



MIDDLE SCHOOL HANDBOOK

2025-2026 School Year



In gratitude to the Am
and to the State

h Ghougassian, US Ambassador
Thani, Minister of Education,
na in 1988.

HONESTY ♦ RESPECT ♦ RESPONSIBILITY ♦ KINDNESS

Welcome to the Middle 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 Middle School Principal

Dear Middle School Parents,

Welcome to a new year at the American School of Doha Middle School — where every student belongs, every voice matters, and every learner’s potential is honored.

Middle school is a time of tremendous discovery — a season where curiosity expands, identities are shaped, and confidence takes root. At ASD, we believe deeply in each child’s unique ability to grow, lead, and thrive. Your child arrives full of possibility, and it is our privilege to nurture both their academic development and personal character.

Rooted in our mission to empower learners to discover their passions, develop their talents, and positively impact the world, our work extends far beyond academics alone. Our students engage in meaningful learning while developing resilience, empathy, courage, and a sense of global citizenship. The values of Honesty, Respect, Responsibility, and Kindness are not simply words posted on walls — they are the daily heartbeat of our school culture. These values guide classroom conversations, shape friendships, and prepare students for a life of character and leadership far beyond these walls.

We know that students flourish best when families and schools work closely together. You are not just observers in your child’s education — you are active collaborators in their journey. We invite you to continue communicating with us, sharing your insights, and trusting us as we navigate this season of growth together.

In this school, your child will be challenged, celebrated, and supported. They will be invited to stretch, stumble, reflect, and rise. We stand ready to cheer for their successes and walk beside them when challenges arise.

Thank you for entrusting us with your child’s middle school years. Together, we will make this year one of connection, belonging, and happy learning.

With gratitude and excitement,

Dr. Joshua Almy
Middle School Principal

Ms. Sobia Khan
Middle School Associate Principal



MS Principal
joshua.almy@asd.edu.qa
4499 1202



MS Associate Principal
sobia.khan@asd.edu.qa
4499 1207

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ASD Middle School

General Information

School Hours: 8:00 am - 3:00 pm
School Phone: +974 4499 1200
School Fax: +974 4499 1236
Library Media Center Hours: 7:30 am - 4:00 pm (except PACT Tuesdays - closes at 12:30 pm)

Ms. Sonovia Leeuw	Middle School Curriculum Coordinator	4499 1167
Mr. Damian Addington	Middle School Dean of Students	4499 1206
Mrs. Julie Howell	Middle School Counselor	4499 1208
Dr. Annalice Hayes	Middle School Counselor	4499 1209
Mrs. Xuan Luo	Middle School Counselor	4499 1205
Mr. Daniel Mendez	MS/HS Tech Integrator	4499 2212
Mrs. Jamie Clayton	MS/HS Librarian	4499 1109
Mrs. Andrea Urbanski	MS/HS Head Nurse	4499 1219
Mrs. Diana Saputra	Middle School Office Manager	4499 1201
Mrs. Jennierose Dayday	Middle School Office Coordinator	4499 1200



Sonovia Leeuw



Damian Addington



Julie Howell



Annalice Hayes



Xuan Luo



Jamie Clayton



Daniel Mendez



Andrea Urbanski



Diana Saputra



Jennierose Dayday

Middle School Basics

Communication, Schedule, and Facilities

Communication in the Middle School

We use a variety of means of communication to stay in touch with students and parents. Below is an explanation of each type of communication that you should use to stay connected with what's happening in the MS.

Sahifa

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

Parents are encouraged to check the MS section of Sahifa each week for information and announcements about upcoming events.

Parent-School Communication: Our Commitment to Partnership

At ASD, we believe that strong, open communication is key to your child's success. We are committed to partnering with families and maintaining clear, timely, and proactive communication. You can expect:

- Weekly school-wide updates via Sahifa and Teneen (email and web).
- Regular updates from teachers on academic progress through PowerSchool.
- Course updates via Teneen to keep you informed of class activities and assignments.
- Celebrations of student success through Dragon Tickets, Positive Office Referrals, and Fireball Awards.
- Ongoing access to teachers, counselors, and administrators for questions, concerns, or celebrations.

PowerSchool

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

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

Students and parents have constant access to academic progress and achievement through PowerSchool, our online grading and reporting system.

PowerSchool allows students and parents to monitor academic progress, read daily announcements, and take responsibility for missing assignments.

Teneen (Schoolology)

Teneen is a platform for online learning content and is a way for students to access their digital coursework. Parents will be able to see their child's courses so everyone can stay as informed as possible about class activities and content. Parents are encouraged to access the MS Office Teneen page that is updated weekly, for more information about upcoming events.

Note that, while courses will be available for students online, they are still expected to use their written planner to build the habits of planning and self-organization.

Gmail and Google Apps

All students are set up with a school Google Apps account so they can communicate via email using Gmail. Students are responsible for making sure their Google Apps password is kept private and that they check their email at least once a day.

Many teachers use Google Apps such as Google Docs in class to share learning materials with students.

School Website

asd.sch.qa

ASD maintains a comprehensive web page with general information about the school.

School Day Schedule

For students in Grades 6 - 8, the first bell will ring at 7:55 am. Students are expected to go to their lockers and report to the first class, which begins at 8:00 am.

Students who arrive late to school and miss part or all of the first instructional period will be considered tardy and must report to the office prior to attending classes.

The school day will end at 3:00 pm with dismissal taking place at this time.

On Tuesdays, dismissal will be at 12:30 pm. There is no school lunch service provided on Tuesdays.

There are After School Activities (ASA) that take place most days of the week, with the exception of Tuesday. Most activities (including athletics) typically end by 4:15 pm, though some may go later (please check with your activity sponsor/coach).

Students not participating in ASA have to wait in the Middle/High School (MS/HS) Lobby. Students are not permitted to remain in areas that are unsupervised, which include the grade-level commons or cafeteria.

Professional and Collaborative Time (PACT) Tuesdays

Professional and Collaborative Time (PACT) Tuesdays are 12:30 pm dismissal days for the students.

These afternoons are designed for teachers to work collaboratively with their grade level teams and individual parent conferences cannot be scheduled during this afternoon.

PACT does not occur on weeks where there is a scheduled day(s) off from school, since those Tuesdays are full days for students.

There will be no lunch service provided on PACT days.

Middle School Daily Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:00 am - 9:20 am	1	2	3	4	5	6	7	8
9:25 am - 9:55 am	Advisory							
10:00 am -11:20 am	3	4	5	6	7	8	1	2
11:20 am - 12:10 pm	Lunch							
12:15 pm - 1:35 pm	5	6	7	8	1	2	3	4
1:40 pm - 3:00 pm	7	8	1	2	3	4	5	6

Middle PACT Tuesday Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:00 am - 9:00 am	1	2	3	4	5	6	7	8
9:05 am - 10:05 am	3	4	5	6	7	8	1	2
10:05 am - 10:20 am	Break							
10:25 am - 11:25 am	5	6	7	8	1	2	3	4
11:30 am - 12:30 pm	7	8	1	2	3	4	5	6

DragonCards

Your DragonCard is an essential item to bring to school each day. For security purposes, all students, staff and parents use their DragonCard to enter and exit campus. DragonCards are also used to make purchases at ASD such as lunch, snacks, theater tickets, or Booster Club merchandise, yearbooks.

ASD strives to be a “cashless” school so that cash is not required on campus to make purchases of any kind. Families can add money to their DragonCard account at any time by using one of the DragonCard kiosks located on campus in the Central Administration building and the MS/HS Cafeteria or online at www.dragoncard.asd.edu.qa.

Lost DragonCards can be replaced for 50QR in the main administration building.

Cafeteria

The MS/HS Cafeteria is open to students during lunch periods, but not between or during classes.

The cafeteria offers a variety of food available for purchase including hot meals, salads, sandwiches, drinks, and smoothies. MS students are not allowed to buy drinks that contain caffeine.

Please note that students are also welcome to bring their own lunch, but please avoid bringing peanuts as some students may be allergic.

All food and drink purchased in the cafeteria should be consumed there or in the outside eating areas. No food or drink is allowed in the commons except water.

Please remember to respect our campus and clean up after yourself when you have finished eating or drinking.

Emergency Drills

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

Leaving Campus During the School Day

Students are not allowed to leave the campus during the school day without permission from a parent and the principal or nurse.

Students who are ill must first see the school nurse, who will contact the parents if needed.

To leave campus before regular dismissal time, students must obtain a Gate Pass from the MS Office. Students are not allowed to visit the Elementary School (ES) without permission.

Locks and Lockers

All students have the privilege of a clean, workable locker so that you have a safe, convenient spot to store your belongings throughout the day.

Please remember the following locker rules:
Use only the locker that is assigned to you. You are not

allowed to change your locker. If there is a problem with your locker (i.e. can't reach your lock), please see your SWAT teacher who will advise you on what to do next.

Keep your locker clean. You may not write on the inside of your lockers, or put up anything that can't be easily removed. No stickers or signs are allowed on outside of lockers, except for school-sponsored events. Each Quarter, please clean out your locker of old papers, food, etc.

Stuff not placed in lockers gets put in Lost and Found. Lost computers or valuables should be given to the MS Office.

Buy a combination lock for your locker. Use your lock every day to keep your belongings safe. Write your combination down somewhere safe and DO NOT SHARE IT!

Don't bring valuables to school. If you are worried about losing something, leave it at home.

Physical Education (PE) Lockers

The MS also provides lockers in the changing rooms for students participating in PE classes.

You will need a combination lock for your PE locker too, which must be removed after each class.

DON'T LEAVE MONEY / VALUABLES in the changing rooms.

Commons Areas

Each grade level has its own commons area. This is a place for students to relax, chat with friends, do homework and of course, play foosball!

Responsibility and respect in the common areas:

- Walking only
- Water allowed; no other food or drinks
- School bags/supplies must be kept in lockers and not left unattended
- Horseplay and roughhousing is not permitted

Please note also that the commons area is not an acceptable place to wait after school.

If a student is participating in an ASA, they should go directly to that activity. If a student is not participating in an ASA, he/she may go to the library until 4:00 pm to work, wait in the main reception area in front of the MS Office, or wait outside by the guard house.

Off-Limit Areas

In general, MS students are to remain in the area designated for MS use. Unless there is a specific reason to do so, as guided by a teacher, MS students should not be in ES or HS designated areas. The HS building is completely off-limits during MS lunch.

Students are also not permitted to be loitering in unsupervised/non-public areas. The fields and gyms are off limits unless supervised by an adult. The cafeteria is off limits before and after school unless accompanied by a parent. The cafeteria is closed to MS students during PACT Tuesday breaks.

Health Clinic

The Health Clinic is located beside the MS/HS Cafeteria and can be accessed from the garden door. Students are welcome to visit the Health Clinic when they have an illness or injury or to discuss health issues.

A student must have a Nurse Pass from his/her classroom teacher if visiting other than during break and lunch times. Students are expected to go to the Health Clinic before making arrangements to be dismissed from school because of illness.

The nurse will contact parents to arrange transportation if necessary.

Students who become ill during the school day will be sent home only if the school nurse is able to notify the parent, or the emergency contact designee.

Students exhibiting fever (≥ 38.0 °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](#)

It is important that the person designated as the emergency contact number can be easily reached and is clearly stated on the student's registration form and in PowerSchool.

Head Nurse: Ms. Andrea Urbanski

Email: nurses@asd.edu.qa

Phone: 4499-1219

Medications

No medications shall be administered without parental consent.

No medication shall be administered without parental consent. If a student must take 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.

Optional parental consent for over-the-counter medications was completed on the Health History Questionnaire at admission

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

Immunizations & Screenings

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.

Vision screenings are completed for students in Grade 7. Please contact the clinic at 4499 1151 if you do NOT want your student screened.

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.

Library Media Center

Sunday - Wednesday..... 7:00 am - 4:30 pm

Thursday..... 7:00am - 4:00 pm

PACT Tuesday..... 7:00 am - 1:00 pm

Break Time..... 11:40 am - 12:00 pm and
1:25 pm - 1:40 pm

Anytime in between with
teacher permission.

The MS/HS Library is committed to the intellectual and personal development of our students by empowering them to be ethical users of information, critical thinkers, and lifelong readers. In addition to providing quality reading materials and online resources, the library also serves to further complement what students are learning in the classroom.

The library is available for scheduled classes, research, reading, resource borrowing/returning, and school-related activities. We serve the entire ASD community; activities, services, and schedules vary to accommodate the diverse population.

Our collection contains over 25,000 resources including reference books, fiction/non-fiction books, ebooks, audiobooks, picture books, professional books, periodicals/newspapers, and subscription online databases (e.g. BrainPOP, EBSCOhost, Newsela, etc.).

Audiovisual equipment (cameras, tripods, etc.) may be checked out by students for the day for class use. All library resources are searchable in "Destiny," our online catalog. Here you can also find LibGuides to help with your research needs. Destiny can be accessed online at <http://library.asd.edu.qa>.

MS students are allowed unlimited checkouts of books. Print materials may be borrowed for a period of three weeks, renewable for an additional three weeks when no other reservations exist.

Patrons are expected to return or renew items on time. Those with overdue materials receive weekly email notices and may not borrow additional items until those overdue are returned unless given special permission by the Teacher-Librarian.

All library patrons are expected to pay the replacement cost of lost or damaged materials before borrowing more items and/or receiving their report cards or school records.

In order to keep our library clean and comfortable for everyone, we ask MS students to leave food and drinks other than water outside. All school rules also apply to behavior in the library.

While using technology, the Responsible Use Agreement must be followed. We also expect all library patrons to be respectful and considerate of each other and the entire library staff and to help keep the atmosphere conducive to learning.

Please let the Teacher-Librarians and Library Assistants know when you need assistance. They are there to help you with your reading and reference needs.

ASD Theater

We are very fortunate to have a state-of-the-art, 642 seat theater available to us for our student productions, concerts, guest presentations, and assemblies.

Regular school assemblies are held each month during the school day. Students are expected to attend assemblies, behaving in an appropriate, respectful manner, while being considerate of guest presenters and others attending the assembly.

Please respect the following theater rules:

- no food or drinks at any time
- keep feet off seats
- sit in designated or assigned areas only
- remain seated during performances, entering and leaving will not be allowed except for intermissions
- aisles must be kept free of all items

Weather Related Safety

During the hot months, the number of days that students are actively participating in an outdoor recess is limited because of the dangers associated with outdoor play in high temperatures. There are only two times when weather safety becomes a concern.

Red Flag Days: When the weather is very hot and the temperature/heat index is extremely high, above 40°C, students need to drink plenty of water and stay in the shade. Physical activity will be restricted, and students may stay inside within the designated areas.

Black Flag Days: When there are severe temperatures/heat index is extremely high, above 50°C or severe winds that could possibly develop into sandstorms. These conditions could pose a health concern to students with asthma or breathing issues and a black flag will be used.

The black flag indicates that all students should remain indoors until the flag has been removed.

Campus Guests and Visitors

For security reasons, security staff must be informed of all visitors and guests prior to their arrival at school.

In addition, all guests and visitors are required to present a photo identification card to the guard at the front gate (Gate 8), who in turn, will issue a visitor identification badge. This badge is to be worn and visible at all times while on campus.

Students who wish to have a student guest visit the school MUST receive permission at least one day in advance from the MS Principal. Visitor forms are available in the MS Office.

Guests will arrive after first block (9:20 am), be present for SWAT, second block, lunch, and then should depart for the rest of the school day (11:55 am). The visiting student must attend classes with his/her sponsoring student.

All guest passes are issued at the discretion of the school administration and may be rescinded or revoked at any time.

Upon surrender of the visitor pass, the visitor's photo identification card will be returned.

Campus Pride and Appearance

We are fortunate to have a beautiful facility in which to learn every day. It is every student's responsibility to care for the building and campus at ASD.

Thank you for keeping our campus clean.

Learning in the Middle School

Academic Program

The MS Academic Program focuses on the whole child's educational experience. Student schedules are balanced between core curriculum and electives, which include opportunities to try new experiences or to build on areas of interest.

Please refer to the [Middle School Program of Studies \(POS\)](#) on the ASD website for more information about academic courses and electives in the MS.

Student Support Services

The MS Academic Program focuses on the whole child's educational experience. Student schedules are balanced between core curriculum and electives, which include opportunities to try new experiences or to build on areas of interest.

Please refer to the [Middle School Program of Studies \(POS\)](#) on the ASD website for more information about academic courses and electives in the MS.

Counseling

Counselors are an integral part of the MS educational team. Their aim is to support all students in acquiring the necessary skills, knowledge, and understandings to succeed in personal/social, academic, career, and global perspective domains.

Counselors also focus efforts on helping students prepare to lead healthy lives that live out the ASD Values.

Counselors deliver services through counseling lessons, individual student planning, responsive services, pro-social programs and system support.

The MS Counselors may be contacted at any time to discuss academic, social, and/or emotional concerns.

English as an Additional Language (EAL)

Our EAL program is designed for students who are in the process of acquiring a competent level of fluency in the English language in order to succeed in their core content classes. The emphasis of our EAL program is on helping students find success by gaining an operative command of the English language for use in participation in academic activities, as well as for use in socialization.

The Learning Support Program (LS)

Learning Support is open to all Middle School students. Service options include a Learning Support class (prioritized for students with disabilities, other students at principal discretion), reading/writing and math enrichment classes in Grades 7 & 8, pull-out support (reading/writing and math) in Grade 6, as well as subject support before or after school.

Individual Support Plans (ISPs) are available to eligible students with disabilities and accommodation and/or intervention services to students experiencing learning skills difficulties. Accommodation Support Plans are also

available to students who do not qualify for an ISP, but need support to meet with success in school.

The goal of the Learning Support program is to enable students to self-manage their learning and become academically independent. Instruction in the Learning Support class has 2 focus points:

- Learning Skills (organization, study skills, test-taking skills, self-advocacy, self-motivation, academic self-management)
- Targeted Instruction (subject support and student-specific reading, writing, math, social skills, or behavioral self-management skills)

Enrichment Classes

Enrichment classes (reading/writing and math) allow students to continue with their grade level coursework, while receiving targeted support and strengthening curricular skills.

Classes are based on student needs, with an emphasis on direct instruction in reading, writing, or mathematical strategies.

Child Study Team (CST)

All educators in the school share responsibility for the successful education of all students. The CST is a support system with the primary purpose of providing an organized way for teachers and parents to be proactive.

Student referrals may come from teachers or parents who are concerned about a child's learning and growth.

The combined knowledge, experience, and skills of the CST members result in a broader range of strategies and possibilities for problem resolution. The CST gathers information on the current strengths and areas for improvement of a specified student, resulting in an action plan. The action plan is reviewed and outcomes discussed.

Advisory

In addition to developing ASD's core values and habits of mind, the advisory program will help guide and support students by facilitating their academic success and personal growth, while at the same time building a dynamic and exciting MS identity that each and every student is proud to be a part of.

The two areas of emphasis of ASD's MS Advisory Program are:

Advocacy

- building relationships in which students feel they have an adult they can trust and talk to
- advisors act as mentors and give guidance
- every student has a teacher advocate in their corner

Community

- building group identity so each student has a "home-place" in the school
- every student can comfortably support and be supported by their group members

Parents are encouraged to contact their child's advisor if they have any questions or concerns about their child's academic or social experiences at school.

Student Planner

Each MS student is provided with a student planner. It is expected that students will use the planner every day to record assignments and other information.

Parents should check it frequently to ensure students are being organized and responsible. A planner can be a useful communication tool between home and school.

Students will be instructed in the proper use of the planner, and teachers will monitor their use. Students who lose their planners will be expected to purchase a replacement at the MS Office for 20 QR.

Students are welcome to use electronic methods for reminders of assignments as well, but should also keep the school-provided planner with them as their primary means of organization.

Homework

Homework can be a valuable tool for reinforcing the learning that happens during school. Homework is not necessarily assigned to every class, but when it is assigned it serves a particular purpose for learning.

At ASD's MS, homework assignments are designed by teachers to serve one of the following purposes:

- practice a skill to become more fluent and elaborate in information that has been addressed in class to deepen knowledge
- introduce new content through reading or other media that will be further developed in class
- provide opportunities to explore topics of interest

Each of these above purposes for homework may also be tailored by the teacher to suit a student's learning needs by differentiating the homework assignment so that students focus their time on what would be most beneficial for their learning.

At ASD, we understand that time spent on homework must be balanced with other important activities that promote a student's well-being, including time spent with family and friends, time for extracurricular activities, time spent in active play, and also enough time to get a good night's sleep (research recommends adolescents get more than 9 hours of sleep at night).

To help maintain this healthy balance our homework policy is time-based rather than task-based.

Time Limits for Homework

The maximum amount of time a student should spend on all of their homework assignments is 60 minutes per day for Grade 6, 70-80 minutes for Grade 7, increasing up to 90 minutes per day in Grade 8. Some students will take longer to complete homework than others but if a student requires much more time than the maximum for their grade level, please confer with the teacher.

Beyond Time Limits

The maximum time limits on homework are in place to ensure that time spent on homework is focused and beneficial for learning, while still allowing ample time for other activities that promote healthy development.

One such activity is independent reading.

Research demonstrates that building up a regular habit of reading has a multitude of benefits for adolescents: an increased vocabulary, improved writing skills, increased critical thinking and creativity, and greater academic success overall. For these reasons, we recommend that students read a book of their choice regularly, about 20 to 30 minutes each day.

Although this independent reading is encouraged and tracked in our Language Arts classes, it is not treated as part of the overall homework limit. This is because students can read in a different setting than where they do their homework (such as before bed), and independent reading does not need to have a time limit. There are some occasions when students will exceed the maximum time limit for homework. For example, students taking an Algebra 1 in Grade 8 are learning at an accelerated pace, and this requires additional practice at home to build mathematical fluency.

Similarly, when students have homework to prepare for a summative assessment, they may need to spend additional time reviewing concepts to meet with proficiency or they may choose to go into greater depth to achieve advanced proficiency.

In all of these cases, it is important for students, parents, and teachers to communicate about homework to ensure students are efficient and effective in their approach to home learning.

If a student is struggling to make progress on their homework, it is highly recommended that they attend an after school subject support to help support their learning and develop good student habits.

Parent Involvement with Homework

While students are expected to complete assignments independently, families play an essential role in supporting successful homework habits. Parents can help by providing a quiet space for study, encouraging the use of planners, minimizing distractions, and praising effort and perseverance. Asking open-ended questions such as, "What's your plan to get started?" or "What did you find challenging about this?" fosters ownership while maintaining student independence. As students grow, they benefit from developing these habits with support, not shortcuts.

Homework is only effective for learning if students spend the required time focused on their learning without distractions such as social media or other entertainment. This is grounded in our ASD values of responsibility and honesty.

We recommend that students and parents establish a homework routine of completing homework in a particular time and place where students can be easily monitored by their parents and that students complete homework before they are allowed to use social media or other forms of entertainment.

Long-term Assignments and Projects

While most homework is assigned and due the following class, occasionally teachers will assign more long-term assignments or projects. These assignments are still considered homework and included in the maximum time limits for homework.

To help students progress on such assignments teachers will specify the specific steps students will need to complete by each class, and students should record these in their student planner like they would any other assignment. By working on long-term assignments incrementally in small chunks, students will consolidate their learning more effectively and avoid the stress of large amounts of work piling up until the last minute.

Missing Homework

For homework to be helpful for learning, students need to be responsible about doing their assignments so they have an opportunity to practice and receive feedback on their learning. If a student forgets to do an assignment then the assignment will be considered 'missing' (represented with an 'M' in PowerSchool)

When teachers mark assignments as missing in the PowerSchool it will send an automated email to parents alerting them of the missing work.

When the required time spent working on the assignment is completed, teachers will update PowerSchool to label the assignment as 'late' (represented with an 'L' in PowerSchool).

If doing homework becomes a frequent problem for a student, additional disciplinary consequences may be necessary.

Tests/Project Schedules

MS teacher teams will communicate in order to coordinate assessment schedules. No student should have more than two major assessments (i.e. unit tests or major project due dates) on any given day.

Students are expected to inform teachers as soon as they realize that too many assessments have been scheduled for the same day. This notification should be made when the assessment dates are announced.

School Supplies

School supply lists are posted on the MS section of ASD's weekly newsletter, Sahifa and the MS Office Teneen page.

These lists, developed by each grade level, identify the school supplies needed for the school year. Though every attempt is made to ensure the list is comprehensive and economical, teachers may request additional supplies during the year.

The school supply list also includes the purchase of a PE uniform which will be sold on campus at the beginning of the school year. Details will be shared with the parent community on Sahifa as soon as they are available.

Please see the Dress Code section for details regarding PE uniforms.

Also on the supply list, all students (male and female) must purchase a swim cap to wear during the swimming unit. This can be purchased from the Booster Club located near the MS/HS Main Gym.

Textbook Loan

Students are responsible for books checked out to them and must pay the replacement cost for lost or damaged books.

Assessment and Reporting

Learning takes place when new knowledge, understanding and skills are obtained or when prior knowledge, understanding and skills are being consolidated. ASD has created a Standards-based Curriculum that is based on research and best practice. Consideration of students' individual learning styles should be taken into account when developing long and short-term plans. The use of data collection through formative and summative assessment will be used to guide instruction.

Purposes of Reporting

The purpose of reporting is to communicate a student's academic progress, development of learning habits, and areas of strength as well as areas for growth, in order to provide a context for reflection and goal-setting.

Overall Class Performance

Students receive feedback about their overall performance and progress in each class they take. This information can be found in Powerschool. Included below are descriptors for overall performance:

Academic Standards

ASD's standards help students know what is expected of them. Providing clearly defined learning targets and examples of high quality work, is the first step in helping all students meet proficiency levels (or even go beyond). This clarity, combined with support from teachers and parents, fosters the level of perseverance and effort needed for students to meet and exceed our standards. With this information, students can more accurately assess their own performance in relation to the standards and determine what they need to do to ensure that their work meets expectations.

At ASD, we believe that:

- students benefit from feedback that describes their level of learning against standards
- feedback on effort should be given out separately

Assessing and Grading Standards

In the MS, teachers report out on standards to clarify what a student is expected to know and be able to do with the knowledge and understandings they acquire. Although teachers collect evidence on a range of standards and benchmarks throughout the year, reports are set up to report out on both standards and strands (groupings of like-standards). When considered together, strand scores provide a more complete picture of student achievement.

Instead of a percentile-based system, teachers assess and grade student performance against subject standards using 4 levels of proficiency: ADV, PRO, APP, and LTP. Descriptions for each can be found below:

Report Card Performance Levels

Overall Performance	Description
Mastery	The student demonstrates advanced proficiency in a majority of subject area standards.
Meeting	The student demonstrates proficiency in a majority of subject area standards.
Nearing	The student demonstrates proficiency in some subject standards, while approaching or showing limited growth in others. The student is moving towards overall proficiency.
Below	The student demonstrates approaching and/or limited proficiency in the majority of subject standards. The student is at risk for not meeting grade-level expectations.
Failing	The student demonstrates limited proficiency in the majority of subject standards. The student has not made sufficient progress towards grade-level expectations.
Insufficient Evidence (IE)	There is insufficient evidence to ascertain a level of performance at this time.
Not Applicable (NA)	This course does not report on overall progress.

Assessment Proficiency Levels

Academic Proficiency Level	Description
Advanced (AVD)	The student consistently demonstrates an in-depth understanding of the standard or benchmark. Performance is characterized by high levels of quality and complexity.
Proficient (PRO)	The student consistently demonstrates an understanding of the standard or benchmark, meeting grade level expectations.
Approaching Proficiency (APP)	The student demonstrates some understanding of the standard or benchmark. Performance is inconsistent in regard to accuracy or quality.
Limited Proficiency (LTP)	The student does not yet demonstrate sufficient or consistent understanding of the standard or benchmark.

Learning Habits

Learning and innovation skills are increasingly being recognized as those that separate students who are prepared for the future, and those who are not.

In the MS, instilling within our students strong learning habits is essential to the pursuit of their intellectual and personal development. These highly valued attributes enable our students to grow and to succeed.

For each of their subjects, students are provided with quarterly progress reports detailing their progress towards these habits. In order to maximize their success while in the MS, students are advised to consistently exhibit these habits without being asked or reminded.

Middle School Learning Habits

Ready to Learn

- completes and submits classwork, homework, and assignments on time
- comes prepared for class with all materials

Works Hard to Learn

- perseveres when attempting new or difficult work
- seeks clarification and assistance when needed
- stays on task; uses time appropriately
- makes use of feedback to improve

Works With Others to Learn

- contributes to the group by sharing information, resources, and expertise
- performs his or her own share of the work to the best of his or her ability
- listens and responds positively to the ideas, opinions, and values of others

3-Point Scale Indicator

Independent (IN): Student consistently models for this habit.

With Reminders (WR): Student requires occasional reminders to exhibit this habit.

Dependent (DE): Student needs consistent reminders and/or consequences to exhibit this habit.

Report Cards and Progress Reports

Progress reports are issued at the mid-point of each academic semester. These reports communicate information regarding each student's learning habits as well as their academic progress in each class.

Academic progress is shared through the performance level attained in each of the subject standards assessed.

Report cards are provided twice a year, once at the end of the first semester and again at the end of the second semester. Each semester represents an accumulation of academic and learning habit evidence.

Any standard below proficiency (APP or LTP) should be monitored closely. Any standard that is limited (LTP) represents an area of struggle for that student and will need to be addressed.

Students should work directly with their teacher to address standards where they are approaching or limited.

Any learning habit scores of 'DE' are an indication of a challenge that the student is facing. He or she is unwilling or unable to make needed changes independently.

Parents are encouraged to monitor student progress throughout the school year through PowerSchool.

PowerSchool and Keeping Track of Academic Progress

Students and parents have constant access to academic progress and achievement through PowerSchool, our online grading and reporting system. This open communication allows students and parents to monitor academic gains, to take responsibility for missing assignments, or catch up on homework when absent.

PowerSchool is a great tool for keeping track of your academic progress, however, it is also meant to provide students with additional responsibility.

Students are in charge of following through on their assignments, explaining their learning to their parents, and advocating for themselves.

Should students have questions or concerns about their grades, they are requested to respectfully approach their teacher for assistance and arrange a time to work with their teacher outside of class, such as before or after school, or during lunch.

Please note that PowerSchool represents a brief snapshot in time. A student's final level of achievement will change throughout each quarter; grades are not final until the end of the grading period as outlined in the student planner.

Work handed in late is marked as 'late' in PowerSchool. Work not handed in on time is marked as 'missing'. In the event that insufficient assessment data has been collected during a grading period, PowerSchool will display an 'IE (insufficient evidence)' for that period.

Not everything that is assessed needs to be graded. Certain assessments called formative assessments are

meant for learning, so it is the feedback that is important. Teachers will 'exempt' certain assignments in PowerSchool from a student's overall grade, but will still include their level of performance in order to communicate their progress towards meeting that standard.

MS Academic Improvement Planning

Academic improvement planning is an important measure we take to identify and support students who have demonstrated ongoing academic challenges. By working together we can better identify areas of concern and chart a course towards academic improvement while ensuring open lines of communication and support that includes the student, parents, and school.

Identifying Students of Concern

Each grade level is broken down into two teams of students, with dedicated teachers for each team. These teacher-teams meet on a regular basis to discuss student concerns that may be rising up and work together to proactively help students meet with success. At the end of each quarter, counselors and administrators meet as a team to review academic data and determine students who are on Academic Alert or an Academic Improvement Plan.

Academic Alert

An Academic Alert is issued when a student has two (2) or more academic strand scores of Limited (or IE), or has 2 or more classes Below. An administrator notifies parents and the counselor sets up a meeting with the student to identify and plan to address the specific areas of concern. Counselor emails student, family and advisor the details of the plan and logs it in Powerschool. Suggestions often involve:

- Establishing more concrete study times and spaces
- Getting regular help from a teacher (such as attending Subject Support)
- Organization or planning suggestions
- Student Success Plan update (for students receiving learning support)

The student may also be put forward as a candidate for discussion during the next upcoming Student-Success Team meeting. Counselors record the details of the plan during the meeting, which is communicated via email to students, parents, and teachers. A copy of the Student Success Plan is logged in PS, with details of the plan shared with the family.

Counselors or teachers may also schedule regular check-ins to monitor the success of the plan. If a student demonstrates improvement by the next reporting period, (defined as less than 2 strand scores at Limited), he/she will no longer be tracked in the Student-Success Plan, and this moving off of Academic Alert is logged in PS and communicated to students and parents.

A student will continue on the Student-Success Plan, if they maintain two (2) strand scores of Limited on their next report card. Should a student's performance worsen (i.e. 3 or more strand scores of 'Limited' in Core subjects), this student will be elevated to an Academic Improvement Plan (unless the student currently has an ISP that replaces an Improvement Plan). It is possible for a student to stay on Academic Alert for multiple quarters.

Academic Improvement Planning

Students who were previously identified as being on an Academic Alert and whose performance has declined, will be placed on an improvement plan. Administrators will notify parents and set a meeting to discuss ongoing challenges in addressing areas of concern.

There are two components to the Academic Improvement Plan; Student Responsibility and the Academic Support.

1. **Student Responsibility:** A detailed outline of the specific goals that determine student accountability is crafted. These goals are determined in the Academic Improvement Plan meeting and are agreed upon by the student, parent, and MS Administration. Review of these goals will occur formally at each reporting period for the duration of the Academic Improvement Plan.
2. **Academic Support:** A detailed plan identifying areas of student support needed to be successful in achieving the goals outlined in the Student Responsibility section is developed. The areas of support may include both in-school and out-of-school interventions that are agreed upon by the student, parent and administration.

Conditional Enrollment

A conditional enrollment is a way to ensure that the school and family can work together towards meeting the educational needs of a student and to guarantee the necessary support for an optimal learning experience at ASD. A student may be placed on conditional enrollment in three situations:

1. Accepted to ASD on conditional enrollment
2. Placed on conditional enrollment as a result of poor academic performance and unsuccessful improvement plan
3. Placed on conditional enrollment for behavioral reasons

When a student is accepted into the Middle School conditionally based on prior school records, the student and his/her parent(s) will meet with his/her counselor to discuss the terms of acceptance. Conditional status will be determined at the end of each semester and will be based on the student's academic and/or behavioral performance.

- Students making sufficient progress will be removed from conditional enrollment (with an explanatory note included in their file).
- Students not meeting their conditions will remain on conditional status for the second semester. Parents are informed of the status (in-person meeting), with possible outcomes explained. Conditional Acceptance does not extend beyond 2 semesters.

Students who progress from an Academic Alert to an Academic Improvement Plan are given opportunities to work with our school to address areas of concern. Those on Academic Improvement plans who do not meet their goals, and who demonstrate a lack of effort or commitment towards these goals, will be placed on conditional enrollment.

In order to successfully meet conditional requirements, students are required to:

- Receive a passing grade in both math and language arts.
- Maintain an overall average progress rating of "Nearing" or above in all year-long graded courses, with no more than two overall course progress ratings of "Below" in year-long courses.

Procedure:

1. The student and parents meet with the MS Administration to review the conditions set forth for their continued enrollment at ASD.
2. A meeting is held at the end of the semester to review progress and ensure conditions set forth are being met.
 - a. Students on conditional enrollment are required to successfully meet their conditions for one or two consecutive academic semesters. However, if insufficient progress is made after the first semester, as deemed by the MS principal, the family will be recommended for a separation from ASD.
3. A meeting is held at the end of the second semester to review school progress.
 - a. Students meeting with success are removed from conditional enrollment
 - b. Students not meeting with success, as deemed by the MS principal, will be recommended for withdrawal from ASD (at the discretion of the school director).

A conditional enrollment cannot extend longer than two consecutive semesters, after which a decision must be reached (success or recommendation to separate from ASD, at director discretion).

Promotion Standards

Failing to Meet Grade-Level Expectations

At the Middle School level, students do not earn credits. In order to be promoted from one grade to the next, students are required to maintain a passing grade (minimum "Below") in both Language Arts and Mathematics, and an overall average progress rating of "Nearing" or above in all year-long graded courses. An overall progress statement of "Failing to meet grade-level expectations" indicates limited proficiency on the majority of curricular standards.

Students who do not pass both English Language Arts and Math (i.e. Below or above proficiency levels) will be invited to discuss possible next steps:

- **Course remediation:** Summer school to make up work, online accredited course work, etc. If successful, the student will progress to the following year on conditional enrollment.
- **Repeating the grade:** A student may be recommended to repeat a grade if it is viewed by school administration and family to be in the child's best interests. A student repeating the year is placed on a Conditional Enrollment.
- **Separation from ASD:** Any student not meeting promotional requirements or failing to meet the terms of a Conditional Enrollment will not qualify for promotion and may result in a recommendation to separate from ASD. A final decision for promotion will be made in consultation with the student, parents, administration, and the school Director.

Any student who is passing math and language arts, but is failing a science or social studies/US History class will automatically be placed on an Academic

Improvement Plan. If already on an Academic Improvement Plan, the student may be placed on a Conditional Enrollment and required to participate in additional support interventions.

Below Grade-Level Expectation in 2 or more Core Classes

Below Grade-Level Expectations indicates less than proficiency (LTP or APP) on most assessed standards.

- Students who are “Below” grade-level expectation in 2 or more core classes will be placed on an Academic Improvement Plan.
- If already on an Academic Improvement Plan, the student may be placed on a Conditional Enrollment and required to participate in additional support interventions.

Procedures for Concerns

Instructional Materials (Library Books, Theater Productions, Curriculum Resources and Materials)

ASD recognizes the right of individual and groups to present concerns regarding instructional materials in the school. Most situations can and should be resolved between the individuals directly concerned (e.g. the student, parent and teacher), usually through informal inquiry and discussion.

The division principal should be made aware of all complaints regarding instructional materials and educational activities.

All people wishing to make a complaint should follow these procedures:

1. A parent or student who has a question or concern can request an informal conference with the educator. The educator will offer to review the materials and personally respond to the parent or student in a timely manner.
2. If the student or parent is not satisfied at this point, a discussion may be requested with the school principal.
3. If the parent or student is not satisfied at this point, they should complete a formal written complaint. The form, “Request for Review of Instructional Materials” can be obtained at all library front desks, from librarians, the principal, at the divisional front desk or in the Office of Teaching and Learning.
4. The form should be completed and given to the appropriate division principal. The principal will also provide a copy to the Director of Teaching and Learning.
5. Upon submission of the form, the formation of an instructional material review committee will take place. The members of the committee will be appointed by the director and will include one librarian or theater educator or teacher, one administrator and the Director of ASD. The committee will read the challenged work in its entirety or fully understand the specifics of the activity. The complainant can request an oral presentation of 15 minutes or less to the Instructional Review Committee. The committee will make a recommendation to the Director of ASD concerning the complaint with rationale.
6. The Director of ASD will make a decision.
7. The complainant, if not satisfied by the decision of the Director of SD, can then make an appeal to the Board of Directors. The decision of the Board will be final.

Learning Beyond the Classroom

ASD MS offers a variety of opportunities and activities to help our students develop into well-rounded individuals. We strongly encourage all students to look and see what’s being offered and get involved.

After School Sports and Activities

The After School Sports Program (MS Sports) offers students the opportunity to participate in a variety of sports. The term of these sessions varies from sport to sport, and is outlined at the beginning of the school year as well as throughout the year using the Sahifa and the Athletics and Activities website.

Students interested in participating in MS Sports must sign up online using a Google form sent by the Athletics Office. Due to high demand in certain sports, students occasionally will not get their first choice of sport for that season.

MESAC Teams (High School)

- JV participation is open only to Grade 8 student
- students must follow HS eligibility and participation standards

For more information about MESAC teams, contact the Athletics and Activities Director.

For information regarding all MS Sports or MESAC programs, please contact the Athletics and Activities Office.

After School Activities (ASA)

MS strives to provide opportunities and activities where students can explore their interests, increase their skills and knowledge, and interact with other students and their teachers outside the regular school day. ASA’s can be either academic or non-academic in nature.

- activities will run from 3:05 – 4:00 pm. It will be advertised if there is an exception
- each activity will have a teacher sponsor
- clubs that have been offered - climbing, zoology, book club, cooking, quilting, guitar, crafts, anime, Rubik’s cube, yo-yo, etc.

If students have ideas for a new club, we encourage them to contact the MS Activities Coordinator to get the club going.

Staying After School

Remaining after school with no purpose except to “hang out” is not permitted.

If you must remain after school (i.e. waiting for a ride, Hydra, etc.), you are asked to go in the MS/HS Library until 4:00 pm, wait in the MS/HS Lobby, or wait by the guardhouse.

You are not permitted to wait unsupervised in the commons, courtyards, cafeteria or any other areas.

Attendance and Participation in Activities

In order to participate in after school and evening extra curricular activities (sports, 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

All MS students are encouraged to take part in our many extra-curricular activities. Students are considered eligible to take part if they are in good academic standing and are not in danger of failing any of their classes.

Students on academic probation or in academic difficulty may not be eligible to compete in extra-curricular activities involving contests or performances. Students who are on behavioral contracts must first seek the approval of the principal in order to be considered for eligibility.

Field Trips

Any student participating in a school-sponsored field trip must have written permission from a parent or guardian. Students who have encountered disciplinary problems may be prohibited from attending specific field trips at the discretion of the teacher(s) or chaperone(s) and with concurrence of ASD Administration.

School Sponsored Travel Abroad

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 chaperone(s) is at the expense of the participating students' families (except for Week Without Walls). Absence for school sponsored travel is excused, but considered to be absent from school.

The school or traveling sponsors are not responsible for any personal items lost or stolen during travel.

Travel Guidelines

Students traveling out of the country on 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. These trip administrators will also need to inform the HS or MS Office of the designated time.

Absence or tardiness beyond this time will be considered unexcused, and may result in a student being ineligible to participate in the next trip or activity. All students will have the option to attend school earlier, but it is not expected.

Week Without Walls Program

The MS Week Without Walls (WWW) program aligns very closely with ASD's mission and vision.

Middle school years are the developmentally appropriate time to provide students with these experiences to help spark their interest and allow them to explore outside their comfort zones in a planned and safe manner.

Grade 6 begins with on campus workshops and field trip type activities for a week.

Grade 7 attend adventure camp for four nights and five days out-of-country, where the focus is team building, self- challenge, and outdoor education.

Grade 8 travels abroad for four nights and five days to entirely different cultural and travel experiences. Grade 8 will be divided into four groups to manage numbers.

In HS, students have opportunities for service, adventure, and interest trips. These are done independent of school curriculum and paid for individually.

We have that found the progression of the WWW program has inspired and encouraged our HS students to continue and deepen the lessons they began in MS.

All MS teachers and students participate in WWW. This experience is part of our MS curriculum and so participation is mandatory. However, we do realize that occasionally students cannot travel for a variety of reasons.

If a student does not travel on a trip they will stay at home during the WWW week. There is no alternative program during this week for students. Parents are encouraged to send their child on the WWW trip to be part of the class experience.

The MS Teachers travel with the students, are with them at all times and attend at a ratio of 1:10. We also contract with competent companies with trained ground staff, who guide our experiences.

WWW is paid for by the school so there is no extra cost to you. Parent information will be sent out in early September and there will be a parent information night at school in advance of the actual trips.

We understand that in rare cases, a student may be unable to travel due to medical, personal, or logistical reasons. In such cases, families are encouraged to contact the WWW Coordinator in advance to discuss the situation. While there is no alternative program during the WWW week, we will work closely with families to ensure that students feel included and supported in the community. The WWW program remains a core part of our curriculum and a unique opportunity to build teamwork, confidence, and cultural awareness in alignment with ASD's mission and vision.

Student Responsibilities and Expectations

As residents and guests in Doha, each student, his/her family, and the teaching faculty and staff, should keep in mind that we are continually under the scrutiny of the community around us. A principal responsibility of each person connected with ASD is to be a positive representative of the school and our respective countries.

The conduct of ASD students on and off campus should reflect standards of citizenship desired by members of the expatriate community.

Respect for the laws and customs of the people of Qatar is fundamental and therefore expected. The ultimate goals for students are self-discipline and responsibility for one's actions.

If the following guidelines for student conduct are followed, most problems can be avoided:

- no one has the right to interfere with another person's learning
- there is no excuse for bad manners
- students need to respect the rights and privileges of each other
- students should exercise good judgment at all times

Student behavior contrary to these expectations will not be tolerated. If brought to our attention, our faculty and staff will work together with the student and family to address the misbehavior of participating student(s). Serious and/or chronic misbehavior will be dealt with following the established disciplinary guidelines.

ASD's Guiding Values

ASD is founded on the ASD Core Values of Honesty, Respect, Responsibility and Kindness, and these ASD 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 to develop personal, school, and community responsibility. Together as a learning community, the students and staff in ASD Middle School, worked to come up with behavior expectations related to our four values in all locations of the school. We call these our Values Agreements All students are expected to live by these agreements during their time in the Middle School in order to be a responsible member of the community on which every other person depends.

Value Guidelines

These 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
- displays cultural sensitivity
- cares for the environment
- values teaching and learning

Responsibility

- on time
- has all learning materials
- is accountable for actions

Kindness

- has empathy for others
- supports and encourages other students who need it
- understands that growth comes from mistakes
- takes actions to help self and other students follow values and be safe

Celebrating our Students

At ASD, our commitment to fostering respect, honesty, responsibility, and kindness shapes every aspect of our educational approach. We empower our learners to excel academically and develop their passions and talents in alignment with these enduring values. To celebrate and encourage our students' growth and achievements, we have established several recognition programs:

Dragon Tickets

To immediately acknowledge students who exemplify our school values, teachers award "Dragon Tickets" on the spot. These tickets are then entered into a house raffle, where students can win prizes. This motivates students and celebrates teachers who recognize and foster positive behaviors.

Fireball Award

The Fireball Award honors students who demonstrate exceptional academic achievements. Teachers collaboratively nominate students for this prestigious award, which is celebrated during a school assembly. Recipients are recognized on stage, and their achievements are highlighted on our notice board and in school publications, reinforcing our values of excellence and diligence.

Positive Office Referral

For truly exemplary acts of kindness and respect, students may receive a Positive Office Referral. These students are invited to the office, where their accomplishments are celebrated with a photo opportunity with an administrator. Their photos are proudly displayed on our wall of honor, serving as inspiration for their peers.

Through these programs, we strive to create a supportive and positive environment that reflects our core values, encouraging every student to strive for personal excellence and societal contribution.



Discipline: Philosophy

Every student at ASD has the right to a quality education. Each teacher has the responsibility to teach and each student has the right and the responsibility to learn. No student has the right to interfere with this process.

At ASD, we recognize that middle school is a time of growth and learning. When mistakes happen — and they will — we approach each situation as an opportunity for reflection and restoration. Our focus remains on helping students learn from their choices, repair harm when necessary, and return to the community with a strengthened character. Mistakes are part of the learning process; growth is our shared goal.

Each teacher sets classroom agreements with students to ensure the best possible educational environment. Respect, common sense, reasonableness, and courtesy are the foundation for the educational relationship between student and teacher.

In order to maintain the best conditions for learning, we will create a positive learning environment through social-emotional learning (SEL), where positive decisions and contributions are acknowledged. We also understand that making mistakes is part of the learning process. When a student makes a mistake and is not contributing positively, we will seek to understand the reason behind their decisions, and use a sequence of reminders and logical consequences to help students understand how their actions affect themselves and others, to repair harm, to make better decisions and to contribute positively to the learning environment.

We will model ASD values in everything we do.

In an effort to provide a uniform and clear process for handling disciplinary situations which conform to acceptable standards and meet due process guidelines, ASD has outlined some of the behaviors that run into conflict with our school values, as well as possible action(s) that may be taken to resolve the various issues. Any student behavior that is detrimental to the orderly operation of the school, a school sponsored activity, or other aspect of the educational process shall be subject to disciplinary action. Disciplinary action will be applied fairly and consistently, based on the severity of the infraction. Students are expected to follow ASD rules, regulations, and values agreements while on campus or attending a school activity at another site.

'On Target' Behavioral Support System for Mild to Moderate Issues

The goal of an effective discipline system is to create a learning environment that is safe, respectful, and productive. A relationship-centered discipline system, guided by the ASD values, is consistently maintained with clear expectations and logical consequences, to develop social-emotional skills.

Values Agreements for each area of the school were created by students, for students, and are posted and reinforced widely around the Middle School. Students are taught these expectations and everyone is expected to follow these agreements to help support our learning community. These Values Agreements can be found on pages 21-22 of this Handbook.

Making mistakes is part of growing up, and when students find they have misstepped, we provide feedback about the misalignment with our school expectation. We expect students may receive a few behavioral reminders now and again because making mistakes is a critical part of the learning process.

The goal of an effective discipline system is to create a learning environment that is safe, respectful, and productive. A relationship-centered discipline system, guided by the ASD values, is consistently maintained with clear expectations and logical consequences, to develop social-emotional skills.

Values Agreements for each area of the school were created by students, for students, and are posted and reinforced widely around the Middle School. Students are taught these expectations and everyone is expected to follow these agreements to help support our learning community. These Values Agreements can be found on pages 21-22 of this Handbook.

Making mistakes is part of growing up, and when students find they have misstepped, we provide feedback about the misalignment with our school expectation. We expect students may receive a few behavioral reminders now and again because making mistakes is a critical part of the learning process.

Students may be asked to complete a reflection (detailing what kind of reminders they received and what they are learning), meet with their advisor to set an action plan and goals to strive towards, or participate in an intervention meeting with parents, counselor, and an administrator to put in place a more formal Behavior Support Plan.

Beyond Reminders: Office Referrals for More Serious Issues

If a student's behavior is of a more serious nature and requires more than a reminder, it will result in a referral to the MS Office.

In the event that a student is referred to the office for a behavioral infraction, he or she will be asked to reflect on what happened, determine a better plan of action for future situations as well as a plan to make things right with others who have been affected. Restorative practices are a means of making amends and fixing problems that may have been caused or relationships that may have been negatively affected. Students will work to gain back the trust of individuals involved and to make things right.

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Students will record their thoughts and discussion in writing, and this document will be signed by the student, parent, teacher, and administrator, and be returned to the MS Office before class the next school day.

Suspension

Students may be removed from classes and not allowed to participate in activities for a period to be determined by the MS Administration.

In all cases of suspension, students will not be allowed to participate in any school activities during the period of suspension, and a parent conference will be required before the student may return to regular classes.

Suspensions remove a student from the learning community to provide time for reflection on the core values and their commitment to abide by them.

A student on:

- In-school suspension is in the MS Office for the duration of the suspension
- Out-of-school suspension is picked up by their parents and would not be allowed on campus for the duration of the suspension

Suspension may be short, 1 - 5 days, or long, 6 or more days (recommendation is made to the Director of ASD for review and final decision). In all cases, parents are notified.





Our MS Values Agreements

Location	Be Respectful	Be Responsible	Be Honest	Be Kind
	We treat ourselves, others and the environment with care.	We take honest reflection and ownership of our words and actions.	We are truthful to ourselves and others.	We take care of each other.
Classroom	<ul style="list-style-type: none"> Listen while others are speaking Engage fully with the lesson Treat others the way you want to be treated 	<ul style="list-style-type: none"> Take care of all materials and use them appropriately Keep the room clean Come prepared and on time with all materials 	<ul style="list-style-type: none"> Own your words, actions, and mistakes Do your own work Credit others for their ideas 	<ul style="list-style-type: none"> Keep a positive attitude Be inclusive and helpful Be kind and encourage others
Commons *Voice Level 2	<ul style="list-style-type: none"> Speak kindly with a low volume Give people space and quiet while they work in the commons or glass rooms Use ONLY your assigned locker 	<ul style="list-style-type: none"> Walking only inside Water bottles only Take care of our furniture 	<ul style="list-style-type: none"> Play fair and follow the rules Report broken items to a teacher 	<ul style="list-style-type: none"> Be kind towards others Practice inclusivity and help people out If you see something, say something.
Stairwells *Voice Level 2	<ul style="list-style-type: none"> Respect personal space Use an inside voice 	<ul style="list-style-type: none"> Walking only inside Stay to the right Dispose of trash properly 	<ul style="list-style-type: none"> Report any damage to a teacher Stay out from under the stairs Use the closest stairs to your class 	<ul style="list-style-type: none"> Use kind language Hold the door for others Move slowly to avoid injuries
Bathroom *Voice Level 1	<ul style="list-style-type: none"> Give people privacy Use your inside voice Keep the lights on 	<ul style="list-style-type: none"> Use water and products responsibly Clean up after yourself Take care of school property 	<ul style="list-style-type: none"> Use the bathroom only when necessary Keep technology out of the bathroom Own up to your behavior 	<ul style="list-style-type: none"> Treat others as you'd like to be treated Thank the cleaners If you see something, say something.
Change Rooms *Voice Level 2	<ul style="list-style-type: none"> Give people personal space & privacy Speak with a low volume Keep the lights on 	<ul style="list-style-type: none"> Only enter for intended purpose Minimize time in the changeroom Clean up after yourself 	<ul style="list-style-type: none"> Keep technology out of the changeroom Own up to your behavior 	<ul style="list-style-type: none"> Treat others as you'd like to be treated Thank the cleaners If you see something, say something.

Courtyard & Front Yard	<ul style="list-style-type: none"> Follow the agreed upon rules of the games Promote and model sportsmanship at all times 	<ul style="list-style-type: none"> Play safely Use equipment as it is intended and return it to its appropriate spot Leave when the bell rings 	<ul style="list-style-type: none"> Play fair and by the rules Take ownership of your actions 	<ul style="list-style-type: none"> Use kind language Help someone if they are hurt Be supportive during competition
Gym & Field	<ul style="list-style-type: none"> Demonstrate sportsmanship at all times Water bottles only Play in a safe manner 	<ul style="list-style-type: none"> Wear your PE kit for classes Use equipment as it is intended and return it to its appropriate spot 	<ul style="list-style-type: none"> Let an adult know if someone gets hurt or something breaks Play by the rules 	<ul style="list-style-type: none"> Be supportive and inclusive during competitions Assume good intentions from others Show kindness with your words & actions
Cafeteria & Outside Eating Areas **Voice Level 2	<ul style="list-style-type: none"> Keep voices so only your table mates can hear Use your manners and be polite to staff and each other When eating, you must be sitting at a table 	<ul style="list-style-type: none"> Clean up after yourself Borrow and move chairs, as long as you return them Use your own DragonCard when buying food, even for friends 	<ul style="list-style-type: none"> If something spills or breaks, let an adult know Wait your turn in line Make sure you pay for your food 	<ul style="list-style-type: none"> Say please & thank you to staff Be inclusive to others
Online	<ul style="list-style-type: none"> Collaborate in encouraging and supportive ways Take care of all school devices Always communicate in respectful ways 	<ul style="list-style-type: none"> Use AI programs only if instructed by your teacher Only share information with people you know Use only school related programs on your laptop 	<ul style="list-style-type: none"> If you see something that makes you uncomfortable, report it to a trusted adult (as always) Give credit if you take information from an online source - avoid plagiarism 	<ul style="list-style-type: none"> Build people up in positive ways Consider your actions and their effect on others Use polite language online
Library **Voice Level 1	<ul style="list-style-type: none"> Use kind language and speak with low volume Be patient and kind with the staff and each other 	<ul style="list-style-type: none"> Walking only please Take care of the books and return them on time Water bottles only (no food) 	<ul style="list-style-type: none"> Let the librarian know if you lose or damage a book Use for reading and studying 	<ul style="list-style-type: none"> Help others when you can Check out an appropriate number of books on a topic or in a series
Theater	<ul style="list-style-type: none"> Be an active listener when someone is speaking or performing Speak and clap at appropriate times 	<ul style="list-style-type: none"> Be on time for the performance Food and drink must stay outside Respect other people's space 	<ul style="list-style-type: none"> Report any damage to a teacher Sit in your designated seat 	<ul style="list-style-type: none"> Recognize and appreciate those who made the performance possible Have empathy for the performers

Middle School Behavior and Response Chart

Examples and Escalations

Response and Consequences

Tier 1: Self-Regulation and Classroom Etiquette

Tier 1 behaviors primarily related to self-regulation and adherence to classroom expectations, integral to fostering a respectful and responsible learning environment.

Examples may include:

- Arrives to class unprepared (hw not included)
- Does not follow classroom expectations
- Misuses technology
- Displays off-task behavior that disrupts learning

Behavior Escalation

On 4 logged incidents → escalated to Tier 2.

Response Steps

- Clear Redirect & Log: The teacher reminds students of expectations. Incident is logged (triggers email → student).
- Reflection & Formal Warning: If repeated, teacher reiterates expectations and logs again (emails → student + advisor)
- Parent Notification & Support: On the third incident, teacher logs behavior, emails → student + parent, and arranges targeted supports
- Safety Removal: If behavior disrupts learning, the teacher removes the student, logs behavior, and emails the parent immediately.
- Dean Notification & Meeting: On the fourth incident, the teacher logs behavior, escalates to Category 2, and emails the Dean of Students to schedule a meeting with parents, teachers, and students.

Consequences

- Verbal reminder & reteach
- Seat change or proximity cue
- Loss of a light privilege (e.g., choice in partner work)
- Referral to the office (upon the fourth incident)

Tier 2: Behavior Impacting Learning Environment

Tier 2 behaviors significantly disrupt the learning environment or violate school values, warranting reflection, and corrective action.

Examples may include:

- Physical horseplay or minor pranks
- Phone use in washroom or change room
- Academic dishonesty
- Unsafe behavior towards self
- Inappropriate displays of affection
- Improper dress code
- Talking back or brief defiance
- Teasing, name-calling, or relational digs
- Social exclusion or ignoring peers
- Unapproved photographs/videos of others on personal devices
- Fake illness or misuse of bathroom passes.

Behavior Escalation

On 3 Tier 2 incidents → escalates to Tier 3.

Response Steps

- Office Referral & Initial Intervention: Teacher completes MS Office Referral Form. The Dean of Students meets with student to prompt reflection.
- Parent Notification: Incident logged; email sent → parents.
- Supports & Reintegration: Counseling referral or small-group skill building as needed.

Consequences

- Structured restorative chat
- Temporary removal from class
- Lunch-time check-in
- Check in Check Out
- Loss of privilege
- Lunch time detention
- Parent meeting

Tier 3: Serious Infringements on Values and Rights

Tier 3 behaviors represent significant infringements on school values and the rights of others, requiring immediate intervention and support.

Examples may include:

- Theft or major property damage (vandalism, graffiti)
- Abusive language or harassment (including cyber-bullying)
- Bullying (verbal or physical)
- Physical altercations or threats to safety
- Substance use or possession (vape, alcohol, drugs)
- Bias incidents or hate speech
- Chronic defiance or insubordination after Tier 2 supports
- Sustained relational aggression (rumor-spreading, systematic exclusion)
- Coercion around dares/challenges (e.g., encouraging self-harm)
- Directed profanity at a peer or adult

Behavior Escalation:

Repeated Tier 3 incidents → escalates to Tier 4.

Response Steps

- Office Referral & Investigation: Teacher informs office; Associate Principal removes student, investigates, and addresses harm.
- Parent Notification: Parents contacted immediately; initial actions described.
- Supports & Reintegration: Counseling sessions and/or behavior contract as part of reentry plan.

Consequences

- Multiple lunch or after-school detentions
- Temporary removal from class
- Restorative conference with parents
- Behavior contract
- In-School Suspension (ISS)

Tier 4: Criminal Offenses and Extreme Violations

Tier 4 behaviors constitute criminal offenses and egregious violations of school values, necessitating immediate action and authorities' involvement.

Examples may include:

- Vape/Drug/Alcohol Use or distribution
- Possession of weapons or dangerous items
- Physical or sexual abuse
- Hateful acts motivated by bias or discrimination

Behavior Escalation:

Any further serious infraction → placement review and may include removal (expulsion) from ASD

Response Steps

- Investigation & Administrative Action: The Principal (and, if needed, the Director of Safety & Security) conducts a thorough investigation, removes the student from the learning environment, and assesses the severity and implications of the behavior.
- Parent Notification: Parents are contacted immediately to inform them of the incident and the student is to be collected from school.
- Supports & Reintegration: Counseling support (may include external) is arranged as part of the student's reintegration plan.
- Collaboration & Transparency: All decisions (suspension, transfer, or expulsion) are made in close consultation with educational authorities and the student's family.

Consequences

- Out-of-School Suspension (OSS)
- External Counseling
- Director Hearing
- Long-Term Suspension or Expulsion

*All incidents are logged in PS for trend-analysis and do **not** become part of a student's permanent academic record.*

This matrix is a guide to support fair and consistent responses. We recognize that every student and situation is unique, and school administration may adjust responses based on the circumstances, always aiming to restore relationships, support learning, and ensure a safe, respectful school environment.

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Students will record their thoughts and discussion in writing, and this document will be signed by the student, parent, teacher, and administrator, and be returned to the MS Office before class the next school day.

Expulsion

A case may arise where a threat to safety, or breach in conduct is so significant that a student will be required to leave school and not return. Expulsions occur upon recommendation of the MS Principal, and by decision of the Director of ASD.

Abusive Language

The use of profane or abusive language is in direct conflict with our Core Values and will subject the student using such language to disciplinary consequences that could include, but not be limited to, a parent conference.

Academic Honesty and Integrity

You are expected to complete assignments and assessments on your own. Learning to work on your own and with others are both important lifelong skills. Your teacher's design learning opportunities so that you have a rich experience. If you cheat, you rob yourself of the chance to learn.

To use outside help or materials not allowed in an independent assignment is cheating.

Copying another student's assignment defeats its purpose, which is to learn. A student who allows his/her work to be copied is just as responsible.

As an example, it would be cheating if you:

- turn in work that was completed by another person
- allow someone to copy your work
- get information from notes or another student during a test or quiz
- give information to another student during a test or quiz
- get information from another student about a test they have already taken
- give information about a test or quiz you have already taken to a peer
- take a photograph of any test, quiz, or other student's work
- copy published material without giving credit to the source

- do not follow specific guidelines concerning cheating given to you by your teacher
- misrepresent the work of anyone else as your own

Plagiarism

This is a form of cheating. To use another person's ideas or expressions in your writing without acknowledging the source is plagiarism.

Copying from Internet sources, and cutting and pasting into documents is not acceptable. It is also easy to spot by the teacher or captured by a search engine.

You are plagiarizing if you:

- present ideas as your own without citing the source
- paraphrase without crediting the source
- use direct quotes with no quotation marks, footnotes, or textual citation of the source
- submit material written by someone else as your own
- submit a paper or assignment for which you have received so much help that the writing is different from your own

Cheating and "Helping Your Friends"

The faculty at ASD expects students to complete assignments independently. If there is an exception to this for a particular assignment, the teacher will make that clear to the students at the time the assignment is made.

Copying another student's daily assignment defeats its purpose.

If a teacher finds that one student has given answers to another student on a daily assignment, then both students will:

1. Be required to redo the assignment in its entirety.
2. Receive a behavioral consequence as deemed appropriate by the MS Principal.

Falsification/Lying

Falsification includes the state ment of untruth either verbally or in writing, with respect to any circumstances relevant to one's academic work.

Such acts include, but are not limited to:

- forgery of official signatures
- tampering with official records
- fraudulently adding, deleting, or manipulating information on academic work after the testing period or due date of the assignment
- lying or failing to give complete information to a teacher
- claiming illness to gain extra preparation time for tests, quizzes, or assignments due



Stealing

Stealing includes the taking without the right or permission to do so and with the intent to keep or make use of wrongfully, the schoolwork or materials of another.

Such acts include, but are not limited to:

- stealing copies of tests and quizzes
- taking a photograph of any test, quiz, or other student's work
- accessing the teacher's answer key for test or quizzes without permission
- stealing the teacher's edition of the textbook
- stealing another student's homework, notes, and/or handouts

Academic Dishonesty

Academic dishonesty can come in two forms: Academic Misconduct and Academic Malpractice.

In Middle School, learning from mistakes is an essential part of growth. When a student commits academic malpractice for the first time, we aim to address the behavior and help the student reflect and learn. The process includes guided conversations, opportunities to repair the breach of trust, and additional instruction around academic integrity. These restorative steps reinforce our values of honesty and responsibility while helping students strengthen the habits needed for future success. After the first time, disciplinary consequences increase.

1. Academic Misconduct: A student may violate the rules of sound academic practice of clearly acknowledging all ideas and words of other persons without a deliberate attempt to gain unfair advantage. For example, this may be particularly true in the younger grades before students have had time to learn and practice correct citations and adequate paraphrasing. A teacher may feel this is true of a student new to the school for similar reasons. An Academic Misconduct will be seen as a learning opportunity.
2. Academic Malpractice: A student, who attempts to gain unfair advantage, either deliberately or after having adequate opportunities for understanding this document and what it means in practice, has committed Academic Malpractice.

Procedures on Dealing with Issues of Academic Dishonesty

Whenever a teacher suspects a violation, the teacher will first determine if it is a case of "Academic Misconduct" or of "Academic Malpractice."

If an Academic Misconduct occurs, the teacher will speak to the student regarding the matter, stressing the potential for serious consequences, and notify the MS Office.

Should a student's academic honesty come into question a second time, the student will be advised that any further cases of misconduct will be dealt with as malpractice. The student will meet with a counselor and principal to discuss the seriousness of repetitions and to determine if the student needs further learning support in order to avoid such mistakes.

If a case of Academic Malpractice is determined, the below consequences may result, depending upon the student's history and severity of offenses. Offenses are not considered more or less severe based on the importance of the assessment (e.g. cheating on homework is not less severe than cheating on a test).

Academic Malpractice

First Offense:

Academic dishonesty is considered a serious offense, parents will always be contacted if a student chooses to cheat.

1. The teacher will always inform the Dean of Students. There will be a record kept of the incident
2. A written document outlining the school policy on cheating, and consequences, will be forwarded to the parents and the student.
3. The student will complete a Values Reflection.
4. The student will not earn any credit for assignments completed by cheating. The student will be given the opportunity to be re-assessed on the work.
5. Depending upon the severity of the offense, the following consequences may also be invoked:
6. the student may be excused from any Honor Societies or Student Council that he/she is a member of
7. the student may not apply to any Honor Societies or run for any Student Council positions for 12 months
8. the parents may be asked to meet with the Dean of Students and/or Associate Principal
9. the student may be placed on conditional enrollment status
10. * the student may face suspension or recommendation to Director of ASD for expulsion

Second Offense:

If the behavior occurs a second time:

1. The student will not earn any credit for assignments completed by cheating. Students will be given the opportunity to be re-assessed on the work.
2. The student will receive an in-school suspension.
3. A parent conference will be arranged to discuss possible consequences and potential future academic impacts.
4. Depending upon the severity of the offense, the following consequences may also be invoked:
5. the student may be excused from any Honor Societies or Student Council that he/she is a member of
6. the student may not apply to any Honor Societies or run for any Student Council positions for 12 months
7. the student may be placed on conditional enrollment status
8. * the student may be recommended to Director of ASD for expulsion

Third Offense:

If the behavior occurs a third time:

1. The student will be excused from any Honor Societies or Student Council that he/she is a member of and the student may not apply to any Honor Societies or run for any Student Council positions for 12 months
2. The student will be placed on conditional enrollment status for one calendar year. Should the behavior occur in 8th grade, the conditional status will stay in place into their 9th grade year.
3. The student may be recommended to the Director of ASD for expulsion.

Banned Items in School

The following items are not permissible and will be confiscated if found:

- gum
- fireworks, stink bombs
- matches, cigarette lighters, laser pointers
- silly string, water pistols
- Gameboys, PSP and/or other electronic games and gadgets
 - Note: students are permitted to use mobile phones, BUT ONLY BEFORE AND AFTER SCHOOL HOURS and not during the school day.
- weapons or their replicas (possession of a weapon or a facsimile of a weapon will result in behavioral consequences)
- pets

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; The coach will be responsible for storing the equipment.

Personal sporting equipment is not to be stored in a student's locker.

Misuse of personal or school equipment may result in items being confiscated and held until a meeting is held with parents.

Gum Chewing

Gum chewing is not allowed in the school buildings before, during, or after school.

Bullying/Harassment

Successful schools are built on a foundation of mutual trust and respect. ANY behavior (in-person or online) that causes a person to feel belittled, ashamed, embarrassed, angry, hurt or marginalized can be considered harassment.

Behaviors aimed at threatening or harming someone are considered bullying. It is not acceptable to pick on another person, call someone inappropriate names, push and shove, hide things, tell inappropriate jokes, or tease anyone. Behaviors of this nature will not be tolerated.

A bias-motivated incident consists of any racist, sexist, bigoted, or prejudiced behavior or language, spoken or written, with the intent to bully or harass. 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 characteristics. At ASD, bias-motivated behaviors and 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 iden-

-tity, 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 bias-incidents and 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.

Online Harassment / Cyberbullying

Cyberbullying" is when a student is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using the Internet, interactive and digital technologies, or mobile phones.

Various forms of inappropriate behavior include, but are not limited to, using threatening, angry or vulgar language, disrespecting someone by posting gossip or rumors, repeatedly sending offensive or rude messages, impersonating someone else, and copying/altering personal images with intent to mock or embarrass another person.

Comments or images shared online that impact or disrupt the school environment may result in consequences for participating students.

The school has a Responsible Technology Use Policy located in last section of this handbook that prohibits this behavior.

The vast majority of the online harassment occurs off campus at night and on weekends. Since participation in this behavior off campus has a negative impact on the school environment and does not reflect our school values, students will face consequences if reasonable proof is provided that a student(s) is bullying/harassing another student(s) or school personnel.



Illegal Substances

Any student found at school or a school sponsored event in possession of or having ingested alcohol will be immediately suspended from school. Students who are reinstated may be barred from participation in any school related event.

Smoking is not allowed on our campus. Students found smoking on campus are subject to disciplinary action.

Any student found to be in the possession of, taking or using, buying or selling, giving or trafficking in any narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, or marijuana is subject to expulsion from school.

Public Display of Affection

Public displays of affection (i.e. handholding, kissing, hugging) are not appropriate at school.

Skipping Class

A skipped class results in a meeting with the MS Principal. Parents will be contacted and a detention will be assigned to make up for the lost instructional time. Further incidents of skipping class may result in appropriate restorative consequences.

Vandalism

It is important that we consistently demonstrate respect for school and personal property. Any student who marks, defaces, breaks, or destroys school property will be responsible for cleaning, repairing or replacing the damaged item(s). Parents will be notified. Appropriate restorative consequences will result.

Theft

The ASD community is founded on the core values of respect and responsibility. Any person stealing demonstrates a lack of respect for peers and themselves. Any student engaged in theft will be subject to appropriate consequences.

The most effective way to ensure that we as a community are safe from theft is to take individual responsibility for our belongings. To that end we offer a locker and PE locker and ask that students use a combination lock to safeguard their belongings. Students should not leave any belongings unattended.

To minimize the risk of loss, please:

- mark all belongings, including your book bag
- only bring small amounts of money and needed valuables to school
- keep your bag with you or use your locker
- report all losses to the MS Office

Dress Code

At ASD, our dress code is designed to support our values of respect, honesty, responsibility, and kindness while also showing respect for our host country's Qatar culture. A suitable dress code fosters a positive learning environment and promotes personal excellence. Our guidelines ensure that students dress modestly and appropriately for an academic setting.

General Guidelines

- **Modesty:** All clothing must cover shoulders, midribs, and legs down to the knee. Transparent, tight-fitting, or body-hugging attire is not permitted. Tops must not be low-cut and should adequately cover the chest area to maintain decorum and respect within the school environment.
- **Respect for Local Culture:** Outfits should reflect high respect for the local community and its expectations. Students are encouraged to dress in a culturally sensitive and appropriate manner.
- **Safety and Practicality:** Clothing should be safe and practical for all school activities. Shoes must be worn at all times and should be suitable for a variety of school activities.

Enforcement

Violations of the dress code will be handled sensitively but firmly. Dress code violations are Category 2 Behavior Offenses. Students who do not adhere to the dress code will be required to modify their attire to comply with these guidelines. Repeated violations will result in further disciplinary action consistent with our school on student behavior.

Through our dress code, we strive to create a respectful and focused learning environment that is considerate of our school community's diverse backgrounds and cultures. This policy supports our mission to empower learners to develop their talents in a setting that respects the values and traditions of our host country.

Attendance

All students are expected to be present in each class each day. A chime will sound at the beginning of class and at the end. In the morning and after lunch, a 5-minute warning chime will sound before class begins. For MS students, the attendance record will be taken into account when reviewing the student's promotion status. An absenteeism rate exceeding 15 percent is considered to be excessive. This is true whether it is an excused or unexcused absence. As student absences accumulate, the school will take appropriate action as necessary in order to safeguard the academic integrity of the student's promotional status.

Given that the adopted school year is comprised of approximately 180 school days, this guideline means that no student in the MS may be absent more than 26 school days in a full year. MS leadership will work with student/parents if students miss a significant number of days. In this case, students are typically unable to keep up with grade level academic standards and this can have an adverse effect on their educational programming. Significant absences may lead to conditional enrollment status.

The following absences will NOT count against a student's attendance record:

- verified admittance to the hospital
- bereavement in the immediate family
- school sponsored activities (a student may not miss more than seven days per semester for school sponsored activities)
- appointments with school administration

Tardies

Students need to arrive at school on time. Students arriving to school late must check in at the MS Office for an admittance slip to class. A pattern of being late will result in a meeting with the Dean of Students. If the problem is not corrected, disciplinary action will be taken.

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

Planned Absences

Because of the nature of our international population of students, we ask that parents make attending school, when we are in session, a high priority. Often requests are made to extend vacations scheduled by the school. The school discourages parents from taking students away from school unless absolutely necessary.

If it is necessary to be absent from school for three days or more, students must complete the Pre-Arranged Absence Form available in the MS Office. This form must be signed by each of the student's teachers to ensure they are aware of the planned absence.

Illness

If a student is unable to attend school, parents must notify the Middle School Office by emailing msattendance@asd.edu.qa. For absences lasting three or more consecutive days, a medical certificate is required. This certificate must be emailed to msattendance@asd.edu.qa before the student returns to school.

If a student becomes ill during the school day, the school nurse will assess the student and determine whether the student should leave campus early. If early dismissal is deemed necessary, the nurse will contact the parents directly. The student will be issued a gate pass by the nurse, which must be presented at the gate upon departure from the school campus.

Make Up Work

Students who are absent will be expected to make up all academic content for the period in which they are absent. Time allotments for make up will be at the discretion of the teacher. Parents should understand that time away from school may result in decreased academic achievement.

Students who have an absence from class will make up missed work according to the following guidelines:

1. 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 his/her return to school.
2. Should a student anticipate an absence from school due to a medical condition or school sponsored activities, he/she must make an appointment with his/her teachers in order to receive the assignments and their due dates. It is the parents' responsibility to contact the MS Office prior to an anticipated absence and collect work to be completed, failure to do so on the part of the parents may result in students falling behind academically and suffering academically as a result.



3. Students returning after absences will be given sufficient time to complete missed assignments and tests. The teacher will determine the amount of make up time (make up time is generally equivalent to the number of days absent). It is the student's responsibility to contact teachers regarding missed assignments and tests to be taken.
4. Students arriving late to school should contact those teachers whom the student did not see that morning for assignments and to make up tests or quizzes. Students who anticipate leaving school early should notify their teachers prior to the early departure. Students who miss scheduled tests and quizzes and who do not contact their teachers after a late arrival or prior to an early departure may not be permitted to take those tests or quizzes at a later date.
5. Students returning to school after an absence are expected to make up missed work to demonstrate the attainment of academic standards. There is always the possibility that the academic progress of students will be affected by absences. Students and parents should not expect extraordinary measures to help catch a child up following absences. The school does not assume the responsibility to educate children who are not in school.

Middle School Technology

Computers and the One-to-One Program

You will be provided a personal computer to use throughout the school year, and will be asked to bring it with you to your classes. These computers will come pre-loaded with the software needed for the various classes.

The use of computers and technology resources at school is a privilege. It is important that you understand that the guidelines included in our Responsible Technology Use.

All school laptops are for school use only at all times. Students are not allowed to use them for entertainment or non-school purposes at any time, including at home, before or after school, weekends, etc. Laptop use will be monitored and recorded, and students can be asked to reveal their use or settings at any time. Students are advised to keep their digital entertainment separate from their schoolwork.

Policy are there to protect the interests of both you and the school.

A couple of reminders:

- do not install any additional programs (including games) onto your computer unless directed by your teacher
- do not download music or movies onto your computer
- do not play games on your computer at school
- do not use social media unless instructed by your teacher
- Do not send out mass emails (i.e. to all students). 'Chain-letter' emails are not allowed

For additional information, please see the Responsible Technology Use Policy.

Damaged Computer

Should your school issued computer encounter any damage, you are asked to go to the MS Office and complete a 'damaged computer incident' form. These forms will ask you to describe the damage, how it occurred, and get various signatures. When completed, bring this form to the IT Department in the school along with your computer.

Mobile Phones Policy

At ASD, we are committed to maintaining an engaging and distraction-free learning environment. To uphold this standard, the use of mobile phones, wearable technology like Smart Watches and earbuds/head phones is strictly regulated, and wearable technology like Apple Watches is strictly regulated.

We recognize that today's students live in a highly connected digital world.

Our phone-free campus enables students to fully engage in learning, friendships, and personal development throughout the school day. This policy is not only about distraction-free learning, but also about helping students develop healthy digital boundaries and interpersonal skills they'll carry into adulthood.

General Guidelines

- **Phone-Free Environment:** All personal technology devices, including mobile phones, personal listening devices, and wearable technology such as smart watches, are prohibited during school hours. This policy helps ensure that our students are fully present in their educational activities and interactions.
- **Device Use:** These devices may only be used before school or after dismissal. During school hours, all devices must be turned off and stored away.
- **Responsibility for Devices:** The school is not responsible for the loss or damage of any electronic devices. Students bring these items at their own risk.
- **Communication During School Hours:** If students and parents need to communicate during the day, they must do so through the Middle School Office. This measure is in place to support student focus and maintain academic integrity.
- **Confiscation Policy:** Any devices seen or used during school hours will be confiscated and held in the Middle School Office. Students or parents may need to meet with school administrators to reclaim a confiscated device.
- **Privacy and Permission:** Filming or taking pictures on school property without explicit permission from a teacher is strictly forbidden. This rule protects the privacy and rights of all school community members.

Through these policies, ASD reaffirms our core values of respect and responsibility, which are integral to creating a safe and focused educational environment for all students.

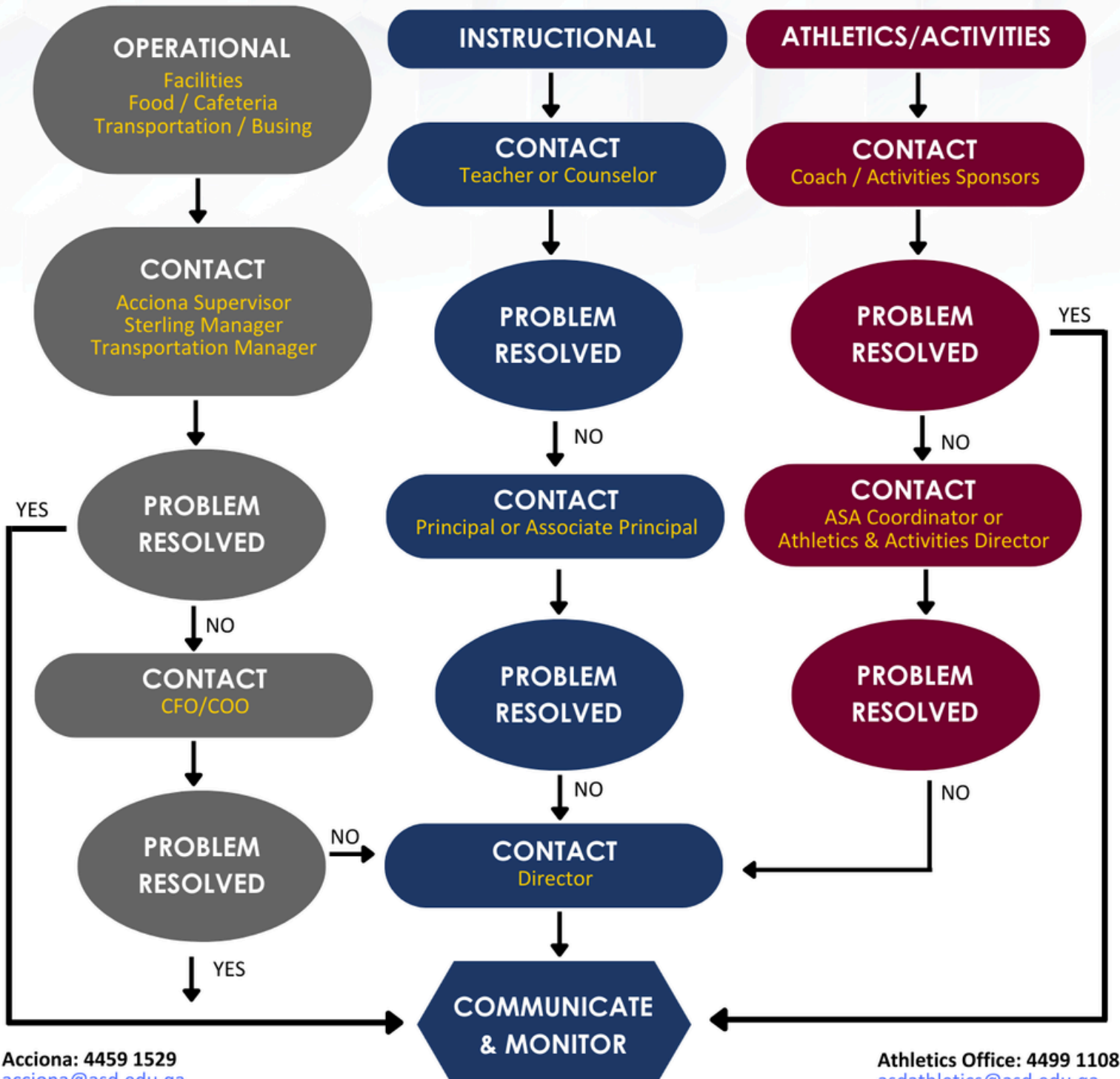
We understand that some families may wish to be in touch with their children during the school day. If there is an urgent need, parents may contact the Middle School Office, and we will promptly assist in connecting you with your child. This policy helps foster an environment where students are fully present in their learning and social interactions. Exceptions for device use may be granted for specific reasons, with administrative approval, on a case-by-case basis. We appreciate your support in helping us create a distraction-free learning environment rooted in our core values of respect and responsibility.





ASD Chain of Communication

School Year 2025-2026



Acciona: 4459 1529
acciona@asd.edu.qa

Athletics Office: 4499 1108
asdathletics@asd.edu.qa

Sterling Cafeteria: 4499 1306
sterlingcafeteria@asd.edu.qa

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

Director:
 Victor Guthrie
victor.guthrie@asd.edu.qa

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

Transportation: 4459 1525
busservices@asd.edu.qa

LES Interim Principal:
 Craig Campbell
ccampbell@asd.edu.qa

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

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

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

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

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

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

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



ASD Educational Communication Protocol

School Year 2025-2026

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.

PARENTS AND STUDENTS

STEP 1: COMMUNICATE WITH THE TEACHER

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

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

STEP 2: COMMUNICATE WITH THE GUIDANCE COUNSELOR

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

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

Lower Elementary Counselors

Demetrise Burt
demetrise.burt@asd.edu.qa

Nicholas Panza
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Elizabeth Anne Jones
elizabeth.jones@asd.edu.qa

Upper Elementary Counselors

Sara MacDonald
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Tara Thompson
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Middle School Counselors

Dr. Annalice Hayes
ahayes@asd.edu.qa

Pin Xuan Luo
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Julie Howell
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High School Counselors

Dr. Aaron Jones
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Izzet Sengel
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Mashal Ebadi
mashal.ebadi@asd.edu.qa

Sana Mohammed
sana.mohammed@asd.edu.qa

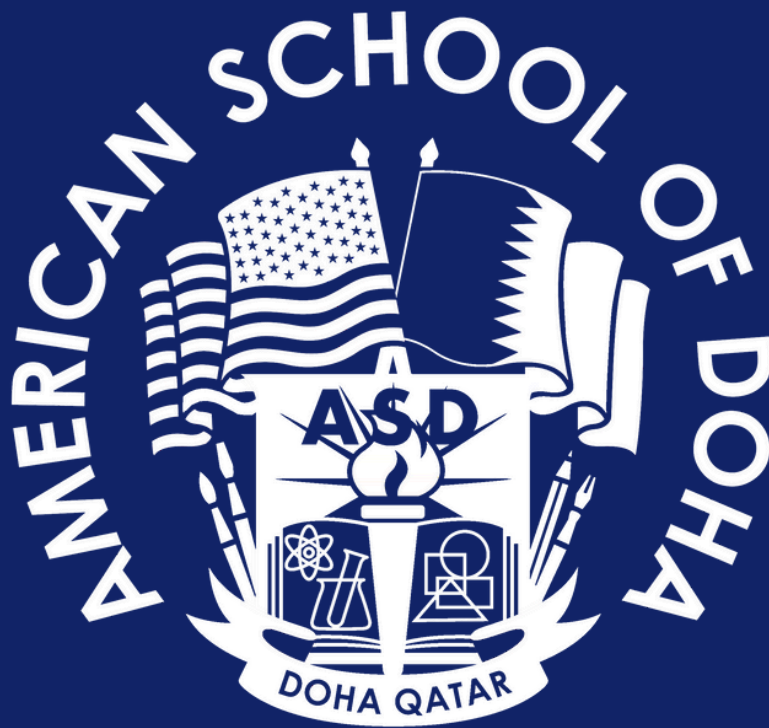
Jaime Royo
jaime.royo@asd.edu.qa

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

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

STEP 4: COMMUNICATE WITH THE SCHOOL DIRECTOR

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



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

#ASDoha

