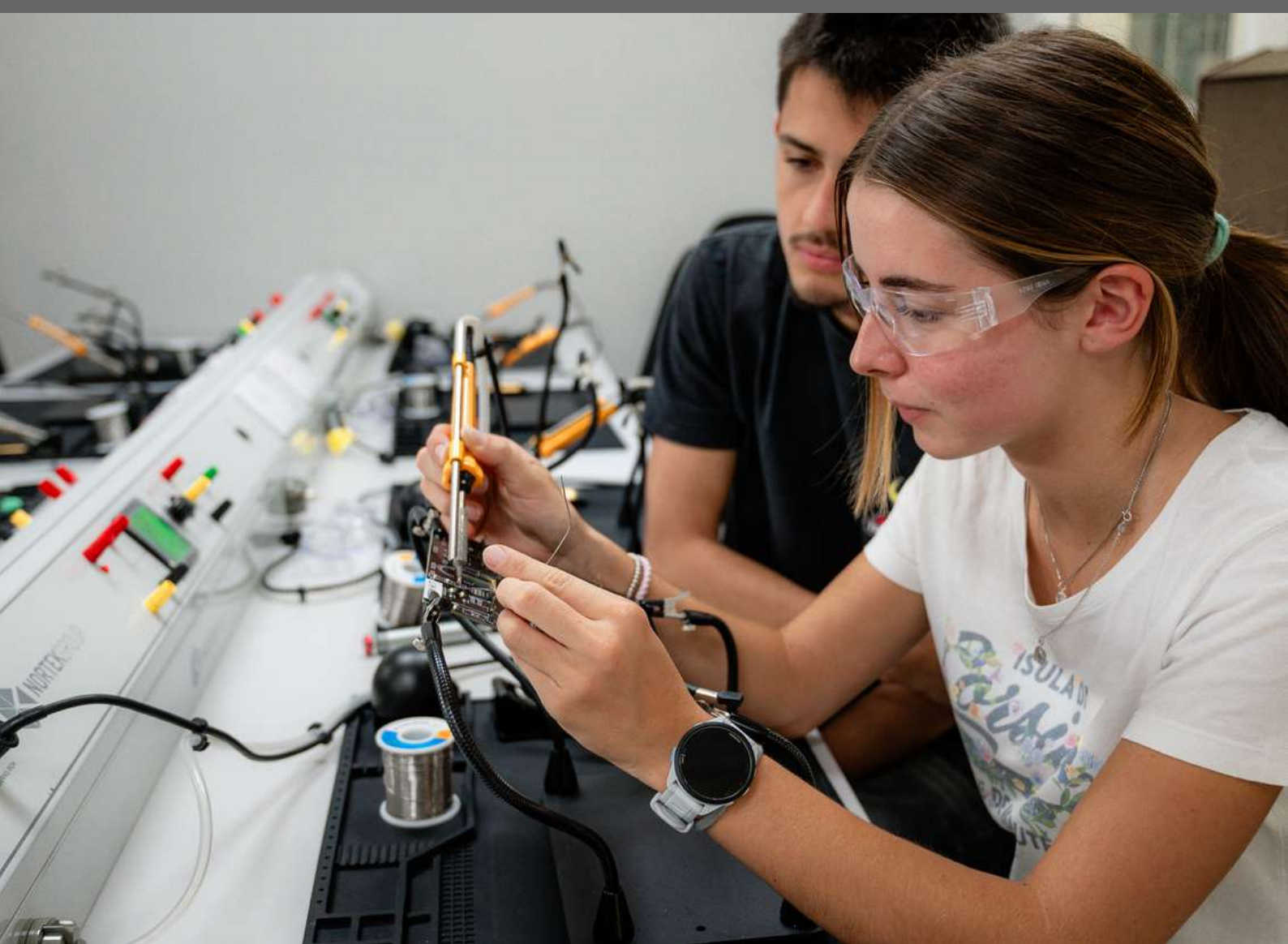




HIGH SCHOOL HANDBOOK

2026-2027 School Year



HONESTY ■ RESPECT ■ RESPONSIBILITY ■ KINDNESS

Welcome to the High School



Identity Statement

The American School of Doha is the premier educational leader in the dynamic and tradition-rich country of Qatar. We provide a rigorous standards-based, internationally enriched American curriculum in a non-profit, U.S. accredited, PreK - 12 college preparatory school. ASD is the hub of a multicultural community where we celebrate the whole Learner through diverse experiences.

Mission

ASD nurtures each Learner's unique academic and personal identity; challenged and enriched through Communication, Collaboration, Creativity, Critical Thinking and active Character and Citizenship development.

Vision

Empowering Learners to discover their passions, develop talents, and positively impact our world.

Values

Honesty • Respect • Responsibility • Kindness

Honesty

Honesty at ASD is defined as: Being truthful to ourselves and others. Honesty is expected from each person at ASD. We can display honesty in a variety of ways. This includes telling the truth, being open and transparent in our communication, respecting confidentiality when others confide in us, admitting our mistakes, apologizing when necessary and being accountable and consistent in our words and actions. Honesty additionally includes recognizing the impact that our daily choices have on the environment.

Respect

Respect at ASD is defined as: Treating ourselves, others and the environment with care. There are many ways our Learners can show respect. This might include inviting and honoring each person's voice and perspective, treating people with the dignity they are entitled to, supporting sustainability efforts, maintaining our classrooms and campus, arriving on time, being prepared, and following through with the commitments we make.

Responsibility

Responsibility at ASD is defined as: Honest reflection and ownership of our words and actions. Responsibility is about behaving ethically. Ethical behavior shows up in the way we interact with others and the environment: the decisions we make; the action we take or don't take; how we choose to behave in alignment with ASD's core values; and the action we take to reduce our carbon footprint. Responsibility is not only behaving ethically but also following safety, behavior and other ASD rules outlined.

Kindness

Kindness at ASD is defined through the following statement: We take care of each other. Taking care of each other means that we honor and celebrate all the unique identities that exist at ASD. Kindness can be shown in many ways. Kindness might be noticing and responding to the needs of others, showing empathy, acknowledging people for their individual talents, or peacefully and respectfully resolving differences. Kindness is also recognizing the Earth we share and taking care of it. Kindness is cultivated in a community where we are actively responsible, honest, and respectful towards each other and the environment.

The American School of Doha

A Message from the High School Principal

Dear Students and Parents,

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

Whether you're a new member joining our vibrant community or a familiar face returning, I extend my sincerest wishes for a year filled with enriching experiences and remarkable educational success.

My commitment, and that of our dedicated faculty and staff, is to foster a dynamic and inclusive environment where every student feels a sense of belonging and is empowered to thrive. We believe in nurturing each student's potential, offering learning experiences that truly engage their minds and help them discover their unique talents. Our goal is to provide the right balance of support and inspiration, ensuring every student can achieve their personal best.

At ASD, we're proud to be the premier educational leader in Qatar, offering a challenging American curriculum that prepares students for college and beyond. More than just academics, we're a multicultural community that celebrates the "whole Learner." Our aim is to nurture your unique academic and personal identity, encouraging you to develop essential skills like communication, collaboration, creativity, and critical thinking. Ultimately, we envision you discovering your passions, developing your talents, and positively impacting our world.

Our High School program offers a wealth of opportunities, from stimulating courses to a diverse range of extracurricular activities. I strongly encourage you to explore these avenues, finding the right balance that allows you to pursue your interests, cultivate a strong sense of self, and experience the joy of learning.

This handbook is your essential guide to all that the High School at ASD has to offer and how our community operates. Please take the time to read it carefully and familiarize yourself with its contents. Should you have any questions, please don't hesitate to reach out to me, your counselor, or any of your teachers for assistance at any time during the school year.

We're genuinely excited to have you as a vital part of our High School community and look forward to an outstanding and impactful year together!

Sincerely,
Jennifer Mendes

Jennifer Mendes
High School Principal



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High School Handbook

The High School administrative office is staffed by a team of professionals who support the daily operation of the ASD High School. All members of this team are available and accessible to students and parents, and are here to support them as members of the ASD community. When you have questions, concerns, or need to communicate with the school directly about your child, please direct your questions to one of our welcoming staff members:

Ms. Nasreen Merchant
HS Office Manager
nasreen.merchant@asd.edu.qa

Mrs. Rima Chahbar
HS Office Coordinator
rima.chahbar@asd.edu.qa

Ms. Kirsten Vogt
HS Office Assistant
kirsten.vogt@asd.edu.qa

Ms. Mariziel Colmo
HS Guidance Coordinator
mariziel.colmo@asd.edu.qa

The High School is also served by two academic program coordinators, who help to ensure that the ASD High School functions at the highest level possible in service to teaching and learning. They are responsible for their particular domains of the academic curriculum:

Ms. Katrina Charles
IBDP Coordinator
katrina.charles@asd.edu.qa

Mr. Joshua Giddens
AP Coordinator and Curriculum Coordinator
joshua.giddens@asd.edu.qa



Academic Policies and Procedures

The Academic Day

ASD High School uses a semester system of scheduling. The school day runs from 8:00 am until 3:00 pm. 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 85-minute classes on most school days. 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.

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.

Counseling Services

Parents and students can make an appointment to meet with a High School Counselor concerning academic, social or emotional concerns. Contact the Counseling Office at +974 4499-1149, or send an email to mariziel.colmo@asd.edu.qa to make an appointment.

Guidance Committee

The Guidance Committee is comprised of the High School Principal, High School Associate Principals, High School Coordinators and Guidance Counselors. This group meets as needed 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.

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 1 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 8 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, International Baccalaureate Diploma Programme 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 ASD 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 HS 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 HS 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 HS Guidance Committee;
- the student has not already been awarded any nontraditional 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
- 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 transfer credit from the institution in which the student was enrolled.

Independent Study Proposal

Independent Study is an option that provides self-motivated students the opportunity to pursue a topic or area of study for ASD credit that is not otherwise offered in the High School. An Independent Study course is designed through a partnership between a student and a teacher, and students may earn a maximum of 1.0 non-traditional/ Independent Study course credits 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.

Independent Study 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. The designation of "Independent Study" will also be indicated on the formal High School Transcript.

Creating an Independent Study Plan

To gain ASD approval, the student must submit an Independent Study proposal. An 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. This proposal must be initiated by the end of the first week of the drop/add period for a semester for which the credit would be earned.

Guidelines for the proposal

All written Independent Study proposals must include the following:

- specific, clearly stated goal for the Independent Study
- rationale that identifies the need to pursue this as an Independent Study
- all Independent Studies require supervision of an ASD faculty member
 - students are expected to spend approximately 120 hours working on your class with your faculty advisor or in an assigned study hall
 - students will be assigned into a class with your faculty advisor or study hall according to the proposal
- specific step-by-step timeline indicating what the student plans to accomplish throughout the semester with deadlines and other relevant information
- structured plan on when the student will be meeting with the faculty advisor
- clear listing or explanation of the resources needed to accomplish the goal
- students must be aware that regular assignments and assessments will take place throughout the course
- the ASD High School attendance policy will be applicable

All Independent Study courses must have signed approval from a parent, faculty advisor, head of the relevant department, HS Counselor, and the HS Guidance Committee.

Submitting a proposal

Interested students should obtain an Independent Study proposal from their counselor. Once this proposal is completed and submitted with signatures, it is brought forth to the Guidance Committee where it will be discussed and a decision will be made. Students will be notified of the decision via email.

Course Load

Every student is required to carry a minimum of seven courses, with the exception of Seniors who may choose to take six courses provided that four of them are core courses, and none include a position as a Teaching Assistant. Eligibility to carry eight courses may be dependent upon criteria that will be made available prior to the course selection period.

Course Level Change

In order for students to execute a course level change, they must work with the counselor to explore options.

After the initial two weeks of a course beginning, the teacher may recommend that a student is changed to another course if the teacher has determined the student is inappropriately placed. This recommendation for a course change will be made by the teacher to the HS Guidance Committee. Based on factors including the recommendation of both the current course teacher and the receiving course teacher as well, the HS Guidance Committee may accept or decline the recommendation for a course change.

Course Withdrawal

In rare instances, a student may seek to withdraw from a class after the two - week course change period. In order to withdraw from a course after the first two weeks of the class, a recommendation from the course teacher must be given initially.

Students may not withdraw from a course after two weeks of classes without the approval of the Guidance Committee. Any changes after the first two weeks of the course result in a Withdrawal being indicated on the official transcript; the grade at the time of withdrawal will also be included on the student's transcript, but will not be included in the GPA.

Prior to requesting a course withdrawal, the student must demonstrate that he/she has worked with the teacher and counselor to explore all options for success before any potential withdrawal.

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

1. The student obtains petition form from their HS Counselor for the course withdrawal
2. The parent and current teacher explain reason for the withdrawal
3. HS Counselor documents their thoughts concerning the withdrawal
4. A final decision will be made by the HS Guidance Committee, taking all recommendations into account

It is important to note that a course withdrawal cannot be executed if it will result in a student being enrolled in fewer than the minimum number of courses for a full-time ASD student (seven courses for students Grades 9 - 11, six courses for Grade 12 students).

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.

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 the 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, which also include educational testing and accommodations, parents should contact a High School Learning Support Teacher.

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, summarization of 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 Creativity, Activity, Service (CAS) planning and reflection. No additional homework (i.e. above the normal maximum for a block) should be assigned over long weekends but may be assigned over holiday breaks.

This includes preparation for summative assessments which may not be given on the first class meeting upon return from such breaks.

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 professional discretion of High School Counselors or designated School 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 HS 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.

Assessment

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.

Formative Assessment

Formative assessment grades are not included in the calculated grade that appears in PowerSchool.

Formative assessments provide targeted and individualized feedback to students in narrative form and allow students ample time to adjust and develop their understandings.

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), HS Counselor or an HS Administrator at least two days in advance of the scheduled assessments.

Grade Weighting

AP and IB HL courses are weighted to impact Grade Point Averages (see the chart below). 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 9, 10 and 11 students are required to take the respective course examination for AP subjects. Grade 12 students may choose to opt-out of 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, HL2
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 25 units of credit in Grades 9 - 12 to qualify for an ASD diploma.

GRADUATION REQUIREMENTS		
REQUIRED COURSES	MINIMUM REQUIREMENTS	MINIMUM RECOMMENDED FOR UNIVERSITY
ENGLISH	4.0	4.0
MATHEMATICS	3.0	4.0
SCIENCE	3.0	4.0
SOCIAL STUDIES	3.0	3.0 - 4.0
WORLD LANGUAGES	2.0	3.0 - 4.0
VISUAL AND PERFORMING ARTS	1.0	1.0
HEALTH AND PHYSICAL EDUCATION	2.0	2.0
ELECTIVES	7.0	
MINIMUM TOTAL CREDITS	*25.0	

*All students are required to undertake and exhibit two Learning Service commitments during their time at ASD

Other Graduation Requirements/Recommendations

1. A U.S. History or U.S. Government course is required for all U.S. citizens and is strongly recommended for non-Americans who intend to attend U.S. colleges/universities. U.S. History or U.S. Government may be taken in Grade 11 or 12. U.S. citizens who are IB Diploma candidates will have this requirement waived.

2. Students must be in attendance at ASD for two consecutive semesters immediately prior to receiving an ASD diploma.

3. IB Diploma Candidates will need to complete Creativity, Activity, Service (CAS) to satisfy ASD Service Graduation Requirements. Non-IB Diploma Candidates must demonstrate two Service Commitments before graduation if they arrived in the HS in 9th or 10th grade.

Examples of Service Commitments may include having an active role in an ASD service club, extension of a service trip, or personal project (volunteer campaigns at local charities etc).

The commitment is meant to last a significant portion of the school year. Students entering the HS in 11th or 12th grade can either show one service commitment or transfer 20 service hours from a previous high school to meet these requirements. Questions regarding this matter should be directed to the Learning Services Coordinator, who will provide the necessary assistance (cshang@asd.edu.qa).

Incomplete/Audit/Pass-Fail

An "incomplete" ('I') may be issued if a student has not completed the 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 principal.

Students may audit, i.e. attend a class for no credit, with permission of the teacher and principal. Although no credit is granted, students are required to do all classwork. 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, reenrollment 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 HS Administration to discuss the conditions.

2. The student and his/her parent(s) will be issued a conditional enrollment letter by Administration stating the expectations of the student, parent(s) and school for the duration of the conditional enrollment.

3. 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.

Valedictorian/Salutatorian Selection

Two members of each graduating class shall have the opportunity to deliver the valedictory and salutatory speeches during the graduation ceremony. Selection of Valedictorian and Salutatorian are based not only on cumulative GPA, but also on additional criteria that align 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 and are in the top 10% of the class based on GPA and 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 High School 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.

Honors and High Honors Distinction

Honors distinctions are determined by the student's cumulative GPA at the end of the first semester of a student's Senior year.

- Honors - Students who have earned a cumulative GPA between 3.50 and 3.749 are given honors distinctions at the end of the school year
- High Honors - students who have earned a cumulative GPA of 3.75 or higher are given high honors distinctions at the end of the school year

Report Cards

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

Mock Exams and End-Of-Year Exams

Mock Exam Period

At ASD, a formal mock examination period takes place in March for all AP and IB Year 2 courses. The purpose of mock exams at this particular time is to ensure that students have the opportunity to utilize feedback in preparation for their external AP and IB exams in late April and throughout May. A schedule for these examinations will be shared with students well in advance so they may prepare adequately for each mock exam.

End of Year Exam Period

In the High School, a formal examination period takes place one time at the end of Semester 2. During the formal exam period, formal exams will be administered for all underclassmen in each of their year-long classes except Physical Education, Fine Arts, AP and IB Year 2 classes. During the two days preceding formal exams, no other summative assessments will be given, allowing students time to prepare for their exams. A schedule for these examinations will be shared with students well in advance so they may prepare adequately for each exam.

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 formal assessment period, and a doctor's note explaining any significant illness will be required in order to excuse a student from sitting a scheduled assessment.

This documentation will be required immediately upon return to school. Thereupon, arrangements will be made with the school administration and the relevant teacher to complete the missed assessment.

Exam Academic Integrity Policy

Violations of ASD's academic honesty policies during exams are extremely serious. Semester exam grades of students who engage in academic dishonesty before or during an exam session will be impacted. All or some strand grades for the semester exam will be entered as "F's". In addition, all other consequences outlined in the "Academic Honesty Policy" (p. 19) will apply.

Use of Artificial Intelligence in any form (Smart watches, Smart Glasses, Rings, Chatbots, Audio, etc.) during an exam will be seen as a violation of this policy.

AP and IB DP Exams

Registration

AP and IB examination fees are paid for by the students. Students are not automatically registered for these examinations. IB DP Year 2 and AP registration take place in October. Invoices are mailed in November. 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 at ASD, seniors who complete the proper documentation prior to April 1st may opt out of the chosen AP examinations.

Please see page 7 of the HS Program of Studies for a detailed explanation of specific policies for AP exam registration and fees.

Examinations

AP and IB examinations take place in May. The study leave policy for these examinations will be communicated to students by the AP and IB Coordinators. Students enrolled in AP courses or IB year 2 courses are expected to register for and sit the examination.

Predicted Grades For University Applications

As a part of the admissions process, many universities and colleges require the predicted grades an IB Diploma candidate may earn for each IB course. These predicted grades are collected from teachers in Year 2. Predicted grades for university applications are collected on the following timeline:

- October 8
- January 8

The counselor will send predicted grades to universities that request them. If there are any changes to predicted grades at the January 8 collection, updated predicted grades will be sent with Mid-Year Transcripts. Students are not permitted to negotiate with teachers for higher predicted grades, nor will changes be made between these collection dates.

Study Leave

ASD provides our AP and IBDP students with study leave prior to both Mock and Final exams, which gives them additional time for test revision, either on or off campus. Study Leave is granted for the morning or afternoon period, immediately before a scheduled exam, as appropriate. i.e. An exam is at 8am on Monday, Study leave will apply from 1pm (last block) on the Sunday before. For an afternoon exam, the student will be excused from their morning classes (the first three Blocks of the day). For IBDP courses, additional study leave may be granted in the final week prior to the May Exams, but this is at the discretion of the IBDP Coordinator.

Students will not be required to sit for additional exams on the same day as a formal AP or DP exam. They should communicate, in advance, with their classroom teacher for alternative arrangements.

Course Load

Students in Grades 9 through 11 are required to carry a minimum of seven courses (seven 85-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.

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:

- MS/HS Library
- grade level common areas
- MS/HS Cafeteria
- HS Lobby
- outside eating areas

As ASD is a closed campus, students must remain on campus during their study period if it falls between other classes. Students who have a study block during the first or last block of the day are not required to be on campus during their study block.

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 HS 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 the study hall for the entire block. The attendance and tardy policies apply to study hall.

Advisory

In support of students' social and emotional wellbeing, ASD High School students engage in an Advisory meeting once a week for 25 minutes on Tuesdays. Advisory is intended to build community, develop social and emotional skills, and ensure that there are faculty advocates for each student. Students remain in the same advisory group throughout their entire tenure at ASD, creating a small community of peers and teacher(s) with whom each student develops comfort and familiarity over the course of four years. Advisory lessons focus on social, organizational and community-related topics that are developmentally appropriate and supportive of ASD students' growth and wellbeing.



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% of each of their classes. That means students may not miss more than six (6) classes in any course per semester. In this situation, students will receive a grade of NC (No Credit) on their transcript and 0.0 may be calculated into the cumulative grade. Students who lose credit in any class due to excessive absences may be placed on a conditional enrollment contract.

Absences

When students are absent from school, parents will be notified via PowerSchool or email from the HS 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 for a non-emergency personal reason that is not connected to a school-sponsored event, for example

family travel or a medical procedure, must make an appointment with teachers in order to ensure clarity of assignments and assessments to be completed, and to understand completion dates for the same. This should be done with as much advance notice as possible, preferably at least a week before the absence is to begin. It is the parent's responsibility to advise the HS Office in advance of the anticipated 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 HS 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 HS 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 feel unwell during the school day must report immediately to the school nurse, with a pass if coming from a class. The nurse will assess the student's condition and determine whether the student needs to be sent home or can remain at school. A student will only be permitted to be dismissed early from the clinic if the nurse successfully contacts a parent or a designated emergency contact. It is essential that the emergency contact information in PowerSchool is accurate and that the contact person can be reached promptly. The parent or emergency contact of the child will need to email hsattendance@asd.edu.qa for all early and necessary dismissals, including dismissals by the nurse.

School Day

The school day 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 HS Office prior to going to class. On Professional and Collaborative Tuesdays (PACT), 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. For all matters regarding attendance (tardies/absences/etc.), parents should email: 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 HS Office may require a doctor's note of explanation.

The HS 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 HS Office.

Attendance Code of NP - not prepared, not participating
A code of NP means could mean that the student:

- did not participate in class activities
- did not dress for PE
- missed the critical part of the lesson
- did not have a calculator, instrument for band, or other item essential to learning

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, they will be considered to be cutting class. If a student leaves a class without permission, or leaves class with permission and then remains outside of class for an extended period of time, this will also be considered a cut class.

When a student cuts a class, the student is assigned an after-school detention. Multiple cut classes will result in escalated consequences.

Late Submissions and Missing Assessments

ASD does not allocate zeros for assessments that are late. However, when a student fails to complete assessments on time or within the parameters of teacher requirements, learning is compromised and the class moves on to new learning. Thus there are accountability measures to ensure that students are completing assessments in a timely manner.

If a student fails to submit a summative assessment task on time, the teacher has no evidence of the student's achievement. Thus, it is entered into the gradebook as "Missing Summative (MS)", which has a numerical value of 35% in the PowerSchool gradebook to reflect that the teacher does not have the evidence needed to assign a letter grade. An "F" grade is equivalent to a determination of "No Evidence" on an assessment rubric. If a student fails to submit a formative assessment task on time, they forfeit their opportunity to receive feedback from their teacher on this assignment.

Teachers have the discretion to grant a submission extension to any student who communicates with the teacher and makes an extension request by 3 p.m. on the day prior to the due date.

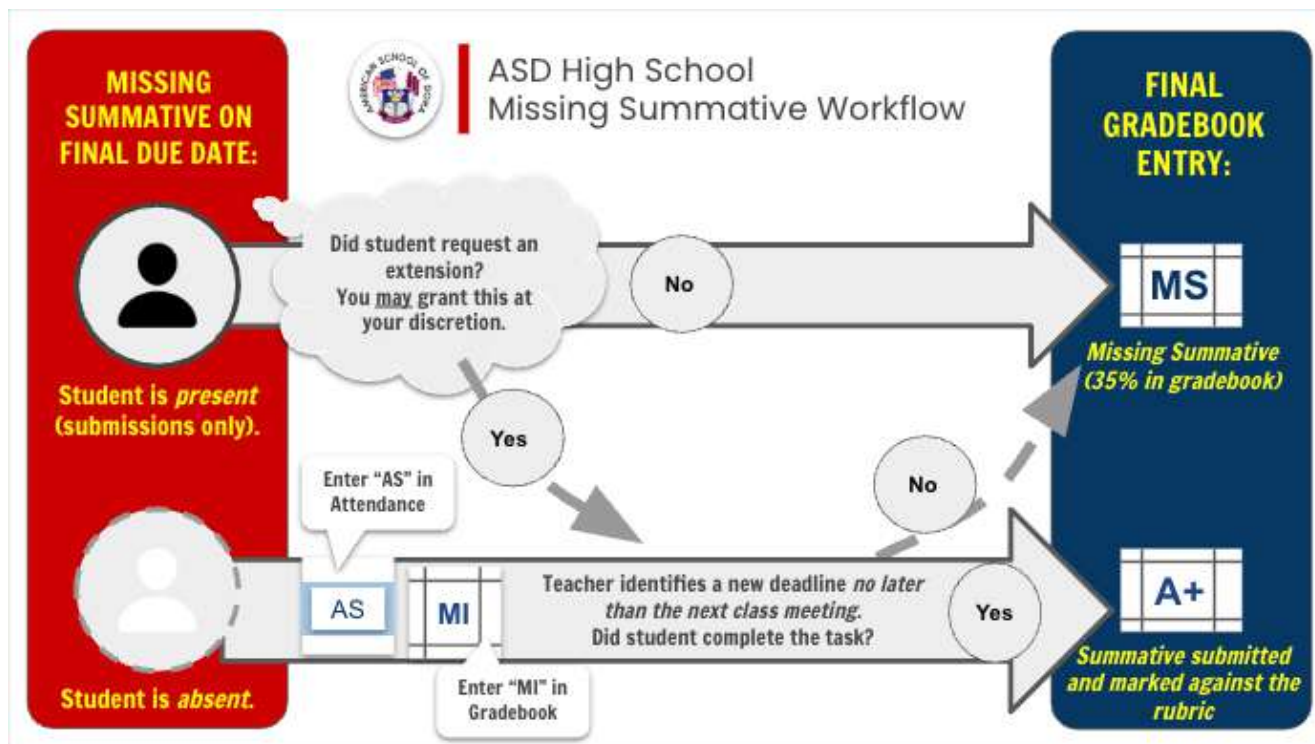
If the student submits this assessment task during a discretionary extension window, their work will be evaluated to the same standard as all other students' work. This task will be labeled "Late" by teachers in PowerSchool so that potentially concerning patterns of behavior may be identified.

If a student receives the "missing" designation on more than 3 assessments across all courses in a Semester, the student will be assigned to a study hall for a period determined by their Administrator. The purpose of this is to provide structural support for the student and to identify if there is a need for additional intervention.

If a student is out of school for excused reasons (such as illness), the expectations for how and when the assessment will be submitted are determined by the assessment type as follows:

- For in-class assessment tasks such as tests and presentations, students will be expected to complete the task upon their return to school; the student may receive additional days to prepare for the assessment if they miss more than one day of the class prior to the assessment. This will be arranged through contacting the teacher.
- For assessments that were set prior to the illness: if the task is to be turned in digitally, the deadline remains as set by the teacher. If it is not to be turned in digitally, it must be turned in upon their return to school.

For prearranged absences, such as school or family trips, and including MESAC and other sports trips, it is the responsibility of the student to communicate with each teacher prior to departure to make arrangements and determine expectations and deadlines relating to any missed assessments. Should a student fail to communicate with their teacher(s) about a missed summative assessment, or fail to complete their missing summative assessment at the agreed upon time, then the student may earn a "Missing Summative" (MS) grade in the grade book, which is equivalent to 35%.



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 HS Office or the tardy is unexcused.

1st block of the day

TU-Arrived within the first 10 mins of class start time

AU-Arrived after the first 10 mins of class start time

CC-Does not attend class, but was at school (Green dot near name in PS)

Blocks through the Day (Including Study Hall)

TU-Arrived within the first 5 mins of class start time

AU-Arrived after the first 5 mins of class start time

CC-Does not attend class, but was at school (Green dot near name in PS)

The accrual of four unexcused tardies in a single course during a semester will equate to an unexcused absence. Students who acquire seven or more absences in a course during a semester may lose credit in the course. Thus, it is critical that students attend classes and arrive on time regularly.

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

Arrival after 10 minutes (first block class) is absent unexcused *unless late school bus.

Arrival after 5 minutes (blocks throughout the day) is absent unexcused.

Admit To Class

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

Students who arrive late due to a late bus should report to the HS 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.

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.

AP students who lose credit in either Semester due to excessive absences may be deemed ineligible to sit the AP Final Exam in May.

Absence Reports on PowerSchool

Although the school routinely monitors absences, each family is responsible to monitor the absence limits. The up-to-date reports are available both on the Student and Parent Portal of PowerSchool.

Students who lose credit in any class due to excessive absences may be placed on a conditional enrollment contract.

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 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.

Honesty

- relies on own knowledge and completes own work
- speaks truthfully
- maintains integrity

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

Responsibility

- is regularly on time
- has all learning materials
- self-manages so as not to require unreasonable follow up
- is accountable for actions

Kindness

- 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	
Category 1 behaviors are actions that are not in line with ASD values and indicate a need for reflection and correction. Examples of Category 1 behaviors include: • obscenity, profanity, classroom disruptions, public displays of affection, public disturbance, other actions deemed to be contrary to ASD values * Please Note that the following behaviors have specific policies that fall outside the realm of the above matrix, and are addressed in separate sections of this handbook: Academic Honesty, Attendance, Tardies, Dragon Card Requirements, MESAC Participation	Responses to these actions may include any of the following: • referral to Principal or Associate Principal • 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 Repeated Category 1 behaviors will result in treatment as Category 2 responses.
2	
Category 2 behaviors are actions that violate ASD values, or which infringe substantially on others' rights or opportunities to learn comfortably at ASD. Examples of Category 2 behaviors include: • dishonesty, forgery, gambling, leaving campus without permission, cutting class, mandatory study hall infringement, violation of trip policy	In addition to Category 1 responses, Administrative responses to these actions may include the following: • out-of-school suspension * *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.
3	
Category 3 behaviors are actions that are significant infringements on ASD values or the rights of others. Examples of Category 3 behaviors include: • verbal abuse, bullying, harassment, discrimination (including cyber-bullying), extortion, fighting, falsifying emergencies, tobacco use or vaping, insubordination, intimidation, theft, tampering with school provided devices, violations of the digital citizenship agreement, destruction of property* *Destruction of property will generally require the student to be responsible for monetary cost of repair or replacement.*	In addition to Category 1 or 2 responses, Administrative responses to these actions may include: • recommendation for expulsion* *Expulsion from ASD will result in notification to other academic institutions, including colleges/universities.
4	
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. Examples of Category 4 behaviors include: • physical or sexual abuse, alcohol or drug use or possession, weapon possession/possession of dangerous items, harassment • vaping, tobacco use (if under 18)	Category 4 actions are extremely serious and will result in suspension or expulsion.

Student Behavior Guidelines

Bullying, Harassment and Discrimination

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, hurt or marginalized can be considered harassment. This includes in-person or online. 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.

Discrimination takes place when either preferential or prejudicial words or actions are used toward or against individuals or groups, specifically on the grounds of race, gender, religion, cultural background or other distinguishing characteristic. At ASD, discrimination in any form is not tolerated, and should be reported when it takes place.

School Board Policy 7.4012 states: "A student, either individually or as part of a group, shall not harass or bully others either in person or by use of any communication technology including computer systems, telephones, social media, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities. Prohibited conduct includes verbal conduct consisting of comments regarding the race, gender identity, physical abilities, sexual orientation, or characteristics or associates of the targeted person.

All incidences of bullying that negatively impact or disturb the learning environment, regardless of where the incident occurred, may be subject to School disciplinary policies."

Along with bullying and harassment, all forms of discrimination or the use of discriminatory language are considered major infractions of the discipline code. Responses to any of these actions will include both discipline and education about the harm that these actions can cause to others. Repeated incidents of these types of actions will lead to a recommendation for expulsion from ASD.

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 ASD Theater.

Banned Items

The following items are banned from ASD:

- fireworks
- matches
- cigarette lighters
- vapes/juuls
- 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.

If a student brings these or similar items to school, they may be confiscated and held in the principals 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.

Dress Code

As an international school located in Qatar, it is important that the ASD dress code reflects respect for local culture and customs. Proper dress at ASD, then, is that which meets the following guidelines:

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, generally to the knee.

Anything worn or brought to campus should have no reference to alcohol, drugs, tobacco, weapons, or other banned items. Clothing should not be worn to incite or provoke others.

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 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. When a student is sent home as a result of a dress code violation, any classes missed will be recorded as an Unexcused Absence.

* 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 HS Office staff who will then issue a gate pass.

Because ASD is a closed campus, students will be marked as Absent for any remaining classes on the day that they leave. Students may then only re-enter campus, and have attendance reflect their presence in class, if they provide documentation of an off-campus appointment upon their return, or by approval from a high school administrator.

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.

Students consistently using phones without permission may lose permission 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

Each year, the senior class is encouraged to seek special privileges that reflect their maturity and their status as seniors. This can be done through grade level representatives in consultation with the high school administration. When senior privileges are agreed upon, students and their parents will be required to sign a form that acknowledges conditions or senior privileges, as relevant.

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 ASD 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 ASD Administration.

Vaping and Tobacco Use

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 ASD Administration.

ASD Academic Honesty Philosophy Statement

The ASD community embraces the values of respect, honesty, responsibility, and kindness, 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:

- the ASD values of respect, honesty, responsibility, and kindness encourage an academically honest ethos

- every student has the right to an academic environment free from the injustices caused by academic dishonesty
- all members of ASD's community contribute to its academic integrity
- all members of ASD's community should be involved in supporting and modeling academic honesty principles

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 includes 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 including
 - 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 HS 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 nonacademic and academic situations.

Samples of Conventions

To provide consistency in teaching and expectations, ASD has adopted the 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 nonwritten 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.

Grades allow us to report accurately and fully on the honestly completed work. 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.

It is our hope and expectation that students learn from mistakes when they are made. In repeat instances of academic misconduct, however, a grade of "No Evidence" may be given, which equates to an 'F' in PowerSchool.

Tiers

One

- Student and parents are informed of academic honesty violation by teacher
- Student must complete and submit an acceptable version of the assignment/assessment within per teacher guidelines
- Student will meet with their grade level administrator
- Violation placed in student discipline record (Associate Principal logs incident in student PowerSchool discipline log)
- Student may be placed into Study Hall or Detention, depending on circumstances and severity

Two

- Student and parents are informed of academic honesty violation by teacher
- Student must complete and submit an acceptable version of the assignment/assessment within per teacher guidelines
- Student will meet with their grade level administrator
- Violation placed in student discipline record (Associate Principal logs incident in student PowerSchool discipline log)
- Student will be placed into Study Hall or Detention for a period of time depending on circumstances and severity
- 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 be permitted to apply for Honor Society or elected position for remainder for time at ASD, any Senior Privileges lost
- Parents are brought into conference with their HS Counselor, HS Principal and IB/AP Coordinator (if appropriate) to draft behavioral contract
- Colleges to which the student has applied/been accepted may be notified

Three

In addition to the consequences above:

- Suspension or recommendation to the Director of ASD 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 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 note-taking at the start of any academic work
- demonstrate critical thought in generating ideas and work that is supported by appropriately acknowledged 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 their 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.

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 could result in a full calendar year of ineligibility from extra curricular events, and other sanctions deemed appropriate by ASD 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. Interested students may apply for consideration. Faculty members are then asked to make recommendations based on their knowledge of applicants both in and out of the classroom. A committee of faculty members reviews all applications and recommendations, and makes the final decisions on who will be accepted. Beyond academic achievement, candidates are evaluated on the basis of service, leadership, and character.

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 HS 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.

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.

Students will complete an Assignment Contract prior to attending MESAC events. The Activities and Athletics Office will provide the details and timelines for the Assignment Contracts.

Student Services

Health Clinic

The Health Clinic is located beside the MS/HS Cafeteria and can be accessed from the garden door. The MS/HS Clinic is staffed with full-time nurses. Students who feel unwell during the school day must report immediately to the school nurse, with a pass if coming from a class. The nurse will assess the student's condition and determine whether the student needs to be sent home or can remain at school. A student will only be permitted to be dismissed early from the clinic if the nurse successfully contacts a parent or a designated emergency contact. It is essential that the emergency contact information in PowerSchool is accurate and that the contact person can be reached promptly. The parent or emergency contact will need to email hsattendance@asd.edu.qa for all early dismissals, including dismissals by the nurse.

Medications

No medications shall be administered without parental consent.

Optional parental consent for over-the-counter medications was completed on the Health History Questionnaire at admission. If a student must take a medication at school, please notify the clinic @ 4499 1219. The completed Medication Administration Consent form must be provided in the clinic with the medication in the original container, including the prescription label for prescription medications.

[Consent for Medication Administration 2025.docx](#)

Immunizations

Parents are required to update the school health clinic of any significant changes in health, medications or medical diagnoses. Immunization records (translated to English, as necessary) are required for attendance at ASD. ASD requires that immunizations comply with Qatar's Ministry of Public Health and USA's CDC Guidelines. CDC guidelines include Tdap boosters at age 11-12.

Students exhibiting fever ($\geq 38.0^{\circ}\text{C}$ or 100.4°F) without a known cause or documented medical condition on file will be sent home.

Please see the [Health & Illness Policy-2025/2026](#)

Wheelchair Policy

ASD is unable to accommodate students requiring wheelchair use, except under temporary and exceptional circumstances. Students recovering from surgery or injury must be able to safely ambulate with crutches before returning to campus. Reasonable accommodations can be made to ensure students using crutches are as safe and as comfortable as possible during their recovery period.

In exceptional cases where wheelchair use is necessary, a written request must be submitted to school leadership at least 5 days prior to the student's intended return to campus. This advance notice is essential for proper decision-making, resource allocation, and emergency evacuation planning.

Please note:

- ASD will not accept a student in a wheelchair without the required 5-day notice.
- Under no circumstances may a student in a wheelchair be pushed by another student.

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 HS 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. ASD Administration reserves the right to inspect lockers at any time, should the need arise.

Cafeteria

The MS/HS Cafeteria is open to students during scheduled break and lunch periods, but it is not open to HS students during MS 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.

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.

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.

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 and Teneen

The school publishes a weekly newsletter. Each week a link to the newsletter will be emailed to parents. Parents are encouraged to check the Sahifa each week for information and announcements.

Library Media Center (LMC)

ASD MS/HS Library Catalog Website:

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

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

Loan and Overdue Policy

Students may check out six 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 QR 30 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

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 .



Virtual School

When necessary, online learning at ASD is used to deliver high-quality instruction and learning experiences to students when the usual school-based learning experience is not viable. Online learning delivers learning materials and teacher support to students electronically via the internet.

Teneen Virtual School (TVS) at ASD combines the following principles:

- Provides teacher crafted, meaningful learning experiences for students based on the current units within each subject
- Enables students to engage meaningfully with the learning opportunities provided by their teachers

Expectations for Teachers

- Develop learning experiences for students that are outcome-focused and are a genuine part of the current units being studied as described in the subject overviews found on Teneen
- Be available online during scheduled classes to support student learning
- Provide timely, useful and concise feedback to students
- Maintain attendance records
- Maintain internal AP and IB DP deadlines
- Collaborate with grade-level team colleagues, to develop consistency in the learning experience

Expectations for Students

- Take ownership of his/her learning
- Engage meaningfully with the learning opportunities provided
- Complete the assignments set by the teachers
- To ask questions when necessary by contacting teachers
- To be a principled learner using the traits of our ASD Values
- To work flexibly to complete assignments effectively within the set timeframe
- To ensure they adhere to ASD expectations and Values regarding Academic Honesty, Digital Citizenship, and Dress Code (when on live video with teacher and peers)

Expectations for Parents

- To create an atmosphere for learning each day; this could include providing a quiet space, access to the internet and time for completing assignments
- To support students to maintain healthy routines including quality sleep, a balanced diet and time for exercise
- To provide reminders to your child regarding assignments and academic expectations
- Assist in ensuring that your child adheres to ASD expectations and Values regarding academic honesty, digital citizenship, and dress code (when on live video with Teacher and peers)

Digital Citizenship & Responsibility Agreement

At ASD High School, we believe technology and online access are powerful tools for learning. As you navigate the digital world, we expect you to extend our school's core values—Honesty, Respect, Responsibility, and Kindness—to all your online interactions. This agreement outlines how these values translate into your digital life.

High school is a time of increasing independence and responsibility. While middle school focused on building foundational digital citizenship skills, your high school years emphasize the mature application of these skills. We expect you to self-regulate, critically evaluate information, and demonstrate ethical decision-making as you exercise your growing autonomy in the digital realm.

I. Protecting Your Digital Self

Your online identity and personal information are valuable. You are responsible for safeguarding them by using strong, unique passwords and being mindful of what you share online.

II. Upholding ASD Values in the Digital World

A. Honesty

- Academic Integrity: You will always uphold academic honesty. This means no plagiarism, properly citing all sources, and respecting intellectual property rights for all content, including software and media. You must understand and abide by fair use rules for copyrighted material.
- Authenticity: Your online and offline identities should be consistent. Be genuine in your digital interactions.

B. Respect

- Respect for Others: Treat everyone online with respect. Think about their feelings and perspectives before posting. Respect their ideas, identities, and reputations.
- Self-Respect: Only post and view content you are comfortable with being public. Remember that your online activity creates a permanent "digital footprint."
- Parental Involvement: You acknowledge your parents' right to be involved in your digital life and choices.

C. Responsibility

- Appropriate Use: ASD networks and technology are for educational purposes only. Do not use school equipment or networks for entertainment, personal gain, or non-academic activities.
- Device Care: Protect your school-issued devices from damage.
- Software and Downloads: Do not install unauthorized software on school computers unless instructed by ASD High School Faculty or the IT department.
- Balanced Lifestyle: Strive for a healthy balance between online and offline activities. Manage your time effectively and set boundaries for technology use, respecting your parents' rules.
- Security: Do not attempt to hack or bypass network security, device settings, or other computers. Do not send spam or chain emails.

D. Kindness

- Cyberbullying Prevention: Never harass, insult, bully, or inappropriately discuss others online. Be an "up-stander"—report any cyberbullying you witness to a school official and support victims.

III. Monitoring and Consequences

To ensure a safe and responsible digital environment for everyone, ASD reserves the right to monitor and investigate all student computer and internet use, both on and off campus.

This includes all online activities, regardless of location or time. You should assume all online activity is subject to investigation. Violations of this agreement may result in the loss of technology privileges, disciplinary action, or legal action.

IV. Agreement

- By using ASD's technology resources, you acknowledge that you have read, understood, and agree to abide by this Digital Citizenship & Responsibility Agreement.





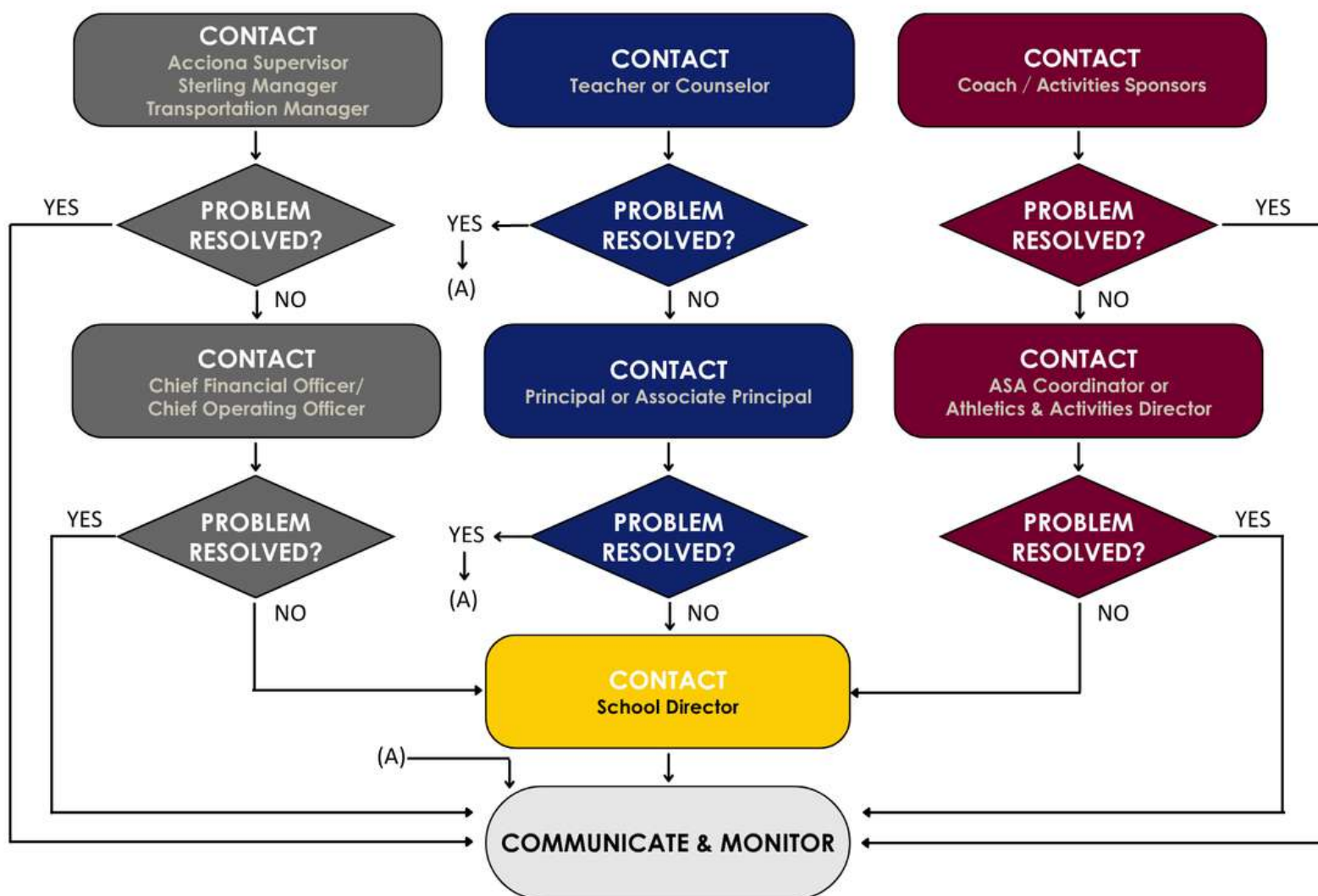
ASD Chain of Communication

School Year 2026-2027

OPERATIONAL

INSTRUCTIONAL

ATHLETICS & ACTIVITIES



Acciona
4459 1529
acciona@asd.edu.qa

Sterling Cafeteria
4499 1306
sterlingcafeteria@asd.edu.qa

Transportation
4459 1525
busservices@asd.edu.qa

**Chief Financial Officer (CFO)/
Chief Operating Officer (COO):**
John Meyer
john.meyer@asd.edu.qa

Main Reception
4459 1501
reception@asd.edu.qa

UES Principal
Brian Donaldson
brian.donaldson@asd.edu.qa

HS Principal
Jennifer Mendes
jennifer.mendes@asd.edu.qa

LES Principal
Tracey Reed
tracey.reed@asd.edu.qa

MS Principal
Dr. Joshua Almy
joshua.almy@asd.edu.qa

School Director
Dr. Victor Guthrie
victor.guthrie@asd.edu.qa

Athletics Office
4499 1108
asdathletics@asd.edu.qa

ES After School Activity Coordinator
4499 1116
es_asa@asd.edu.qa

ES Sports Coordinator
4499 1116
es_sports@asd.edu.qa

MS Sports Coordinator
4499 1116
ms_sports@asd.edu.qa

Athletics & Activities Director
Brij Anand
brij.anand@asd.edu.qa



ASD Educational Communication Protocol

School Year 2026-2027

The ASD 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.

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 School Counselors

Demetrise Burt
demetrise.burt@asd.edu.qa

Dr. Mildred Stevenson
mildred.stevenson@asd.edu.qa

Rachel Finney
rachel.finney@asd.edu.qa

Upper Elementary School Counselors

Sara MacDonald
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Tara Thompson
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Middle School Counselors

Julie Howell
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Dr. Annalice Hayes
ahayes@asd.edu.qa

Pin Xuan Luo
pinxuan.luo@asd.edu.qa

Nicole Penney
nicole.penney@asd.edu.qa

High School Counselors

Dr. Aaron Jones
aaron.jones@asd.edu.qa

Izzet Sengel
isengel@asd.edu.qa

Mashal Ebadi
mashal.ebadi@asd.edu.qa

Sana Mohammed
sana.mohammed@asd.edu.qa

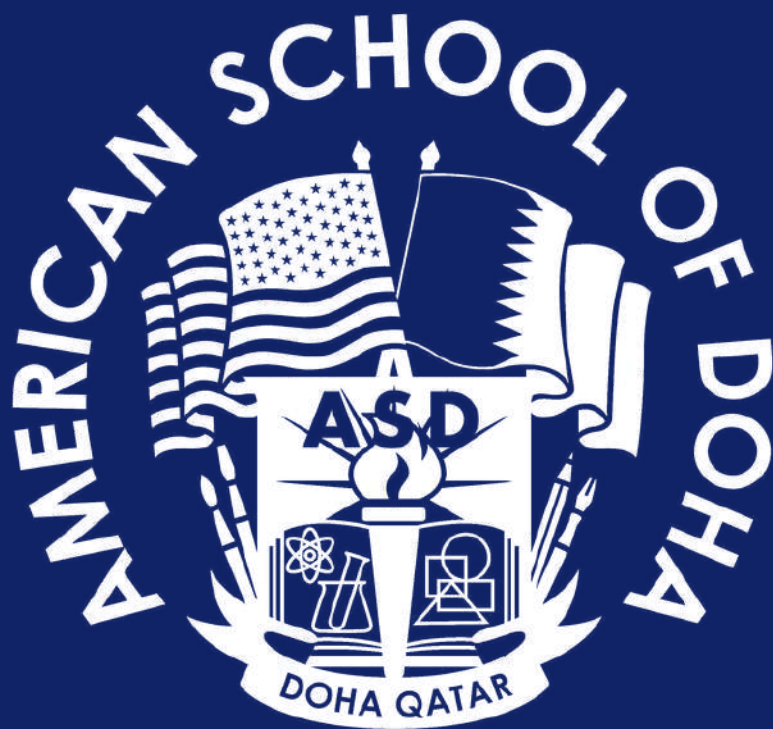
Jaime LaDawn Roy
jaime.roya@asd.edu.qa

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 COMPLAINT COMMITTEE THROUGH THE DIRECTOR'S OFFICE

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



Connect With Us
asd.sch.qa
+974 4459 1511

#ASDoha

