Students consistently using phones without permission may not be permitted to take their phone to school. The use of mobile phones during assessments or exams will be subject to disciplinary action.

Non-Contact Time

Non-contact time includes any time students are not scheduled in class.

Students are encouraged to manage their time effectively by participating in activities that contribute to their learning such as meeting with teachers individually, completing assignments, working in the library, reading, collaborating with other students or other activities with teacher permission.

When students are using their non-contact time inappropriately, they will be assigned to a structured Study Hall.

Public Displays of Affection (PDA)

The following actions are prohibited on the school premises and during school associated activities:

- Sitting on another person's lap
- Kissing
- Prolonged hugging
- Other public displays of affection

Senior Privilege

Permission has been granted for senior class members to obtain a gate pass with parental authorization. The gate pass allows seniors to go off campus during their study period if the study period falls during the last block of the day.

The following are guidelines/regulations that must be followed:

- Senior Privilege begins at the end of the first quarter after a committee of seniors meets with the High School Administrators to discuss the details of the Senior Privileges for the year.
- Parent/guardian must sign the waiver form, which releases ASD from liability once the student leaves campus.
- The Senior Pass must be left with the guard at the gate when leaving the campus and picked up from the High School Office the next time the student wishes to use it.
- Tardiness or other attendance irregularity will result in revocation of the privilege, as well as disciplinary action.
- All school rules as indicated in the High School Student Handbook apply regarding student behavior. The Senior Pass will be revoked for a period of time for any rule infraction.
- Leaving school without following the procedure will be regarded as skipping school and result in disciplinary action and/or revocation of the gate pass.
- A senior who gives his/her gate pass to any other student will lose his/her privilege for the remainder of the school year.
- Seniors on Academic or Behavioral contracts are not eligible for a gate pass.

Substance Abuse Disciplinary Actions

As per School Policy 7.4013

Drugs and/or Narcotics

Any student found to be under the influence or in the possession of, buying or selling, giving or trafficking any illegal controlled substances or their facsimile including Anti-depressants, Stimulants, Hallucinogens, Anesthetics, Analgesics, Inhalants, Marijuana or drug paraphernalia on school premises or at any school related activity will be subject to suspension or expulsion from ASD and other consequences as determined by Administration.

In addition, ASD will comply with any applicable reporting requirements to the appropriate authorities.

Alcohol

Students must not be under the influence of, or in possession of, intoxicating beverages while on school grounds, on school buses or at any school related activity.

Any student in violation of this policy will be subject to suspension or expulsion from ASD and other consequences as determined by administration.

Tobacco

Possession of tobacco in any form or the smoking, or chewing of tobacco while on school grounds, school buses, or at any school related activity is prohibited.

Any student in violation of this policy may be subject to suspension from ASD and other consequences as determined by administration.

The ASD Community embraces the values of respect, responsibility, honesty, and compassion, and it is expected that these values are integral in academic work conducted by all members of the community.

ASD students are exposed to the nuances of knowledge construction, taught the appropriate conventions for presenting original work and acknowledging sourced materials, and given regular opportunities for practice toward mastery.

We believe:

1. The ASD values of compassion, honesty, respect and responsibility encourage an academically honest ethos;
2. Every student has the right to an academic environment free from the injustices caused by academic dishonesty;
3. All members of ASD's Community contribute to its academic integrity;
4. All members of ASD's Community should be involved in supporting and modeling Academic Honesty Principles.

ASD Academic Honesty Philosophy Statement

Definitions (from the IB Academic Honesty Document)

Malpractice: Behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components; it including the following:

- **Plagiarism:** The representation of the ideas or work of another person as a person's own.
- **Collusion:** Supporting malpractice by another, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** Presentation of the same work for different assessment components.
- **Misconduct:** Any behavior that gains an unfair advantage for a student or that affects the results of another student.
- **Fair Use:** Limitation and exception to the exclusive

right granted by copyright law to the author of a creative work.

- **Copyright:** Legal right created by the law of a country, which grants the creator of original work exclusive rights to its use and distribution, usually for a limited time, with the intention of enabling the creator to receive compensation for their intellectual effort.

Roles and Responsibilities

Each **student** will maintain and support academic integrity at ASD by:

- Completing all assigned work, activities and test in an honorable manner - one that avoids all forms of malpractice;
- Understanding both Academic Honesty Guidelines

and course assignment expectations (see Homework Policy);

- Encouraging fellow students to adhere to academically honest behaviors.

The student is ultimately responsible for ensuring that all work submitted for assessment is his/her own and that the ideas and work of others is correctly acknowledged.

All ASD students are appropriately instructed in Modern Language Association (MLA) conventions, provided with appropriate tools (such as NoodleTools) to help them follow the conventions, and given ample opportunity to practice and master these skills.

ASD students are expected to follow school, IBO and College Board Guidelines related to appropriate academic conduct.

Each **teacher** will maintain and support academic integrity at ASD by:

- Clearly presenting the school wide Academic Honesty Principles to show how they apply to their course(s);
- Providing explicit guidelines for working on assignments in each class, particularly providing examples of acceptable collaboration;
- Implementing and practicing the homework expectations to help students manage their workload and complete it in an honest manner;
- Maintaining classroom vigilance and the integrity of the assessment process;
- Explaining the use and limits of permissible study aids in coursework;
- Using Turnitin.com for teaching and for assisting in detection of academic dishonesty;
- Appropriately reporting ALL violations. This would include a conversation with the student(s) about the incident with student; if malpractice is confirmed, the violation is reported to the Associate Principal who meets with student and teacher to discuss the violation and consequences; the incident is reported to parents and is logged in PowerSchool; the Guidance Committee may be consulted as requested. If there is uncertainty as to whether malpractice has occurred, teachers are encouraged to consult the HS Librarian or AP/IBDP Coordinator for assistance.

Teachers, working with the librarians, provide support in appropriate scholarship and are available for support and guidance in MLA citations. ASD teachers are to confirm, to the best of their ability, that work submitted is the work of the student.

If malpractice is discovered, teachers are expected to act on the school's policy and provide students with advice when necessary. ASD teachers act as role models for students in their own work and presentations.

Each **administrator** will maintain and support academic integrity at ASD by:

- Making available to all students, teachers, and parents a copy of this policy;

- Facilitating ongoing conversations and reflection about academic honesty;
- Administering fair and consistent consequences for violations of academic honesty;
- Maintaining records of violations;
- Encouraging students to support and adhere to these guidelines;
- Ensuring the process is aligned with ASD's guiding statements.

Each **parent/guardian** will maintain and support academic integrity at ASD by:

- Becoming knowledgeable about the Academic Honesty Policy and its implementation in teachers' classes;
- Helping students understand that the parent/guardian values honesty and expects the student to comply with these regulations;
- Supporting consequences if Academic Honesty expectations are violated.

ASD parents are encouraged to support their children in demonstrating ethical behavior and assist in monitoring work at home.

We strive as a community to model these principles in both non-academic and academic situations.

Samples of Conventions

To provide consistency in teaching and expectations, ASD has adopted the Modern Language Association (MLA) 7th Edition format for citation in written work. The MLA style requires two elements for citation to be complete: parenthetical references in the text that point to an alphabetized list of works cited.

For non-written work, acknowledgement of sources of information and inspiration is necessary, but can be handled in different ways depending on the work. Here are some possibilities:

- **Presentation:** Links to sources of images and information in a presentation, with works cited at the end.
- **Speech:** Works cited turned in at time of speech, attribution within text, verbal attribution as appropriate.
- **Posters/Displays:** Sources cited on poster, or invitation to view the complete list of works cited.
- **Work of Visual Art:** Bibliography turned in with the work of art.
- **Performance:** Bibliography on program.

When citing images, it's important to acknowledge the creator of the image as well as where it was accessed. It may be necessary to describe the image in the annotation. Students and teachers are urged to look for images that can be used with permission.

All ASD students and teachers are able to create a school

sponsored NoodleTools account for creating and sharing their works cited lists.

Turnitin.com is a subscription service that ASD teachers may choose to use as a learning tool to help guide students to appropriate citation. Turnitin.com does not determine plagiarism, but determines similarity. There is no “correct” similarity percentage.

The IB states that, “. . . all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own **language, expression, and ideas**” (Academic Honesty 2)

In order to produce original language, expression, and ideas, students must demonstrate the skill of paraphrasing as well as citing.

Examples/Samples/Scenarios

These are some examples of violations of the Academic Honesty Policy (adapted from the Robert College Honor Code, permission pending), whether they are done by ignorance or by deliberate choice:

On tests and exams:

- Disobeying/ignoring instructions, disobeying/ignoring a proctor.
- Working before the start signal or after the stop signal.
- Communicating in any form (talking, signaling, texting, sending notes, etc.).
- Looking at another student’s work.
- Giving answers to another student or letting them copy from you.
- Taking unauthorized notes, material, equipment, etc. into tests or exams (whether used or not).
- Dishonestly obtaining test matter in advance of the test.

On assignments:

Presenting someone else’s work as your own - whether written, designed, drawn, calculated, performed, composed, or created, in part or in whole - is a violation of the Academic Honesty Policy. Some examples are:

- Presenting someone else’s work, ideas, interpretation, or phrasing without explicitly citing sources.
- Paraphrasing without citing sources.
- Quoting without using quotation marks and citing sources.
- Using images, sound, videos, etc. without citing sources.
- Submitting a paper written by someone else, with another student, a tutor, or by purchase.
- Submitting the same work to more than one teacher without the express permission of both.
- Working with someone else when specifically told to work on your own.
- Copying from another student on an assignment or homework.

- Letting another student copy from you on an assignment or homework.

On experiments, research findings, or reports:

- Falsifying or fabricating results, evidence, data, information.
- Falsifying quotations or citations.
- Using other people’s results without permission.

In general:

- Changing your own or someone else’s grades/records in a record book, computer file, etc.
- Lying about turning in work, deadlines, etc.

Consequences

ASD views Academic Malpractice as primarily a behavioral issue that affects academic achievement. As such, the consequences for Academic Malpractice are in response to the dishonest behaviors and are reflected in the dispositional grading of the student(s) involved.

At ASD grading reports student academic achievement and to report this accurately, students found guilty of Academic Misconduct will need to complete work honestly.

Students will receive an Incomplete for the work completed dishonestly and MUST make up the work within two weeks to receive credit for the assessment. There will be a follow up meeting with the student after one week to determine progress toward completion.

Tiers

First

- Violation placed in student discipline record (Associate Principal logs incident in student PowerSchool discipline log).
- Re-submission or completion of an acceptable version of the assignment within two weeks of violation.
- Placement in a mandatory Study Hall.
- Student completes a Values Learning Plan.
- Parents are informed.
- Students may be excused from any Honor Societies.

Second

- Violation placed in student discipline record (School administrator logs incident in student PowerSchool discipline log).
- Re-submission or completion of an acceptable version of the assignment within two weeks of violation.
- Placement in a mandatory Study Hall.
- Student is excused from any Honor Societies in which they hold membership and will be excused from any class office(s) held.

- Student may not apply for Honor Society or elected position for remainder for time at ASD, any Senior Privileges lost.
- Parents are brought into conference with counselor, principal and IB/AP Coordinator (if appropriate) to draft Behavioral Contract.
- Colleges to which the student has applied/been accepted may be notified.

Third

- Suspension or recommendation to Director for expulsion.
- Colleges to which the student has applied/been accepted will be notified.

NOTE: A first offense does not necessarily equate with a tier one consequence. Depending on the seriousness of the violation a student may enter at a tier two or tier three level of consequence.

Familiarity with ASD expectations (new student), intent (purchasing an essay, theft of examination materials, altering grades, etc.), formative or summative assessments, amount of direct instruction for assignment and research protocols will be considered when determining tier entry.

An academically honest ASD student does . . .

- Read and understand the ASD Academic Honesty Policy and pursues any clarifications if the policy is not completely understood;
- Understand the various forms of Academic Malpractice and works to develop strategies to avoid them;

- Become aware of the consequences academically dishonest conduct;
- Work to appropriately and formally acknowledge the work, ideas, and images of others when these are used to support student work;
- Is a responsible scholar who attends to careful notetaking at the start of any academic work;
- Demonstrate critical thought in generating ideas and work that is supported by appropriately acknowledges research;
- Develop efficient time management and organizational skills to support creation of quality work.

An academically honest ASD student does not . . .

- Copy the work of another student;
- Provide her/his work to another student to copy;
- Present the work, ideas and/or images of another person as their own;
- Rely too heavily on the ideas of others to inform their work;
- Wait until the last minute to complete assignments of any form.

* *The ASD honesty guidance was developed using the IBO publications, "Academic Honesty", "Effective Citing and Referencing", "Academic Honesty in the IB Educational Context" and the Robert College Honor Code (used with permission).*

Activities

Class Attendance and Participation in Activities

In order to participate in after school and evening extra curricular activities (sports, mock exams, concerts, theater, etc.), students must attend a minimum of two classes on the day that the activity takes place.

Additionally, students participating in after school and evening activities are expected to be in school the following day.

Participation in extra curricular programs is an additional responsibility that students assume. These activities **DO NOT** exempt students from their regular school responsibilities.

Students representing ASD at regional activities are expected to be in school on the day they depart or return from competition, unless the ASD Administration makes a special exemption. Failure to do so may result in exclusion from further participation in such events.

Extra Curricular Eligibility

Students on academic probation or in academic difficulty (2 'D' grade or 1 'F' grade on a Semester Report Card) are not eligible to compete in extra curricular activities involving contests or performances.

Such students will be reviewed by the HS Principal, the Athletic and Activities Director and their HS Counselor on a case-by-case basis. Two weeks prior to departure a final decision will be made on a student's eligibility.

Students **MAY NOT** participate in two activities in the same season.

School Sponsored Travel/Field Trips

Any student participating in a school sponsored field trip must have written permission from a parent or guardian.

Under no circumstances will verbal permission suffice.

Opportunities for travel may be offered as part of the activities program or to provide opportunities for enrichment.

Guidelines for participation have been developed by the school and may be supplemented by the sponsoring faculty member. All travel (including expenses of chaperones) is at the expense of the participating students' families.

All students are required to follow ASD's Behavioral Guidelines on these trips. Failure to do so on a school sponsored event will result in a full calendar year of ineligibility from extra curricular events, and other sanctions deemed appropriate by School Administration. This could also include removal from positions in which a student serves as a role model.

Students who have encountered disciplinary problems may be prohibited from attending school sponsored trips.

In the case of possession or use of drugs and/or alcohol, the likely consequence will be expulsion from ASD.

National Junior Honor Society (NJHS)

To be eligible for membership in the National Junior Honor Society (NJHS), a candidate must be a member of the Grade 7, 8, or 9 class.

Membership in ASD's NJHS shall be based on scholarship, service, leadership and character. To be eligible for membership in the ASD chapter, a candidate must have maintained a cumulative GPA of 3.50 for three consecutive quarters in the year that the candidate is applying to the NJHS and receive a majority vote of the faculty council.

The selection procedure is determined by the faculty council and shall be consistent with the rules and regulations of the NJHS.

National Honor Society (NHS)

To be eligible for membership in the National Honor Society (NHS), the candidate must be a member of the sophomore, junior, or senior class (Grade 10, 11, or 12).

Candidates must have been in attendance at ASD for at least one semester. The faculty council may waive the semester regulation for transfer students based on the recommendation of the previous school's principal.

In addition, candidates must have a cumulative GPA of at least 3.50 or the equivalent standard of excellence.

Candidates shall then be evaluated on the basis of service, leadership, and character. The selection of each member to the chapter shall be by a majority vote of the faculty council.

The selection procedure shall be determined by the faculty council and shall be consistent with the rules and regulations of the NHS.

Any appeal related to the selection process should be directed to the HS Principal. The National Council and the NASSP shall not review the judgment of the faculty council regarding selection of individual members to local chapters.

Class Attendance Upon Return from a School Trip

Students returning to the country on night flights after participating in school sponsored trips need not report to school until 10 hours after the plane lands in Doha.

It is the responsibility of the administrator in charge of the trip to advise the students at the airport of the time they must report to school the next day.

This trip administrator will also inform the High School Office of the designated time. Absence or tardiness beyond this time may result in a student being ineligible to participate in the next trip or activity.

All students have the option to attend school earlier, but it is not expected.

Assignment Contract

ASD aims to provide significant opportunities for its students to become balanced and well rounded citizens. As such, the school recognizes that due to involvement in school approved activities, students may be absent from class for extended periods of time.

The **Assignment Contract** provides students and teachers an opportunity to formulate a study plan to minimize the effect that absences have on the quality of learning and teaching.

Policy

Students who will miss classes due to school sponsored or approved activities are required to meet with their teachers prior to the departure date to discuss assignments, make up assessments and due dates.

Both student and teacher will sign an **Assignment Contract** indicating understanding of commitments and a reasonable timeline for submission of work to be missed.

Students are also expected to keep up with NVS Class Pages to keep current while away.

Assignment Contract can be found on PowerSchool.

Student Services

Health Clinic

ASD employs a full-time nurse during the school year. Each student has an emergency card at school, which must be filled out by the parent or guardian. Vision and hearing screenings are done annually.

Students are welcome to visit the Nurse's Office when they have an illness, injury, or to discuss health issues. During class time, a student must have permission from his/her classroom teacher to visit the clinic.

Students who feel ill may visit the Nurse's Office. If the student is not fit to return to classes for the day, the nurse will contact parents to arrange transportation home and issue a gate pass if necessary.

Medications

No medications shall be administered without expressed written parental permission.

If your child must bring medication to school, the following steps need to be followed:

- The parents should notify the school nurse when a child is taking medications.
- All medications must be brought to and kept in the Nurse's Office.
- The medicine must be clearly identified as to the name, type of medication, student's name, and dosage.
- A note signed and dated by the parents must accompany the medication.

Immunizations

Health, immunization, and tuberculosis screening records are maintained on every student. Parents are required to submit a health status update as they register their child for each school year and are urged to notify the school's nurse of any significant changes in health, which occur during the school year.

A minimum immunization standard is required for attendance at the American School of Doha and by the Ministry of Health.

There may be occasions when immunizations will be available at school through the Ministry of Health.

Locks and Lockers

Each student will be assigned a locker. It is the individual student's responsibility to provide a lock to keep his/her possessions safe.

Students must store all of their books, supplies and personal belongings in the lockers. Bags, books, backpacks, etc., found on the floor will be placed in the lost and found in the High School Office.

Students are not to write on or place stickers or signs or in

any way deface their locker. Students will be responsible for any damage to their locker.

Additionally, students are required to keep their lockers locked and are discouraged from keeping valuables in their lockers.

The school is not responsible for lost items. The School Administration reserves the right to inspect lockers at any time, should the need arise.

Dining Hall

The dining hall is open to students during scheduled break and lunch periods, but it not open to High School students during Middle School lunch.

The cafeteria provides students with the option of purchasing lunch. In addition to the main lunch items, various snacks are available for purchase during school clubs sales or special events.

Students may purchase the school lunch items or they may bring lunches from home. Food and drinks (except water) **MUST** be consumed in the dining hall and designated areas only.

Students are expected to leave their eating location in a clean condition. Plates and silverware should be returned to the proper location. Recycling bins are available for recyclable materials. Breakable items such as glass bottles should not be packed in lunches.

In order to help insure that your child will get the most out of his/her classroom instruction, please see to it that the lunches are nutritious and substantive.

School Supplies

Students will be required to provide their own notebooks, paper, pens, pencils, and other supplies.

All Math courses except AP Statistics require student to have a TI84 calculator plus for class.

Students need to have a lock for their locker.

If students are taking a PE class (mandatory for Grade 9 and 10 students), they also need a lock for their PE locker.

Individual grade level and subject teachers will provide students with a list of any additional required materials needed for their specific classes

Textbook Loan

Textbooks are provided to all students on a loan basis. Students are responsible for books checked out to them and must pay the replacement cost for lost or damaged books.

Students will also be charged for deliberate (including writing and graffiti) or excessive damage to books. Excessive damage may be defined as that which goes

beyond normal wear and tear.

Students losing a textbook during the school year must pay for its replacement before being issued a second book. Should the lost book be found, the replacement cost will be reimbursed to the student.

DragonCard

All students will be required to carry their DragonCard with them at ALL times while on campus. For security reasons students will be required to use these cards to enter and exit campus.

As ASD is a cashless campus, DragonCards must also be used for all purchases. Students who fail to bring their DragonCard will be subject to appropriate disciplinary action.

It is the responsibility of the parent to ensure your child(ren) have sufficient funds on their DragonCard to make purchases on campus.

Campus Guests and Visitors

All guests and visitors are required to present photo identification to the guard at the front gate who will then issue the visitor a Visitor Pass. The Visitor Pass must be worn and visible at all times while on campus.

Students who wish to have guests at school **MUST RECEIVE PERMISSION ONE DAY IN ADVANCE** from each of their teachers and from the High School Principal or Associate Principal. Forms may be obtained from the High School Office. The visiting student must attend all classes with his/her sponsoring student.

Guests are limited to a specified amount of time. All guest passes are issued at the discretion of the school administration and may be rescinded or revoked at any time. Upon surrender of the Visitor Pass, the visitor's photo identification will be returned.

Emergency Evacuation

Emergency evacuation drills are scheduled at intervals throughout the school year. Classroom teachers will give their classes specific instructions. Each classroom has an evacuation plan posted near the exit door. Teachers should ensure that all students are familiar with proper evacuation procedures.

Sahifa

Our school newsletter, the Sahifa, is emailed to all parents every Thursday. The Sahifa is a reflection of the school's weekly events and a look forward to the next week's events. All school wide information is published in the Sahifa. You will also find weekly messages from the Director and each divisions principal.

Library Media Center (LMC)

Hours:

Sunday, Monday, Wednesday 7:00 am – 4:30 pm

PACT Tuesday 7:00 am - 1:00 pm

Thursday 7:00 am - 4:00 pm

ASD MS/HS Library Catalog Website

<http://library.asd.edu.qa>

Loan and Overdue Policy

Students may check out 6 items at a time for three weeks. Materials need to be returned on time, and students may not borrow additional items until any overdue books are returned.

Books may be renewed by bringing them to the circulation desk.

Students with overdue material receive regular notices that are e-mailed to their ASD accounts and may have access to their PowerSchool account restricted.

All library patrons are expected to pay the replacement cost of lost or damaged books plus an additional 30 QR for shipping and processing.

Library records must be cleared before borrowing additional items and/or receiving their report cards or school records.

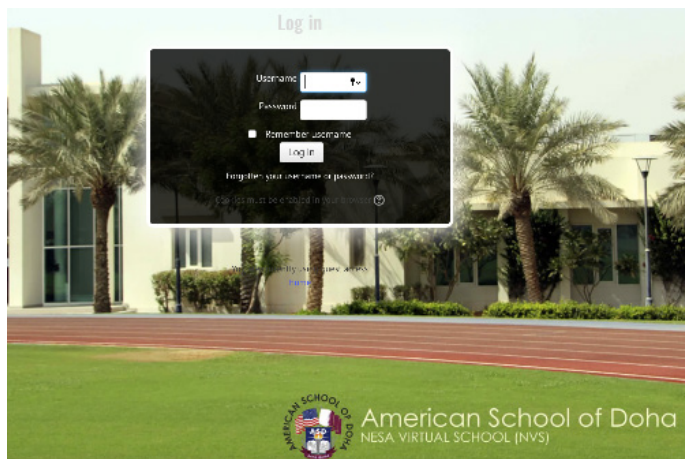
Library Guidelines:

- Help keep the atmosphere quiet and conducive to learning.
- Leave food and drinks outside, except bottled water.
- All school rules apply including no mobile phone use at any time.
- Acceptable Use Policy applies when using computers.
- Be respectful and considerate of each other and the entire library.

NVS Login Information

Go to <http://nvs.asd.edu.qa> and enter your login credentials in the Username and Password boxes.

Your login credentials will be the same as your computer login information. Upon login, you should see links to all of your classes. If that is not the case, please contact the ASD IT department.



Student use of Google Mail (gmail)

1. In your web browser go to <http://google.asd.edu.qa>. We suggest you bookmark this site.
2. Choose “ASD Gmail” from the menu boxes. You will now see the login screen for the new webmail system at ASD.
3. Enter your 2-digit graduation year then your first initial followed by your last name in the username field. Your initial password is study@asd. Then click <Sign In>.

PowerSchool

PowerSchool is our student information system used to store all information pertaining our students and families. You will access data in PowerSchool using a self-generated username and password. Once you create your credentials, please keep these private and secure.

If your child accesses PowerSchool, they will have credentials separate from yours. Your parent login gives you access to additional information from your children such as the ability to change your personal information and demographic details.

If you would like more information on accessing PowerSchool, please contact the High School Office at 4459 1550.

ASD Living our Values Online

Responsible Use Agreement

Computers and being online have become vital parts of the educational process. Students are expected to follow ASD values online.

The following represents how our values apply in a digital setting.

RESPONSIBILITY:

Responsible safety, privacy and security/Responsible usage habits

- I will only use ASD networks and technology for educational purposes; I will not use school equipment or networks for entertainment.
- I will protect my laptop from damage by carrying it in a protective case.
- I will not use P2P/Torrent/illegal downloading software.
- I will not install any software on my school computer unless asked to do so by my teacher or ASD.
- I will achieve balance in my online and offline activities to promote a healthy lifestyle.
- I will separate work and play to practice effective work habits.
- I will respect rules and boundaries set by my parents for technology and online activities.
- I will not hack our network, laptop settings, monitoring software, or other computers in any way.
- I will not send spam or chain emails.

RESPECT:

Respect for others: My actions online; Respect for myself; My reputation and digital tattoo.

- I will respect my parents' right to be involved in my digital life.
- I will show respect to others' ideas, identities, and reputations.
- I will consider others' feelings and perceptions before I post my own.
- I will protect my personal information online and use secure passwords.
- I will only post or view things online I would not be ashamed for the world to see.
- I will remember that all of my online activity is saved forever, and becomes a permanent part of my digital tattoo.

HONESTY:

Honest credit and value for others' work/Honest self image and identity online

- I will not plagiarize information by claiming that others' work and ideas are my own. I will suitably cite any use of others' information or media.
- I will not use the software and media others produce without their permission or without purchase.
- I will use and abide by the fair use rules for copyrighted material.
- I will keep my online and offline identity aligned.

COMPASSION:

Compassionately helping end cyberbullying

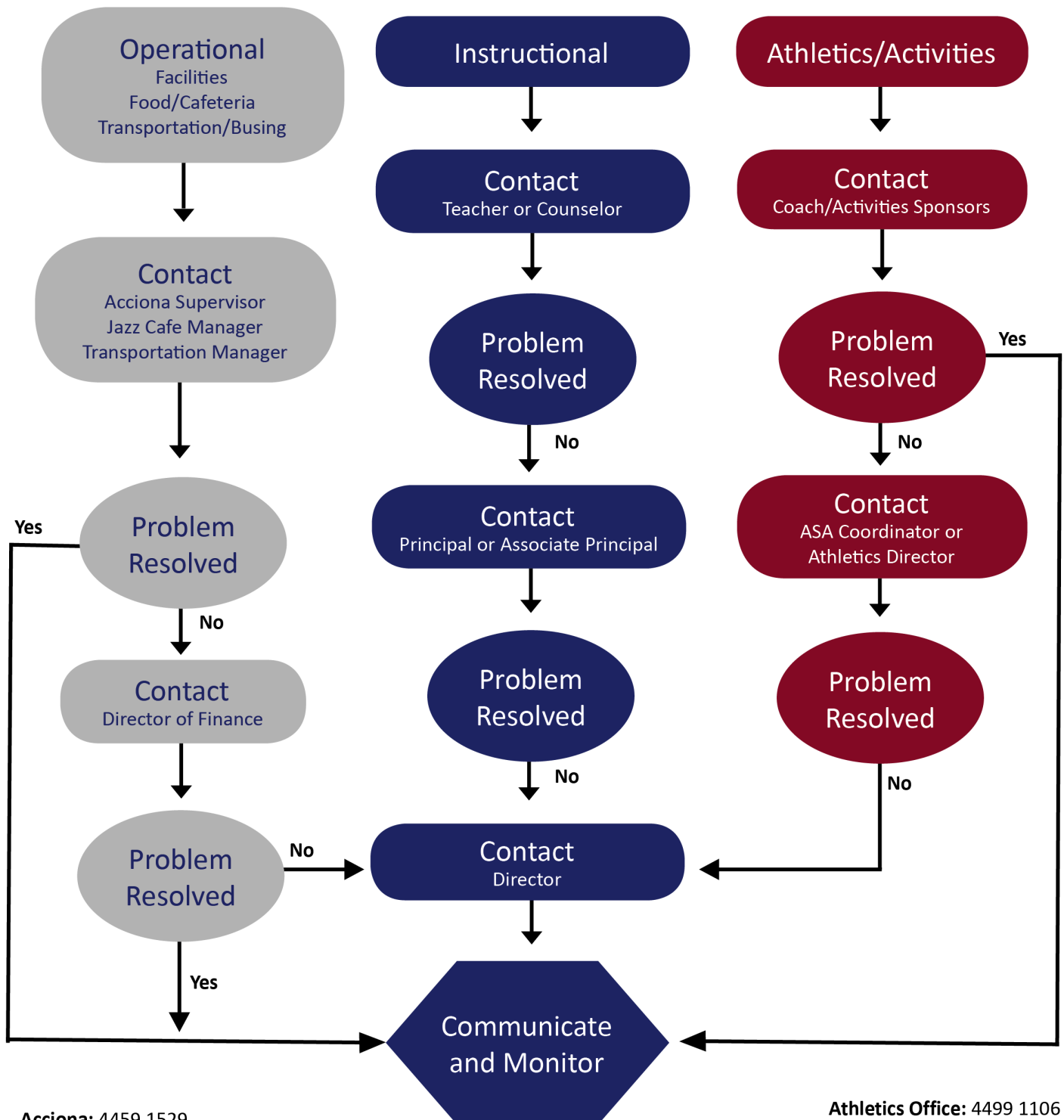
- I will involve a school official for assistance if I see inappropriate information about other students.
- I will not be a bystander to cyberbullying; I will be an upstander to report and prevent bullying to others.
- I will not harass, insult, bully, or inappropriately discuss others online.
- I will be compassionate to others both offline and online.

Important Notes:

1. To assist students in living our school values, the school retains the right to inspect all student computer/internet use. Students may assume that all computer use is being monitored and may be observed at any time, whether at home or on the school grounds. This includes in-school and out-of-school time.
2. Violations may result in a loss of technology privileges, disciplinary action, or legal action.



ASDoha Chain of Communication



Acciona: 4459 1529
acciona@asd.edu.qa

Jazz Cafe: 4499 1306
jazzcafe@asd.edu.qa

Transportation: 4459 1508
transportation@asd.edu.qa

Director of Finance:
Patty Foster
patriciafoster@asd.edu.qa

Main Reception: 4459 1501
reception@asd.edu.qa

LES Principal:
Lana Al-Aghbar
lalaghbar@asd.edu.qa

UES Principal:
Kristen Schroeder
kschroeder@asd.edu.qa

MS Principal:
Rob Gohr
rgohr@asd.edu.qa

HS Principal:
Michael Roberts
mroberts@asd.edu.qa

Director:
Dr. Tom Hawkins
thawkins@asd.edu.qa

Athletics Office: 4499 1106
asdathletics@asd.edu.qa

**Associate Athletics
and Activities Director:**
Jimmy Leeper
jleeper@asd.edu.qa

**Athletics and
Activites Director:**
Dave Farmer
dfarmer@asd.edu.qa



ASDoha Educational Communication Protocol

The ASDoha Educational Communication Protocol was jointly developed by teachers and administrators. It is designed to promote direct, open and respectful communication so that concerns can be addressed efficiently and effectively among the parties involved.

We strongly encourage students and parents to follow this protocol. In turn, our staff members pledge to be sensitive to your concerns, to maintain confidentiality and respond in a timely manner. By working together, we can continue and strengthen our commitment to excellence.

PARENTS AND STUDENTS

STEP 1: COMMUNICATE WITH THE TEACHER

Students are encouraged to express their concerns directly to the teacher. However, if you as a parent are concerned about an issue involving your child's education, classroom experience or grade, contact the teacher directly.

All teachers can be reached via the teacher's e-mail. Teacher e-mails can be found in PowerSchool. Teachers will get back to you within 48 hours. If you do not receive a response within 48 hours, please proceed to the next step.

STEP 2: COMMUNICATE WITH THE GUIDANCE COUNSELOR

Guidance counselors at ASD support students and parents on social/emotional issues, class placement or progress transitions and college placement.

If you need to find out about an assignment or need an update on your child's progress in a particular class, please contact the guidance counselor.

Lower Elementary Counselors

Makiko Maeyama
mmaeyama@asd.edu.qa

Zoë Gare
zgare@asd.edu.qa

Upper Elementary Counselors

Sara MacDonald
smacdonald@asd.edu.qa

Mike Olsen
molsen@asd.edu.qa

Middle School Counselors

Jen Hammonds
jenhammonds@asd.edu.qa

Annalice Hayes
ahayes@asd.edu.qa

High School Counselors

Jackie Feldstein
jfeldstein@asd.edu.qa

Izzet Sengel
isengel@asd.edu.qa

Emilee Tollefson
etollefson@asd.edu.qa

LizNoel Duncan
lduncan@asd.edu.qa

STEP 3: COMMUNICATE WITH DIVISIONAL OFFICES: PRINCIPAL/ASSOCIATE PRINCIPAL

Most problems will have been resolved by this point. If you still need to speak with someone about your situation, however, please contact your divisional principal/associate principal.

STEP 4: COMMUNICATE WITH THE SCHOOL DIRECTOR

If your problem has not been resolved through the Principal's office, contact the Director.



Living our Values

Responsible Use Agreement

Online

We live our values by...

Responsibility

Responsible privacy and security choices
Responsible habits and practices

- Protecting our laptops and the networks
- Keeping our passwords and info private
- Balancing our online and offline activities
- Following school and parent guidelines

Respect

Respect for personal reputation
Respect for other people

- Inviting parents into our digital lives
- Creating a positive online presence
- Considering others' feelings before we post
- Encouraging positive interactions

Honesty

Honest use of others' work
Honest credit for others' work

- Giving credit for information we use
- Using citations where appropriate
- Refusing to use stolen or illegal media
- Abiding by Fair Use guidelines in our work

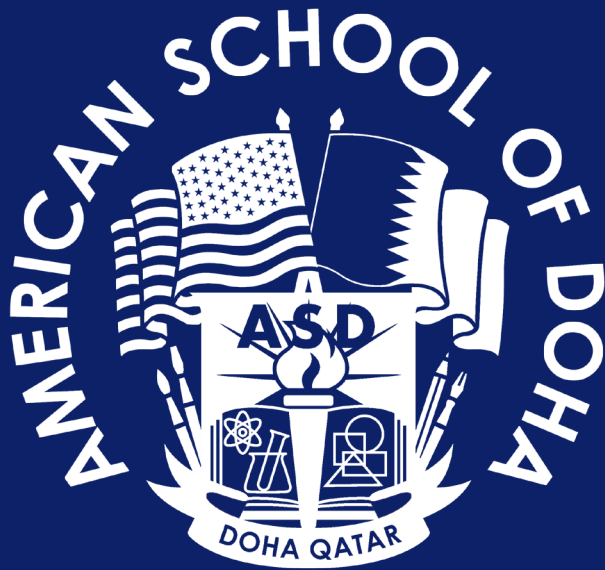
Compassion

Compassion in helping others
Compassion in contributing ideas

- Seeking outside help when needed
- Being a participant to fight against bullying
- Avoiding negative discussions about others
- Creating work that benefits others

Students Teachers Administration





AT THE HEART OF LEARNING

Connect With Us
www.asd.edu.qa
+974 4459 1511

#ASDoha

