



Parent Student Handbook

2024 / 2025

مدرسة أي سي أس
الدولية الدوحة



ACS
INTERNATIONAL
SCHOOL
DOHA



Contents

Each section within the contents pages acts as a direct link to that section within the Handbook

Updated sections can be seen in red within the contents page

Contents	2
Introduction	10
Welcome from Niall Brennan - CEO at Artemis Education	11
A Welcome from the Head of School	11
ACS Vision and Values.....	12
ACS CORE VALUES.....	12
Our Vision at ACS Doha	13
Quick Guide - Essential information to starting at ACS Doha.....	14
What to do before you start.....	14
Before your child starts school.....	14
Forms Online	14
How to contact ACS Doha.....	14
A. By telephone: ☎ +974 4474 9000	14
Divisional Admin Coordinators Contact Details.....	14
If your child is absent.....	15
How to keep abreast of information.....	15
What to bring on your first day of school.....	15
What to find out.....	15
Forms Online.....	15
School Structure & Organization	16
Class Placement.....	16
Class List Creation Policy	17
Campus Map	18
Staffing at ACS Doha	19
School Staff	19
Communication	19
Home - School Channels of Communication.....	19
Administrators/Teachers/Staff Email Contact	20

Critical reminders or Emergency information	20
PowerSchool SIS	20
Toddle	20
Email.....	20
PSO WhatsApp Groups	21
Social Media Channels.....	21
School Website	21
Complaints Policy	21
Other Channels of Communication	22
Parent-School Organisation (PSO)	22
Parent Workshops	22
Parent-Teacher-Student Conferences.....	22
School Photographs and the Annual Yearbook	23
School Calendar: School-Wide and Divisional Events Calendar	23
School Dress Code	24
Daily Dress Code	24
Shoes and footwear	25
ACS Doha Sports Clothing.....	25
Personal Belongings.....	25
Lost and Found.....	25
Lost & Found in Early Childhood and Lower School.....	25
Lost & Found in Middle High School	26
Valuables.....	26
Backpacks.....	26
Materials/Supplies.....	26
The School Day.....	27
Being a Parent at ACS Doha	27
Drop Off and Pick Up.....	29
Drop Off.....	29
Late arrivals.....	29
Pick Up	29

Early Childhood.....	29
Lower School Pick Up.....	29
Middle High School	30
Students Travelling Home with Parents Other Than Their Own	30
Students Travelling To and From School with Chauffeurs	31
Late for Pick Up	31
School Busses.....	32
Visiting the Campus.....	32
Attendance.....	33
Excused / Planned Absence Procedures.....	33
Unexpected or Emergency Absences	34
Extended Absence	34
Unexcused Absences	34
Online learning during absences.....	35
Tardies.....	35
Early Departure	35
Curriculum	36
IB Programs at ACS Doha.....	36
High School Diploma	37
ACS Doha Diploma Pathways	37
The AP (Advanced Placement) at ACS Doha	37
Homework.....	38
Arabic, Islamic Studies and Qatar History	39
Arabic Language	39
Islamic Studies.....	39
Qatar History.....	39
Accessing Learning and Teaching Remotely.....	40
Library	41
Student Support Service Programs	41
Student Support Services' Beliefs.....	42
Whom do we support?	42

Levels of Support.....	43
Types of Service	43
Multilingualism at ACS.....	44
Conditional Acceptance.....	45
Academic / Behaviour Probation	45
Co-Curricular.....	46
Vision and Philosophy.....	46
After School Activities	46
Co-Curricular Activities.....	46
Signing up	47
Squad Sports	47
Music and Performing Arts	47
Field Trips, Camps and Special Events	48
Student Leadership	48
Native Language Enrichment.....	49
Student Welfare	50
Safeguarding	50
Child Protection	51
Child Protection Team	52
Social and Emotional Counselling Services	52
Outside Agencies.....	52
Health and Safety	52
Heat and Severe Weather Protocols	53
Sun Protection	53
Security	53
Lanyards and Visitors	53
Crisis Management	53
Emergency Drills.....	53
Health, illness and the School Clinics.....	54
Forms Online	54
Infectious Diseases Precautionary Measures.....	54

Procedure dealing with Suspected Infectious and Communicable Diseases.....	55
Administration of Medicines to Students	57
Changes or updates to medications.....	57
Unwell Students.....	57
Students with Specific Health Needs	58
EpiPens	58
School Code of Conduct.....	59
Celebrations.....	59
Student Integrity	59
Harassment/Bullying	59
Consequences of Inappropriate Behaviour	59
Guidelines for Food in School	61
Lunch at School.....	61
The Avenue Cafe	61
The following should not be brought to school:.....	61
No Nuts at ACS	62
Latex	62
Water and Hydration.....	62
Information Technology	63
Digital Learning Team.....	63
IT Support Team	63
Online Safety Committee	63
Digital Learning in Early Childhood	64
Digital Learning in Lower School.....	64
1:1 iPad Program	64
IT in Middle High School.....	64
BYOD Laptop Program	65
Network and Computer Services	65
Innovation Center.....	65
Technology Acceptable Use.....	66
Personal Mobile Devices	66

Digital Video, Audio and Still Images.....	66
Images Taken by School Staff:.....	67
Images taken by parents and family members:.....	67
Images taken by ACS students:.....	67
Facilities Usage	68
School Days	68
Pets	68
Smoking	68
Welcome from the Acting PYP Principal.....	69
The Early Childhood and Lower School Team.....	69
Grade Team Leads	70
Timings of the Day	70
PYP Curriculum	71
Primary Years Program.....	71
<i>Home Learning</i>	71
Assessment and Reporting	72
Communication	72
<i>Parent Teacher Conferences</i>	72
Student Welfare	73
Inclusion & Wellbeing	73
Pastoral Care and Behaviour	73
Behaviour for Learning Stages.....	73
Outdoor Learning and Lunch	74
Celebrations.....	74
Communications.....	75
Lower School Curriculum	76
Primary Years Programme QR Code.....	76
Homework and Independent Study.....	76
Assessment and Reporting	76
Lower School Attendance Policy and Requirements	76
Lower School Grade Promotion.....	77

Student Welfare	77
Inclusion & Wellbeing	77
Pastoral Care and Behaviour	77
Behaviour for Learning Stages.....	79
Lunch and Recess	82
Welcome from the Principal.....	83
An introduction to the team.....	83
Grade Team Leads	84
Head of Departments.....	84
Middle High School Timings of the Day	85
Academic Programs at ACS Doha	85
Middle School Curriculum	86
MYP QR Code.....	86
MYP5 Personal Project requirements.....	87
MYP Service-Learning requirements	88
Performing Arts.....	88
High School Curriculum	89
ACS High School Diploma Pathways.....	89
IB Diploma Program	89
IB Career Related Program	90
The AP (Advanced Placement) at ACS Doha	90
High School Courses	91
CAS at ACS Doha.....	91
Extended Essay AT ACS DOHA.....	91
Promotion and Credit Recovery	93
Promotion	93
Credits Recovery Plan	93
Graduation Requirements - Class of 2025 onwards	93
Honour and High Honour Roll in each Semester	95
Academic Behaviour Guidelines: Concerns and Consequences.....	95
Academic Grievance Procedure	95

Attendance.....	102
Off Campus Privileges.....	103
Pastoral Concern Flowchart.....	103
ACS Middle High School Behaviour for Learning Framework.....	105
Caring Contributor slips	105
Behaviours that do not reflect our core values	106
General Guidelines for Behaviour.....	106
Procedures For Undesired Behaviours.....	107
Stage 1 – Teacher Communication Home and Power School Logs	107
Stage 2 – Escalation of Concern and Behavioural Contract	108
Stage 3 - Continuous flaunting of rules and serious behaviours	109
Communication	111
Trips, Sports and ASAs	111

Introduction

ACS Doha is a welcoming, inclusive community of over 1000 students aged 3 to 18, representing 60+ nationalities and supported by 120 expert staff. At the heart of our approach is the idea of readiness – we empower our students with the skills and knowledge to thrive in a world that is changing rapidly. We foster critical thinking, an intrinsic love of learning and a fundamental belief in the worth of every individual.

Our world-renowned International Baccalaureate (IB) curriculum is based on international educational best practice and challenges our students to become service-orientated world citizens with inquisitive minds and the confidence to challenge the status quo.

Our students and staff come to us from every part of the world. The result is a stimulating, open-minded, outward-looking culture that celebrates international diversity and harnesses different perspectives. We are intensely proud of our vibrant and active community, and we strive to ensure everyone feels they belong and are valued.

Future-focused, inclusive, and engaging, our classroom learning encourages conceptual understanding, collaboration, communication, and social and research skills, delivered through our academically rigorous programmes. We create opportunities and activities that inspire our students to think in fresh, exciting ways so they reach a deeper, more nuanced understanding of the world, its citizens, and their place within it. Opening our students' minds in this way enhances and energizes their learning, ensuring they are ready for whatever their future holds.

Our aim is to develop well-rounded, resilient, and caring individuals. To support our rigorous curriculum, we offer a wide range of opportunities and activities, including sports, field trips, service learning, clubs, and student ambassador roles. This emphasis on the development of social and emotional skills means our students grow in ways that will help them navigate and excel in changing workplaces and communities of the future.

Combine all this together and our students have the confidence, versatility, and knowledge they need to lead, learn, innovate, and grow – today and tomorrow. They “learn how to learn” so they can work independently, collaborate effectively, communicate clearly, and create their own opportunities. In short, these well-rounded global citizens have the academic and emotional intelligence to empathize and engage with the big issues of tomorrow, turning compassion into action as they stand ready for a future full of opportunity.

Welcome from Niall Brennan - CEO at Artemis Education

Welcome to the Artemis Education family.

Our mission is to improve access to outstanding education by designing, delivering, opening, and then operating new schools. We combine the best educational traditions with cutting-edge education innovation. We start, literally, at the drawing board: we design our schools from the ground up to maximize the learning experience.

We deliver exceptional facilities; we hire incredible staff and then we combine academic rigour with diversity of experience to enable our children to flourish. Our schools focus on academic rigour, universal values, individual growth, and multi-faceted development to enable students to realise their full potential, build resilience and become responsible citizens of the world.

We focus, first and foremost, on the individual child and their family.

We deliver internationally accredited curriculums enriched by dynamic extracurricular experience. We graduate expressive, self-confident, and critically minded individuals, with a solid foundation to flourish in higher education or life.

Niall Brennan

Chief Executive Officer

A Welcome from the Head of School

Dear Parents,

As we start a new year, our priority is to build positive, healthy relationships. In building trust and showing mutual respect, we build a learning environment where students can create, problem-solve, take risks to stretch into new learning, set goals, and think critically. These things happen in an environment where students feel safe, have support at home, and with adults who are committed to helping them grow into effective, confident, and caring students who are ready to change the world.

Building relationships, as a priority, is directly linked to our values at ACS Doha: imagine better, aim high and make it happen, welcome everyone, act with kindness and work together. These values are the standards which we hold at the heart of our work. We are so thankful that you have chosen ACS for these values. We know that you chose ACS because these are values you believe in and strive to act on each day.

This year will bring many new partnerships. We are excited for new partnerships that will offer students learning experiences beyond the school. These partnerships will also begin to highlight ACS to the community and create more community engagement. And these partnerships will enhance our digital innovation in STEAM. Finally, the partnerships offer something to our teachers. In this rapidly changing world, partnerships play a critical role in offering teachers high quality, ongoing professional development that puts them on the forefront of digital innovation in education.

Thank you for being a part of ACS Doha! We look forward to seeing you often and sharing this journey. Learning is the work, together.

Best wishes,

Head of school

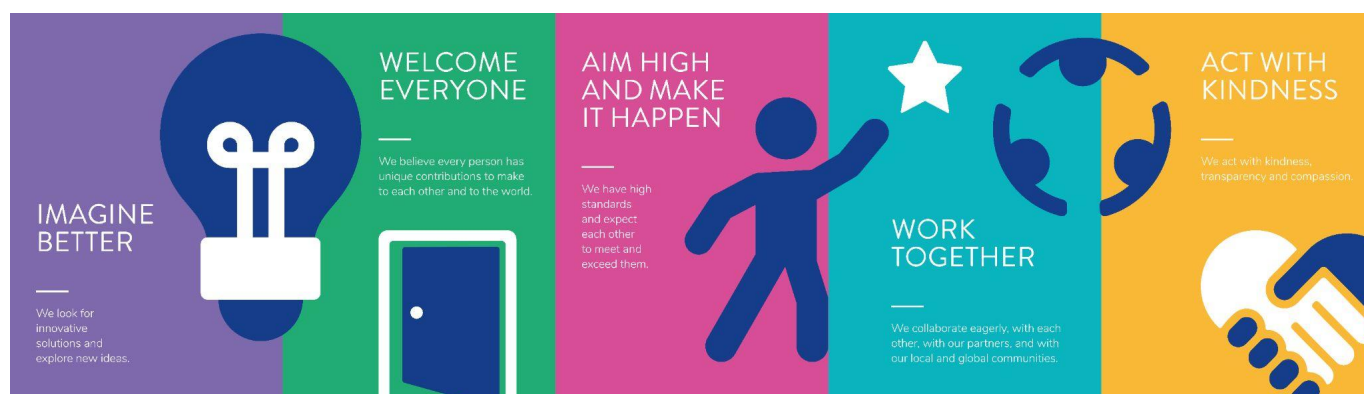
ACS Vision and Values

Our world-renowned curriculum includes all International Baccalaureate (IB) Programs, and top US programs including Advanced Placement (AP) courses and the new AP Capstone & International Diplomas. Academic success enables ACS graduates to attend the college of their choice, and many of the world's finest universities.

WE ARE PROUD OF OUR INTERNATIONAL COMMUNITY, AND THEIR COMMITMENT TO MAKE A DIFFERENCE.

At ACS we prepare our students to be ready. Ready for cultures that crossover, boundaries that blur and ideas that interconnect. Ready for a world that demands a new kind of learning – and a new kind of citizen.

ACS CORE VALUES





ACS
INTERNATIONAL
SCHOOL
DOHA

INSPIRING THE WORLD'S NEXT GLOBAL THINKERS AND DOERS

Our effective, confident and caring students are ready to change the world



IMAGINE
BETTER



WELCOME
EVERYONE



AIM HIGH
AND
MAKE IT
HAPPEN



WORK
TOGETHER



ACT WITH
KINDNESS

We define learning as growth and development, in
knowledge and understanding, skills and dispositions

WE ARE BECOMING:

EFFECTIVE LEARNERS WHO CAN

Direct our learning with
focus and curiosity

Use a range of
languages and media

Work with others for
a common purpose

Use creativity and imagination
to address
big questions

Pursue our individual
interests with enthusiasm
and determination

CONFIDENT INDIVIDUALS WHO CAN

Navigate challenges with
confidence and courage

Address our personal
physical, emotional and social
wellbeing

Act ethically and demonstrate
personal integrity

Focus on the positive
in thought and action

Learn and grow through
experiences and relationships

CARING CONTRIBUTORS WHO CAN

Reflect on our ideas and
experiences of the world

Build respectful relationships
with people different from
ourselves

Make positive contributions
to individuals and
communities

Model ethical
global citizenship

Sustain the ecological systems
and resources
that support life

Quick Guide - Essential information to starting at ACS Doha

What to do before you start

Before your child starts school

- Ensure you are aware of the start and finish time of the school day – School starts at 7:15 am and ends at 2:30 pm. Tuesdays are an early dismissal at 1:30 pm.
- Ensure your child has all the equipment they need; you will receive up to date information from each Division.

Forms Online

It is especially important that you complete Forms Online at least once every academic year and that the information given in Forms Online is updated whenever there is a change. It is the parent's responsibility to do this.

Please contact admissions if for any reasons you are unable to do this.

How to contact ACS Doha

A. By telephone: ☎ +974 4474 9000

All email addresses are listed at the following links. Click [HERE](#)

Any questions?

- A. Families who have not yet started at ACS should contact our Admissions Department.
- B. Current families with general queries may contact the Divisional Admin Coordinators.

Divisional Admin Coordinators Contact Details

Division	Name	Contact details
PK3 - Grade 5	Gladys Lower School Administrative Coordinator	+974 50981174
Grades 6-12	Alaa Al Nablsi Middle High School Administrative Coordinator	+97450981044

If your child is absent

Please complete this form before school starts [ACS Doha Absence Notification Form](#)

If your child is absent and we have not received the form to confirm your child's absence you will receive a phone call from the Divisional Admin Coordinator as part of our safeguarding protocols.

How to keep abreast of information

- Emergency Message via SMS - *please ensure that the school has the correct number*
- Like our Facebook page and follow us on Instagram, TikTok, and Twitter/X

What to bring on your first day of school

- Grade 6 and above Bring Your Own Device
- Packed lunch - Information on food at school can be found [HERE](#)
- Have a look at your child's schedule - PE days require a uniform and running shoes

What to find out

- Sign up for Co-Curricular Activities (CCAs) [Information can be found here.](#)
- Parent Support Organization (PSO) contacts will be shared at the start of the year.

Forms Online

Every parent should complete Forms Online.

Please notify the school if you are planning to take a trip out of Doha for more than one day. ACS Doha must have details of appointed guardians and emergency telephone numbers.

This includes valuable information that is vital to many aspects of school life. Including but not limited to:

- Ensuring accurate contact information in case of emergencies
- Information regarding medical needs including allergies
- Ensuring the nursing department is informed of all medical problems, which might affect a student.
- Students who do **not** have a completed Student Health Form on Forms Online are **not** allowed to participate in Physical Education or field trips.
- Medical alert information for students with allergies is available to members of staff on PowerSchool.
- Information regarding photo permissions and usage.

School Structure & Organization

The school includes two divisions, each divided into two schools: Early Childhood and Lower School and Middle and High School. Early Childhood includes our three- to five-year-olds (Pre-K3, Pre-K4, and Kindergarten). Lower School our students aged 6 through 11 (Grades 1-5). The Middle School; students ages 12 through 14 (Grades 6-8). The High School; students ages 15 through 18 (Grades 9-12) The grade level equivalents for other school systems can be found by contacting our Admissions team.

Division	Grade level	Age Range	
Early Childhood	Pre-K3	3-4 years	Primary Years Program
Early Childhood	Pre-K4	4-5 years	Primary Years Program
Early Childhood	Kindergarten	5-6 years	Primary Years Program
Lower School	Grade 1	6-7 years	Primary Years Program
Lower School	Grade 2	7-8 years	Primary Years Program
Lower School	Grade 3	8-9 years	Primary Years Program
Lower School	Grade 4	9-10 years	Primary Years Program
Lower School	Grade 5	10-11 years	Primary Years Program
Middle School	Grade 6	11-12 years	Middle Years Program
Middle School	Grade 7	12-13 years	Middle Years Program
Middle School	Grade 8	13-14 years	Middle Years Program
High School	Grade 9	14-15 years	Middle Years Program American High School
High School	Grade 10	15-16 years	Middle Years Program American High School
High School	Grade 11	16-17 years	IB Diploma IB Career Related Program Advanced Placement American High School
High School	Grade 12	17-18 years	

Class Placement

We believe in the importance of well-balanced, mixed ability homerooms and core classes as the diversity of backgrounds, talents and thinking skills makes ACS a community. To create the optimal class environment, we consider the social, emotional, physical, and academic needs of each child. Our overriding value is to create balanced groups of learners who will work well together, we do not support requests for teachers or homeroom classes.

Teachers collaborate and are supported by learning leads, student services, and curriculum coordinators to provide similar learning opportunities and experiences for students. There is flexible grouping for Mathematics and languages.

Class List Creation Policy

Creating class lists is a challenge at all schools because of the wide range of students we work with. Many hours are spent on this complex project. At ACS-Doha, our philosophy is to create heterogeneous groups based on data and our experience from Grades 1-12.

In the creation of class lists, we take into consideration the following as we strive to balance classes:

- Academic levels in all content areas for each student
- Emotional levels for each child and the class composition
- Behavioural concerns for each child and the class composition
- Balancing the boys and girls in each class composition
- Unique learning needs (Special Education, ESL, Gifted, etc.)
- Balance of nationalities which promotes our vision of education for global citizenship
- Teaching style of each teacher on our staff and the best fit of that teaching style with a group of students

We do not believe it is in the best interest of students to have parents create class lists. Rather, we believe that it is best left to the professional teaching staff who have worked with the students in the academic setting. We know that students often perform differently in the low demand setting of the home versus the high demand setting of school.

In the past, ACS-Doha has occasionally had a parent request a change in the assigned room or share a preference for one nationality over another as the assigned teacher or for other reasons. Please know that we do not do this. We do not assign students based on the parent request for a specific nationality of teacher or other reasons.

Our goal is to help students develop cultural competency which means working with a person of any nationality. We believe this means that our students must be able to work with any of the 25+ nationalities represented in our teaching staff and 60+ nationalities of students. Our staff is highly qualified and have been a part of several accreditation processes – nationally and one internationally – that demonstrate their extraordinary abilities to work with a wide variety of learners. In addition, our staff continue to meet our high standards as demonstrated in regular announced and unannounced observations from MOEHE, MOPH, and the Ministry of Education.

Parents often also worry about their child making friends. Children are encouraged and assisted in helping to establish new friends and, therefore, to develop socially. Please allow the

professional staff to help your child grow in their social and emotional skills. These skills, we believe, are as important as academic skills.

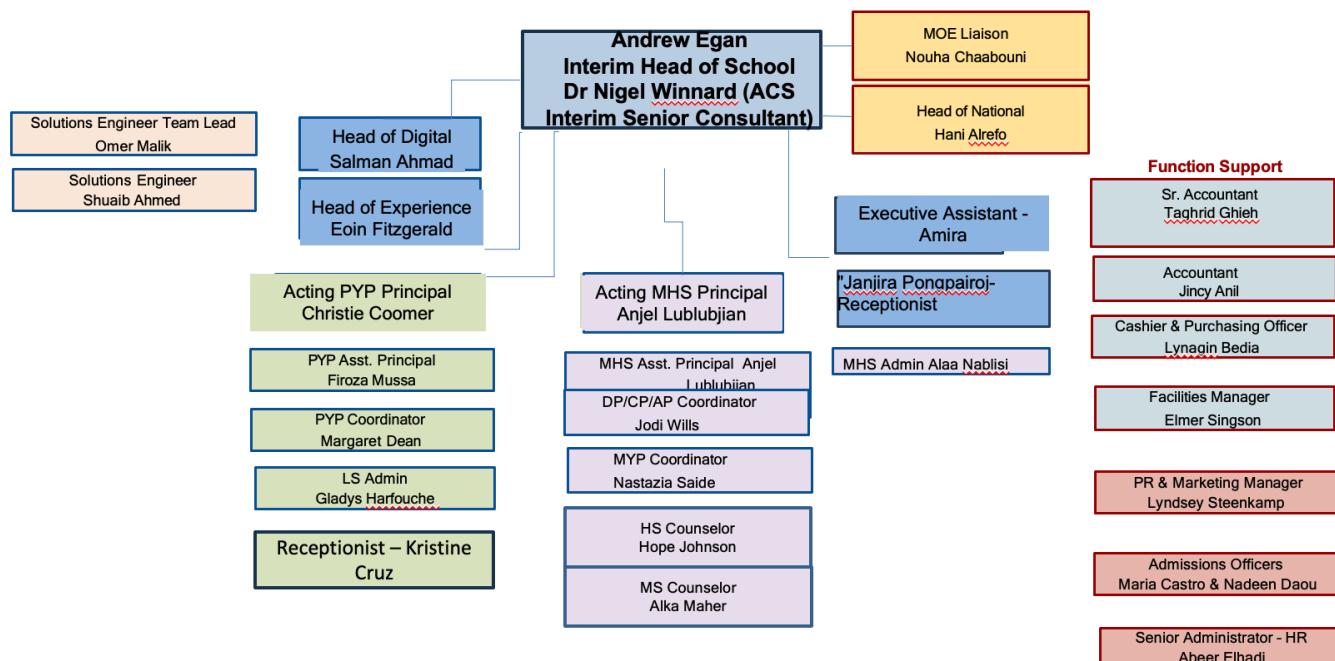
Often parents may feel they have the best interest of their child at hand, but as a school we must make these decisions very carefully by considering the best learning situation for all our children.

Campus Map

- Early Childhood is found on the ground floor of the school with outdoor play areas and inside/outside flow from every classroom. Early childhood includes a dedicated library, multipurpose hall and a range of sensory lightrooms and small breakout rooms.
- The Lower School occupies its own dedicated zones of the building and is surrounded by play spaces, a sports field and a quiet walled garden. The building houses classrooms, a reception area, offices, specialist teaching rooms for art, science and performing arts, a multipurpose hall with a servery, a library and a fully equipped clinic.
- The Middle High School is separately zoned and is adjacent to our leisure and recreational spaces, including; a state-of-the-art gym, an indoor 25 metre swimming pool, a full-sized football pitch with running track. The buildings house specialist laboratories, art and design rooms, a music suite with recording studio and classrooms situated around modern collaborative hub areas, and a library.
- The school has a state-of-the-art theatre fully equipped with technology for advanced staging and production.



Staffing at ACS Doha



ACS
INTERNATIONAL
SCHOOL
DOHA

ACS International School Doha Team DECEMBER 2024

School Staff

All email addresses are listed at the following links. Click [HERE](#)

Communication

Communication between home and school is essential to create a strong community. Our goal is to promote open communication and a positive climate in our school. Parents, teachers and students are encouraged to communicate regularly by engaging in dialogue, participation in conferences, workshops, meetings, and accessing information as this supports learning through clarification and collaboration.

Home - School Channels of Communication

Parents are encouraged to contact us with any questions, concerns or ideas. Email is the most efficient way of communicating with teachers.

Administrators/Teachers/Staff Email Contact

Type the individual's first initial, and last name followed by @acsdoha.school

Please note that there are some exceptions. Please contact the main receptionist or visit the staff directory for the full listing of email addresses.

If you are unsure about who to contact, please call the main reception desk and our receptionist will ensure that you are able to contact the most relevant member of our team.

The telephone number is: +974 4474 9000

Critical reminders or Emergency information

Should it be necessary to close the school at short notice there is a system called Ooredoo Message Manager by which all families will be sent an SMS text via their mobile phones. This may also be used for critical reminders and other emergency information.

PowerSchool SIS

PowerSchool SIS provides parents and guardians with direct access to their child's schedules. Here is a link to PowerSchool SIS: <https://acsdoha.powerschool.com> If you are having trouble with accessing this, please attend one of our Coffee with Tech Workshops which can be found in our school calendar.

For technical support please contact Salman Ahmad our Head of Digital at sahmad@acsdoha.school

Toddle

Toddle is an online tool used from PK3-Grade 12 by classroom teachers, specialists, coordinators and the principals. This platform contains videos, work samples, photos as well as verbal and written reflections from your child and child's teacher. It shares, documents and celebrates your child's learning. In addition, Toddle is used for two-way communication between teachers and parents. Parents and students will be given instructions on how to register to gain a username and password. Toddle is used to create and log a student's learning journey. Students and teachers reflect and present their work to create an e-portfolio that celebrates their achievements throughout the year.

Email

Individual and bulk emails will be sent for immediate and necessary updates from the Head of School, Admissions, Divisional Administrative Coordinator and/or Principal. Teacher and student correspondence must only be through school email addresses. The school will issue school email

addresses for all Middle High School students. For the safety and security of users and recipients, all email is filtered and logged; if necessary, e-mail histories can be traced.

Replies will be sent within 24 hours, acknowledging receipt and / or giving a full response during the working week.

PSO WhatsApp Groups

These are available for every Grade level. At the start of term further details will be shared. These are then available from the Admin Coordinators.

Social Media Channels

Please follow us on Instagram, Facebook, LinkedIn, TikTok and Twitter.

Instagram: @acsdohaschool

Facebook: @acsdoha

TikTok: @acsdohaschool

School Website

Our website address is <https://www.acsdoha.school/>. Here stakeholders can access ACS organization guidelines, strategic plans, leadership and governance information about ACS. Policies across many areas of school life; including Child Protection and Complaints can be found linked to the website.

Complaints Policy

ACS has a clear and robust policy with which we handle complaints and resolve parent concerns at our school.

All complaints should first be shared with the school and an effort should be made to resolve them at school level first. The Ministry of Education will not handle complaints directly from parents and requests that all concerns are handled via the school first. Complaints, concerns and queries are taken seriously at ACS Doha, and we aim to resolve these as quickly as possible. ACS has a standing Complaints Committee which meets to formally review complaints from parents. The committee's role is to address complaints that have not been able to be resolved through the school's regular channels.



Other Channels of Communication

Parent-School Organisation (PSO)

PSO Liaisons help cascade school related information to all parents via email or WhatsApp groups for each grade level or homeroom. Parents wanting to join a WhatsApp group, must opt into this using a QR Code. These are shared at the start of the academic year. ACS Doha has an active and supportive Parent School Organisation (PSO) that welcomes your ideas and participation. Regular PSO meetings are held, and parents are encouraged to attend.

The PSO Board

The PSO Board meets with the School's Senior Leadership team every month.

Division	PSO Board Member
Early Childhood	Eleni Psallida
Lower School	(Acting) Eleni Psallida
Middle School (Gr 6 - 10)	Anupriya Munjal
High School (Gr 11 & 12)	TBC

Parent Workshops

'Coffee with Tech' mornings and Information Workshops and sessions are scheduled throughout the year both during the day and in the evenings. The dates are advertised well in advance on the school calendar. Parents are encouraged to attend these to form partnerships and support the well-being and academic achievements of our children.

Topics may include (but is not limited to) the following:

- Teaching Math today
- Encouraging young people to read
- Online Safety
- Positive Behaviour and how to use it

Please let Dr. Sue (sborden@acsdoha.school) know if you would like to request a workshop on a particular topic.

Parent-Teacher-Student Conferences

Parents are always welcome to arrange individual meetings / conferences at school and, likewise, the school may initiate a conference with parents at any time during the year.

During the first half of the year a specific day is set aside for formal Parent-Teacher Conferences. In Middle High School students join these meetings and there are no normal lessons for the day. In Lower School and Early Childhood there will be asynchronous learning for the day. The dates

for these are set in advance with full details of each event advertised on the school calendar and divisional specific platforms. Student-led conferences occur in the second half of the year. We encourage parents to use these opportunities to learn about their child's current studies and academic performance.

Further details on Division specific conferences can be found under the section for each Division in this Handbook.

School Photographs and the Annual Yearbook

A yearbook is available at the end of the academic year. This includes professionally taken school photographs which are available to parents. These are taken in November and will be shared soon after this with parents. Please contact our Marketing Office, lsteenkamp@acsdoha.school for more information.

School Calendar: School-Wide and Divisional Events Calendar

The yearly school calendar can be accessed on the website [HERE](#).

An overview of the academic year will be shared in August. This will outline all the main events for the school year enabling you to plan. *However, please note that there will be unexpected changes and events will be added as and when necessary.*

Our more detailed school calendar can be found on Toddle. This contains information about the school holidays, student testing and exams, upcoming assessments and assignments, divisional and school-wide on-campus and offsite events and activities happening throughout the year. The calendar is securely accessible by the ACS community on Toddle. Staff, parents and students can log into Toddle in a web browser, on a computer or via the Toddle app on a mobile device. Below is a <https://toddleapp.com>

School Dress Code

Daily Dress Code

The personal appearance of ACS students should reflect a respect for their school and the international community. ACS students do not wear a school uniform, but the dress code is conservative, reflects both modesty and sensitivity to others and is in line with the cultural norms of Qatar. Appropriate dress is neat, clean and in good repair. Outfits that do not meet with the general expectations of appropriate dress for school will not be permitted. Clothes should be both comfortable to work in and conducive to learning. If there is any doubt, students should check with their GTL or Divisional Principal whose decision will be final.

The Dress Code policy is built on the idea that the ACS Doha is a professional place for students in Qatar. Students should respect our community and follow the guidelines below.

Irrespective of Gender;

- Shoulders to knees should be covered
- Students should wear loose-fitting clothes
- Ripped clothes are not allowed irrespective of the location of the tears.
- Open toed shoes are not allowed.



If a teacher feels a student may not be following the dress code, teachers should ask the student to go to the Principal or the Assistant Principal so a confirmation can be made.

The teacher should communicate with the Principal or Assistant Principal who they sent and why they sent them.

The Principal or Assistant Principal will then decide if either;

- A warning and a pass will be given for the rest of the day

- A log where they are out of dress code and can return to class
- A log where they need to stay in the office until a change of clothes can be found for them.

Shoes and footwear

Students should all wear closed shoes (no sandals) for health and safety reasons.

ACS Doha Sports Clothing

It is mandatory that all students attend Physical Education classes wearing a kit which has been ordered through our uniform providers; identifiable with the school logo and training shoes which support the feet.

PE kits are provided by: <https://noblehouse.qa/index>

If this is not possible then navy shorts and a plain white T- shirt should be worn and the reason for not being in the PE kit should be shared with the PE teacher.

Information about our uniform provider is provided by the Head of Experience, Eoin Fitzgerald (efitzgerald@acsdoha.school).

Boys and girls will be separated for swimming lessons from Grade 3 upwards within curriculum time. Squads and after school activities are co-educational.

- Boys are required to wear a proper pair of swimming trunks. They must have a proper lining and be above the knee in length. No cut-offs are permitted.
- Girls must wear a one-piece swimsuit.

Personal Belongings

Lost and Found

Students should check with the relevant Divisional Administrator (follow the links below) if they have lost anything. Clothing or other personal items left in the Sports Center or changing rooms are kept in the Sports Center. To ensure a speedy return of lost possessions, please label all personal belongings. Periodically, unclaimed items will be donated to charity, after published notice to parents.

Lost & Found in Early Childhood and Lower School

- Lost & Found items are given to security at the relevant reception
- Parents and / or students can come and ask about their lost items at reception.
- One time per month, all items are displayed at the for parents and / or students to take their children's belongings, during pick-up and drop-off time
- Parents may contact the Divisional Admin Coordinator regarding lost items

Lost & Found in Middle High School

- Items are collected by or delivered to security who retain them in a safe place
- Students should contact the Divisional Admin Coordinator regarding lost items

Valuables

Valuables (jewellery, large amounts of money, etc.) should not be brought to school. The school is not responsible for damage or loss of items.

Backpacks

Students may use appropriately sized backpacks to transport school supplies and equipment between home and school. Backpacks should be stowed during the school day in the provided lockers or on the designated hook, or in the cubby outside the classroom. Backpacks may not be allowed in some classes, as they may be a safety and security hazard.

Materials/Supplies

The school loans textbooks and workbooks as part of the tuition charge. Students are charged for lost or damaged books. Basic stationery is provided. Specific materials the student needs to provide are conveyed in divisional specific stationery lists. If loaned resources are not returned at the end of the year or when withdrawing from school, it may result in report cards being withheld.

The School Day

Learning begins at 7:15 and all students are expected to be in their classrooms ready to learn by this time.

The end of the day is slightly different in each division as follows:

- Pre-K3 and Pre-K4 – 2:15 pm

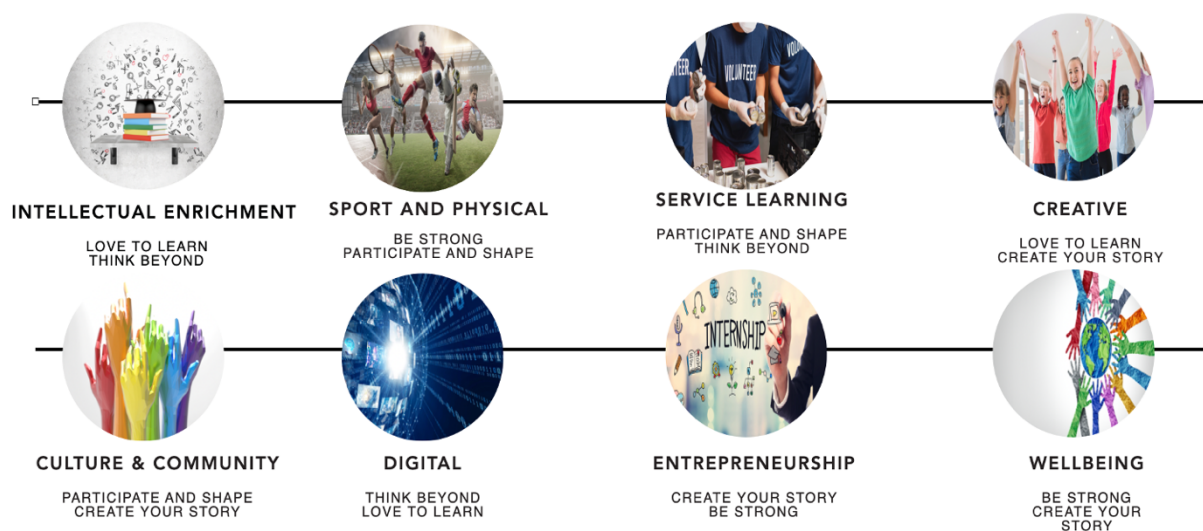
On Tuesdays School ends at 1:30 for all grades

Your child's schedule including specialist lessons can be found on PowerSchool SIS [here](#). Further details regarding the school day can be found in the Divisional Sections of this handbook.

- [Early Childhood](#)
- [Lower School](#)
- [Middle High School](#)

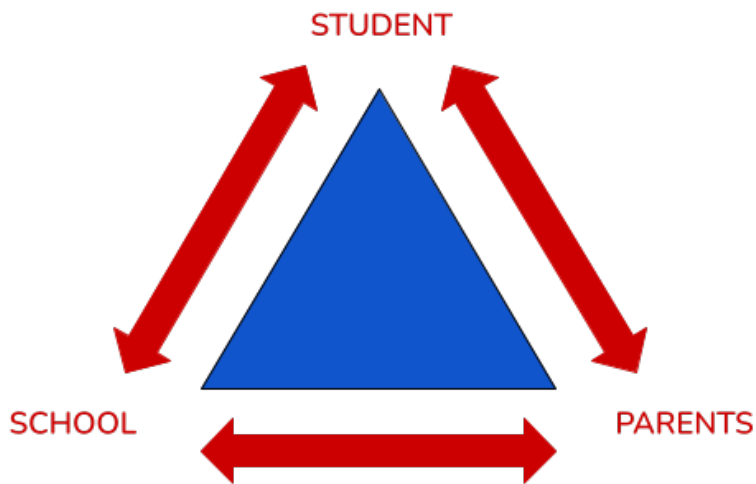
Co-Curricular Activities

Co-Curricular Activities enhance the school experience. At ACS, they are offered during period 6 each day and all students participate. Co-curricular activities are integral to developing the heart, mind and body allowing students extra time to develop in key areas. This is the Artemis Experience:



Being a Parent at ACS Doha

ACS Doha welcomes everyone and aims to work closely with the parents. A close working relationship between the school and parents is beneficial to the success and happiness of children and we aim to forge relationships that mirror the diagram below. Positive parent involvement is shown to positively influence children achieving their potential and having good mental health. ACS Doha welcomes everyone and aims to work closely with the parents.



There are many ways in which you can support your child(ren), this includes but is certainly not limited to the following:

1. Asking your children about their learning
2. Reading with younger children
3. Being involved at school
4. Attending Parent Consultations and Workshops
5. Reading, and sharing with your child, news and updates
6. Ensuring attendance and punctuality
7. Encouraging screen free time.
8. Ensure healthy sleep patterns
9. If your child has a packed lunch ensure it is a healthy meal
10. Participate in your child's celebrations of learning
11. Regularly access your child's gradebook

Drop Off and Pick Up

Each Division has its own entrance at which students can be dropped off. Our school leadership team are on duty every day and are available for a quick conversation at this time so please feel free to speak to them.

Drop Off

The school officially opens for drop-off at 7:00. Before this time parents may not leave children unattended outside the school gates or in the Security Office.

- Parents and carers with children in PK3 to Grade 2 may bring their children into school and drop off at the classroom door.
- Grades 2 – 5 are dropped off at the Lower School, using the drive-through lane.
- Grades 6 – 12 are dropped off at the North Gate, using the drive-through lane.

Late arrivals

All students arriving after 7:30 must follow the late procedures, before going to class. Please divisional guidelines in the Divisional section of this Handbook

Pick Up

All Early Childhood students should be collected directly from their classroom with a pick-up card every day by their designated caregiver, even after clubs and activities.

Early Childhood

Parents and carers collect their children from the classroom.

If you are late, children will be taken to the EC Reception where they will be supervised by staff on duty at 2:30 pm.

Lower School Pick Up

Lower School students require specific care for safety.

- 2:25pm - End of CCAs - All staff and students to return to their homerooms
- 2:30pm – If going home with siblings, students go to the **youngest siblings'** homeroom/collection point.
- 2:30pm – Bus children are released
 - Grade 1 and 2 – escorted by a TA to the buses
 - Grade 3,4,5 – go to buses independently
- 2:30 Teacher's children will be sent to the grade 1 and 2 library.
- Siblings

MHS students	Can collect siblings from LS and EC
LS students - wait in reception and are taken to EC by WL teacher	Go to EC

Student Collection Points

Hot Weather

Grade 1	Collected from Homerooms
Grade 2	Collected from Homerooms
Grade 3	Collected from Homerooms
Grade 4	Collected from LS Hall
Grade 5	Collected from LS Hall

Normal routine (October onwards)

Grade 1	Collected from Homerooms
Grade 2	Collected from Homerooms
Grade 3	Collected from Playground
Grade 4	Collected from Playground
Grade 5	Collected from Playground

Security

Security will open the gate at 6:45am for students to wait on the playground.

Security will monitor and assist with the flow of traffic at the end of the day.

All staff who are outside assisting need to wear hi-vis

Middle High School

MHS students are collected from the MHS Entrance. Students who are picked up late should wait in the Maidan until 3:00 where they will be supervised by staff on duty. After 3:00 they should go to security where our security team will supervise them.

Students Travelling Home with Parents Other Than Their Own

In Lower School and / or Early Childhood when students will travel home by car with friends, family or other parents; verbal or written permission from the parent of the student making the

change must be shared with the Divisional Office or Homeroom Teacher. Parents must notify the Division Office by midday of any day when alternative student transport is required.

Students Travelling To and From School with Chauffeurs

Chauffeurs or drivers are permitted on campus. Chauffeurs or drivers coming to collect students must show pickup cards for Early Childhood and Lower School. If a card cannot be produced, the student must report to reception, where parent confirmation and permission to release the student to the chauffeur or driver without a pick-up card will be confirmed by phone. No student may be released to a person whose identity is unknown to the student, without first obtaining verbal permission from the parent to do so. Middle High School students can leave with a chauffeur or driver.

Late for Pick Up

Please remember that picking up your child on time at the end of the school day is very important. This is an essential step in keeping your child and ACS Doha safe. All children should be picked up at the allocated time. Remaining students will await parent pick-up in the reception area. If the parents will be delayed at pick-up time, they should notify the Division Office/Reception as soon as possible. Repeated late pickup will require a meeting with the Division Principal.

Please follow all instructions given by our security guards as they help you arrive and exit safely at both drop off and pick up.

School Busses

New Image Bus Company is our approved bus company. Parents and the bus company deal directly with each other. ACS provide support and guidance and get involved with any issues occurring in bus operation. Please see the following individuals for questions about the bus service:

Junu Praisai at 3139-7549

Sakib Bondare at 70460636

Taz Rauf at 5567-5616

Visiting the Campus

Parents who arrive on campus after dropping off (7:00-7:15) must sign in at the Divisional Reception or the Security Gate and provide the security guards with the reason for visiting the school. Parents will then be given a lanyard which they should wear for the entire time that they are on campus. During the school day parents will be accompanied whilst on site. This is a vital part of safeguarding protocols and allows ACS Doha to know who is on campus during drills and safety protocols, and where they might be located on campus.

Attendance

We aim for an environment that enables and encourages all members of the community to '*Reach High and Make it Happen*'. Regardless of the reason, absences impact learning. Absences are defined as any time that a student does not attend class. Ensuring a child's regular attendance at school is the family's responsibility. There are two categories of absences namely Excused Absences and Unexcused Absences.

Excused / Planned Absence Procedures

If your child is to miss school due to a planned absence, please contact the relevant Divisional Admin Coordinator as soon as possible. Details explaining the reasons for the absence from school should be sent to the school for the attention of the principal. A decision regarding authorization may be given by the principal. However, not all absences can be authorized, and the decision of the principal is final.

Parents are expected to inform the divisional office by 8:00 a.m. when their child or children are absent from or will be late to school. Parents should report absences using the [ACS Doha Absence Notification Form](#).

Unexpected or Emergency Absences

If your child is ill or a situation arises that means that he / she cannot attend school, please contact the Admin Coordinators as soon as possible and complete this form before school starts [ACS Doha Absence Notification Form](#).

If your child is absent and we have not received the form confirming your child's absence you will receive a phone call from the Admin Coordinator as part of our safeguarding protocols.

If a child is absent from school ACS will:

- Contact the parent by 9:00 am on the first day of the absence if we have not heard from the parent/guardian.
- Notify parents in writing if their child has more than 5 days of unexcused absences
- Arrange a meeting with the parents if their child has more than 10 days of unexcused absences.

Absences must be explained clearly and specifically in a note/email written by a parent or guardian to the homeroom teacher or divisional coordinator on the day the student returns to school. On the day of absence, students will miss participating in any extra-curricular or school-sponsored activities.

If a student is absent three consecutive days or more parents will need to submit a doctor's note or complete an extended absence form upon their return. If a student misses a summative assessment, a medical certificate is required.

Extended Absence

Extended absences have a significant effect on the academic program, and we strongly urge families to only take children out of school if it is essential. Parents are asked to submit an extended absence form prior to absences that take students out of school for two days or more. This request may also require an appointment with the Divisional Principal. Planned absence information will be forwarded to teachers.

Unexcused Absences

An Unexcused Absence is an absence from school without permission or acceptable reason. The school retains full authority on any decision of the designation of a what is an acceptable reason. Unexcused absences include:

- Parents/Carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Shopping
- Vacation or travel during the scheduled days of school

Online learning during absences

Parents should not assume that teachers would be able to provide work in advance or online. It will depend on the age of the child and nature of the work that will be covered and whether it would be possible for a student to complete it successfully in isolation from the class and teacher. Students may need additional tutoring (at parent's expense) to catch up after an extended absence.

Only absences authorized by the school in line with MOEHE guidelines can be guaranteed synchronous online learning. For those able to work online when absent who do not meet the MOEHE guidelines, learning activities and opportunities are shared on Toddle. However, this may or may not include synchronous video conferencing sessions. It is also possible students may not receive credit for work completed which is related to unexcused absences.

Tardies

Attendance is taken at 7:15 am. Any student in Early Childhood or Lower School arriving after 7:30 am must go straight to the Divisional reception desk, where he/she will be marked as "Tardy" (late) by the Divisional Admin Coordinator.

Any student in Middle High School arriving after 7:30 am must stop by the Middle High School Office where he/she will be marked as "Tardy" (late) by the Divisional Admin Coordinator. This list will be monitored by the MHS Leadership Team for patterns and regular late comers.

Students marked as tardy will either be excused or unexcused for lateness. An 'excused' tardy will be granted for any unavoidable reason that caused the delayed arrival to school e.g. vehicle breakdown, illness, medical appointment. An 'unexcused' tardy will be recorded for avoidable reasons for arriving late to school e.g. heavy traffic, oversleeping. If a child has a persistent late record, parents will be asked to meet with the Division Principal to resolve the problem.

A student who is more than 20 minutes late to a lesson will be recorded as an Unexcused Absence, not a Tardy, unless a note is given by another member of staff or the school office.

Early Departure

Any student who must leave campus for a valid reason during the school day must:

- Turn in a signed parental note, email or have a parent speak directly to the Divisional Admin Coordinator explaining the reason for the departure, before departing.
- If a student becomes ill while at school, he/she will report to the school nurse and, on the nurse's recommendation, may be collected / leave following parental confirmation.

- If a student returns to school during that day, they must sign in with the Divisional Admin Coordinator on their return.

Curriculum

IB Programs at ACS Doha

The International Baccalaureate® (IB) offers a continuum of international education through four challenging, high quality educational programmes to students aged 3 to 19. The IB programmes encourage both personal development and academic achievement, challenging students to think critically, to ask the right questions and think across disciplines. An IB education also fosters diversity, curiosity and a healthy appetite for learning.



The PYP marks the start of a lifelong journey. It develops caring and culturally aware children aged 3 – 12 to become active participants in their own learning.



Building a solid academic foundation, the MYP develops students' confidence in managing their own learning and making connections between their learning in the classroom and the real world.

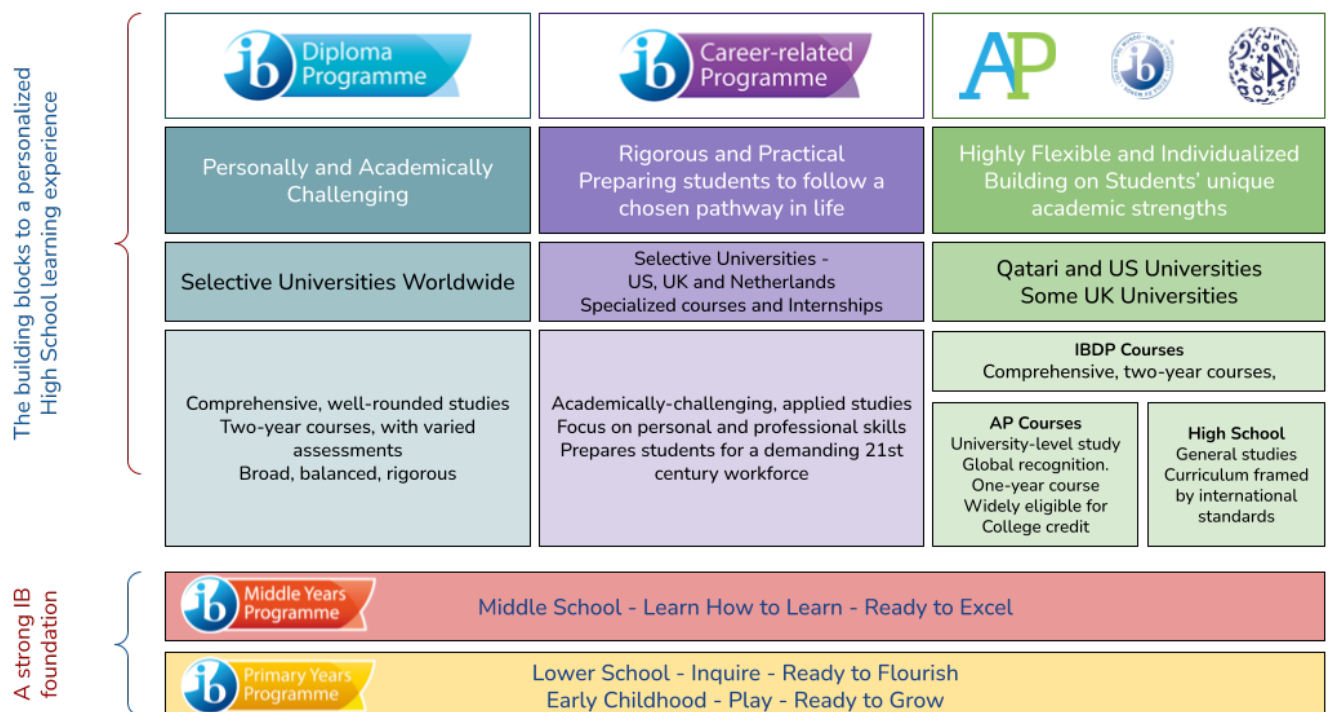


A future-ready programme that builds students' inquiring mindset, fosters their desire to learn, and prepares them to excel at their careers and lead meaningful lives.



A unique programme for students in their final school years. It equips them with future-ready skills and prepares them to follow their career pathways—combining academic subjects with their own professional interests.

ACS Doha is the first school in Qatar fully authorized to offer all four International Baccalaureate (IB) programs, providing all our students with a globally-recognized, reassuringly independent, and seamless route to success – both in and out of the classroom.



Grades	Division	Programme
Pre-K3 - KG	Early Childhood	IB Primary Years Program
Grade 1 - Grade 5	Lower School	IB Primary Years Program
Grade 6 - Grade 8	Middle School	IB Middle Years Program
American High School Diploma (Grades 9 to 12)		
Grade 9 and Grade 10	Middle School	IB Middle Years Program
Grade 11 and Grade 12	High School	Choice of: IB Diploma Program IB Career Related Program Advanced Placement Courses High School courses

High School Diploma

The ACS High School Diploma is a certificate awarded to students when they complete High School. Students study for the diploma for four years, from the 9th to 12th Grade, gaining credits throughout these years.

ACS Doha Diploma Pathways

ACS Doha offers its High School students a variety of Academic Pathways by which to achieve a High School Diploma to ensure that all our students have the optimum program to enable them all to reach the stars and to 'Aim High and Make it Happen'.

The AP (Advanced Placement) at ACS Doha

Alongside our IB Programs ACS Doha offers Advanced Placement (AP) courses. These programs from the United States offer college-level curricula and examinations to High School students.

The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and is audited by the College Board. AP courses give students the chance to tackle college-level work while they are still in High School, and through taking AP Exams, students can earn college credit and placement.

Further details of the curriculum in each Division can be found in the specific Handbook section using the following links;

- [Early Childhood](#)

- [Lower School](#)
- [Middle High School](#)

Homework

Our virtual platform (Toddle) is used to share curriculum information and strategies on how parents can support their child's learning at home. As students' progress through the school, there is an increasing need to complete assignments at home and in Middle High School to allocate additional time to learn for examinations. Teachers sometimes require learners to research and prepare prior to new topics and concepts being introduced. Reading is a prerequisite for all subject areas. Please ask the Division for further information in this area if you require it.

Arabic, Islamic Studies and Qatar History

ACS Doha follows the Ministry of Education's requirements and standards for Arabic, Islamic Studies and Qatar History which are mandatory subjects.

Arabic Language

Arabic is the fifth most widely spoken language in the world. It's a core subject at ACS Doha, where the curriculum respects the cultural and social context, with a focus on global and intercultural understanding.

Arabic is part of the International Baccalaureate PYP, MYP and DP programs, following the Ministry of Education's guidelines. Arabic language is mandatory for all Arab nationals from PK4 to Grade 12 as an integral part of their studies to provide them with the learning environment and resources that help them learn the Arabic language, literature, and heritage, through a variety of educational methods that meet all students' needs.

We also offer Arabic to non-native students from K to Grade 12 as a language choice. We give the non-Arabic speaking students the opportunity to learn the Arabic language and culture to provide them with the necessary skills to enable them to communicate successfully in an environment where the Arabic is spoken. The Arabic department organizes extracurricular activities and unique events to enrich the learning experience. These include field trips, writing competitions, cultural celebrations, and poetry events.

Islamic Studies

Islamic Studies is a mandatory subject for all Muslim students from PK4 to Grade 12. In PK4 and KG this is for Arabic speaking students. We offer our Islamic Studies program for native and non-native Arabic speakers from Grade 1 to Grade 12, following the Ministry of Education's guidelines. We deliver this through two main resources: Ministry of Education textbooks for native Arabic speakers, and the 'Dar Al Salam' textbook for non-native Arabic speakers. Our program is designed to educate students about the fundamentals of Islamic knowledge and to enable them to properly implement that knowledge in their life. Fundamental aspects include Akeedah, Fikh, Islamic morals, Seerah, reciting the Holy Quran, Tajweed and Tafseer.

Qatar History

Qatar History is a mandatory subject for all students from Grade 1 to Grade 9 at ACS Doha. The subject is taught following the Ministry of Education's requirements and standards. The Qatar History subject gives learners the opportunity to explore the vast history, rich culture and beautiful heritage of Qatar. Learners study the history of Qatar and recognize the fundamental role that Qatar plays in the Middle East and the world.

Accessing Learning and Teaching Remotely

ACS continues to deliver high-quality learning and teaching to support students and their families despite any unforeseen interruptions. Recognizing the challenges and limitations of distance learning, we see these as opportunities to develop personal and professional skills, promote life-wide learning, explore new opportunities, and create unexpected communities.

Our core systems

- Toddle is the authoritative source of information / primary ongoing platform for communicating school news to students and parents.
- Toddle is our key Virtual Learning Environment. Everything will be provided through Toddle.
- Online communication tools such as Teams provide ACS authenticated, secure ways of working with students, including 'live' (real-time or synchronous) conferencing capabilities.

It is expected that all members of the community will adhere as appropriate to the Student Behaviour Policy, Online Safety Policy, Anti-bullying Policy, Acceptable User Policy (AUP), MOEHE Code of Ethics, and ACS Staff Code of Conduct when engaging on the ACS online learning platform.

In exceptional circumstances and when approved by the Ministry of Education, online learning opportunities will be available within the parameters of the school day (7.30 am to 2.30 pm). Teachers will provide online learning within the published schedule and will not seek to communicate or respond outside of these times or divert from the educational or pastoral purposes of their work through the platform.

All students and teachers will be appropriately attired when delivering or receiving online learning. Online learning teachers should take place in a 'common room' space such as a living room. For many students, their working space is in their bedroom, however, this space should be appropriate and respectful to others such as a desk. The use of video conferencing background screens is encouraged. As needed and where age-appropriate, students should be within earshot of their supervising adults while online learning is taking place. Parents are reminded that their conversations and parent - student interaction may also be overheard by others.

Parents are encouraged to download parental control packages from their internet provider. Each provider will be able to assist with this preparation for learning directly. Members of the Senior Leadership Team will monitor virtual classrooms, and this will occur throughout the period where ACS is utilising its online learning provision.

Library

There are five Library Learning Hubs on campus. In the Early Childhood and Lower School Divisions, students have scheduled time in their Learning Hub each week. The Middle/High School Library Learning Hub is integrated into subject area classes.

Teachers may give assignments that require the use of library books or students may want to check out books for their own personal enjoyment. Students should be certain to return books on or before the due date, as other students may wish to borrow them. If a student should lose or misplace a borrowed library book, s/he will be given a period to recover it. If at the end of that time the book is still missing, the student will be asked to provide the purchase price of a replacement. Each library has electronic catalogues/resources that are accessible for parents and students.

Student Support Service Programs

Susana De Oliveira, sdeoliveira@acsdoha.school leads Student Support Services across the school with a point of contact in each Division. ACS initiates support, monitors, and reviews as soon as concerns are raised. Concerns may be raised through data reviews, teachers, or parents. Parents will always be informed about concerns and there will be ongoing communication with the parents about support and interventions.

Determination about the admission of students to school is always made on an individual basis, and the final decision rests with Divisional Principals and the Head of School. Students with mild to moderate learning needs which can follow the regular program with our support services model will be eligible for acceptance, subject to standard criteria - such as availability of space. This includes students who need further academic challenges. Parents are required to provide evaluations completed by outside professionals to access services, and ongoing evaluative updates are required to remain in the support services. In this case, home, school, student and an outside provider form the core group serving the student.

It is the school policy to request from parents the continued assistance in pursuing any necessary and suggested psychological evaluation of their children within a determined time frame established by the school. Failure to do so will ultimately result in a student's withdrawal of enrolment from school.

Student Support Services' Beliefs

Student Support Services (including SEN) provision at ACS is founded on the following tenets and beliefs:

- Students who are happy, involved, well-adjusted and balanced do better academically.
- All staff support the ACS vision, values, philosophy and expected school-wide learning results, and actively work to support students in achieving their highest potential.
- All students can be successful with differentiated learning support.
- Staff at ACS accommodate different learning styles and multiple intelligences.
- Education is a shared responsibility of students, family and school who together form a partnership in the education process.
- The goal for all our students is to become independent lifelong learners prepared for the 21st learning century.
- The success criteria offer appropriate challenges for students.
- Students' skills in their first language influence their rate of second language learning and proficiency.
- Students should continue to learn their first language while they are learning English.
- Students learn English more effectively when they have opportunities to use the language for authentic communication. Therefore, EAL students need opportunities to interact with fluent English speakers and to take part in intellectually challenging learning activities.
- Language and transdisciplinary skills are integral and embedded in all subjects. Therefore, all teachers incorporate language instruction in their programs.
- Acquiring a language effectively in an academic context requires structured support and modified pedagogical practices and resources.
- Language learners can take 2 to 3 years to reach basic conversational level (BICS) and 6 to 10 years to reach cognitive, academic proficiency.
- Students in transition require additional information and support.

Whom do we support?

The learning support program provides support for students who have a learning difference that impacts their progress in the grade level curriculum. Support usually takes the form of accommodations of the environment, instruction, response and/or assignments and assessments. Some students may also require additional specific educational goals in the areas of organization or time management through a specific educational plan.

Levels of Support

The general practices described below are common to all ACS settings:

- Intervention only - Students who have been identified by a teacher, parent or data as possibly in need of support. This is the information gathering and monitoring stage.
- Level I - Students who have a diagnosis and have been identified as in need of support through classroom accommodations through their evaluations are placed in Level 1 with a student accommodation plan.
- Level II - students who have demonstrated a need for more specific intervention from the learning support department are placed at Level II support. These students may have learning plans with goals to support their academic progress.
- Level III - Students with formal learning plans or ILP for more severe needs, or combination of any of these types of plans, may be defined as Level III needs students. Frequency of learning support is also a factor in defining Level III needs.

At regular intervals, reviews will take place to evaluate whether students have been suitably placed and are receiving the right level of support.

Types of Service

Early Childhood and Lower School- Point of Contact: Susana de Oliveira

(sdeoliveira@acsdoha.school)

ACS promotes collaborative student support services. Support may include small group or one-to-one pull-out sessions, various models of co-teaching within the classroom, or joint planning with the classroom teacher. Based on the Multi-Tier Systems of Support (MTSS) approach, Early Childhood and Lower School support teachers and assistants will provide targeted interventions in the following areas: literacy, numeracy, and extension. Using the standardized data, the Learning Support Team will identify students at risk for academics and will provide targeted interventions. The students will be closely monitored for progress; if they are not making expected gains, they may be referred externally for additional testing. Students identified for support are marked in the PowerSchool under the student support icon.

Additionally, starting the first week of October until the last week of March, Problem Solving Team (PST) meetings are held twice a month in each grade level where students showing concerns in academics and social-emotional disturbances may be brought up. Strategies are shared and brainstormed; the students may be referred if progress is not as expected. Students with concerns not identified as at-risk by SST may be referred using the referral process. Please see the point person at the division for the referral form.

Entry and exit to Tier 2 support will be reviewed termly, whereas Tier 3 ILP plans are to be reviewed and updated as needed.

Middle High School MYP - Point of Contact: Susana de Oliveira (sdeoliveira@acsdoha.school)
ACS promotes collaborative support services. Support may include small group or one-to-one pull-out sessions and push-in support within the classroom. Support teachers will be content-specific. They will be part of the support services department and their specific content department. The expectation is that support teachers will attend meetings and play an integral role in the planning and grading process.

High School DP/High School Diploma: The process differs slightly for students in Grades 11 and 12 with learning plans. Case managers will share all relevant information (ILP, accommodations) with teachers at the beginning of the year. Case managers will upload all relevant accommodation information to MYIB and work with the DP Coordinator to logistically ensure accommodations are in place during IB examinations. For extra instructional support, students meet with content teachers during office hours. For additional help with learning strategies, students will meet with Support Team Staff in small and one-on-one groups. This can be as needed or continually. The support team will meet monthly with the DP Coordinator to discuss student progress.

Cross-school Flexibility: Since support services are united as a department, there will be flexibility regarding which students are served. It will not be limited to grade or division.

Alternative Pathways: Based on educational psychology recommendations, students with specific learning needs may benefit from access to a modified schedule. While this aligns with the language and inclusion guidelines that meet the standards and practices set out by the International Baccalaureate, these students are not eligible for the full IB MYP certificate and/or IB Diploma. Students will be eligible to obtain the High School Diploma. Parents and students must understand these pathways.

Multilingualism at ACS

At different levels of our school, different ways of teaching English as an additional language (EAL) students are offered. These react to the changing needs of students according to their age. Our programs aim to develop both the students' basic interpersonal communication skills (BICS) as well as their cognitive academic language proficiency (CALP), which refers to the English skills needed for formal academic learning. This includes speaking, listening, writing and reading about subject area material.

Many of our staff across the school have taken the qualification "Teaching in English in Multilingual Classrooms." On entering the Lower School, all students are assessed for their level of English. An online standardized test (WIDA) is used for this that assesses their levels of English in Speaking, Listening, Writing and Reading. The results from these assessments,

together with discussions between staff, create a picture about each child. The Student Support Services team then meets to discuss students in each grade and devises a plan that best supports students in each grade. This support is regularly revisited throughout the year and adjustments are made where necessary, in collaboration with the Homeroom Teachers.

Conditional Acceptance

Students who have been accepted with conditions will be monitored by a key point person such as an administrator, counsellor, or specialist. The school will work in partnership with the family and will provide the required support and the tools necessary to help meet the standards of the school. Students on conditional acceptance for their English language skills will be tested as needed to evaluate their progress. However, if the terms of the conditional acceptance are not satisfied, a student's continued enrolment could be affected.

Academic / Behaviour Probation

In all cases of probation, the student and parents are notified directly by the principal. Students on probation may lose their privilege of participating in co-curricular activities or on ACS Doha athletic teams. An administrator of the school will be assigned to monitor the student's progress during the probationary period. If the terms of probation are not satisfied, the administration will notify the student and parents accordingly and recommend that they find another school.

Co-Curricular

Vision and Philosophy

Co-curricular activities are an important facet of a well-balanced program. Students need opportunities to socialize, learn new skills, and have fun with their peers. Activities beyond the academic curriculum enrich the educational experience encouraging children and students to try new things, to take risks and in turn find out those things that they love to do most. This in turn builds motivation and a love of learning and so benefits learning in the classroom as well.

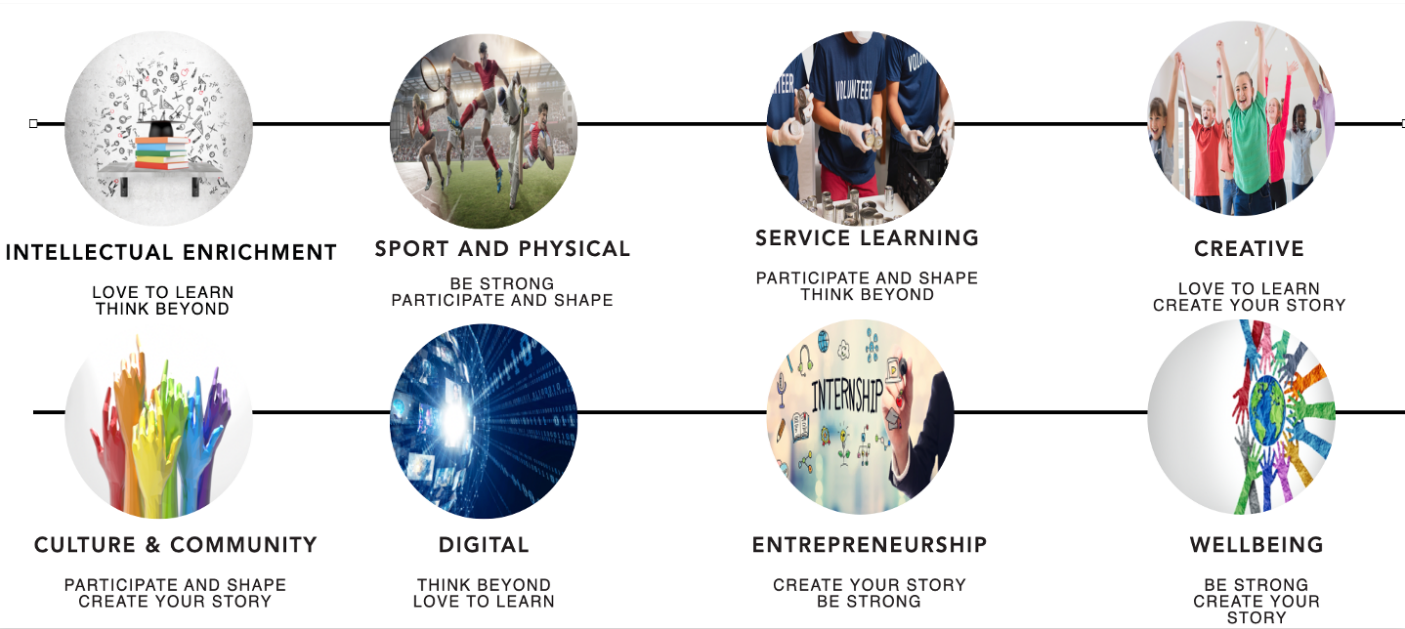
After School Activities

The school offers a range of afterschool activities. For activities that start at 2:30, the supervising adult will meet children. For activities with later start times, students must be supervised by parents if they remain at school. Students on campus must be always supervised by an adult.

Parents who come on campus after school to support their children as they prepare for clubs, sports or activities need to stay with their child for direct supervision. Siblings, who do not participate in clubs, will not be allowed to stay at school unsupervised while their brother/sister participate in.

Co-Curricular Activities

Co-Curricular Activities enhance the school experience. At ACS, they are offered during period 6 each day and all students participate. Co-curricular activities are integral to developing the heart, mind and body. They allow students extra time to develop in key areas. This is the Artemis Experience:



Italian Language and Culture are a part of the ACS International experience. ACS offers Italian language for students as well as Italian cultural experiences for our families and the wider Doha community.

Signing up

Communication is sent directly to parents with specific information. Please contact Eoin Fitzgerald, Head of Experience (efitzgerald@acsdoha.school), for further information.

Squad Sports

ACS has membership in Qatar Private Primary School Sports Association (QPPSSA) and Qatar United English-Speaking Schools (QUESS for Middle and High School). ACS also belongs to an international conference for several sports allowing travel in the region. Students will have the opportunity to try-out for sports squads. Training takes place after school, and most culminate in competitive sports meetings, pairing ACS with similar international schools in Doha. Information about sports squads' selection, and practice and competition schedules are provided.

Music and Performing Arts

Music and Performing Arts are a key part of school life, and our Performing Arts Teams are looking forward to a busy year in 2024 / 2025.

School events may include:

- A Lower School and Early Childhood Drama production
- The Grade 5 Exhibition Performing Arts Celebration
- A whole school Instrumental & Piano Recital Night
- ACS' Got Talent

The following events may also feature student performances including; the Lower School choir, which runs throughout the year.

- Qatar National Day
- International Day
- Qatar Choir of the Year Competition
- A " Choral Night" at ACS with invited choirs to perform with us

Please look at the calendar for more information and don't miss out on our Performing Arts events.

Field Trips, Camps and Special Events

As part of the curriculum, field trips, camps and other outings are arranged to local places of interest, including local businesses, art galleries, theatres, historic buildings, museums, parks, event centres and other local schools. The field trips are considered part of the course content and participation is expected.

For all trips, students must follow school rules. The cost of most day field trips is covered by school fees. The cost of extended field trips and camps must be met by the parents. Parents will be notified in advance and given all available information.

Inappropriate behaviour on school trips will have more serious consequences, including suspension and/or the immediate return home at the parents' expense. At the discretion of the administration, students may be barred from future trips. In the case of any overseas trip where deposits or additional fees apply, payments may be forfeited. On all field trips, the completed field trip form must be returned to the school with the current contact numbers and details supplied. In all but exceptional cases with prior agreement in writing, students must travel with the school group.

Student Leadership

Student leadership is about students having the power to influence change. Authentic student leadership provides opportunities for students to collaborate and make decisions with adults. This leads to improved educational outcomes.

Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Student voice and agency are intrinsically linked; agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

Student leadership includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values. Trust, autonomy and relationships are enhanced through the development of leadership qualities.

Developing a culture that embraces a whole school community approach to adult-student partnerships involves all community members. Adults model practices and behaviours that support student voice and participation, ensuring these “are threaded through the daily interactions and communications of school life and reflect a coherent and widely supported set of values and principles” (Ruddock & Flutter, 2004).

Native Language Enrichment

The school aims to offer native language enrichment to help maintain students' native languages. If there are sufficient students and an instructor available, this program can extend to heritage language learners and language acquisition classes.

Student Welfare

Safeguarding

Safeguarding includes all action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Safeguarding is no longer thought of as an umbrella but as a tree, growing, developing and adapting to an ever-changing world. We must lay down strong roots to ensure an optimum environment for all members of our community, which nourishes, protects and responds. Safeguarding should be proactive and a constantly growing and developing area of school life.

Our Safeguarding Tree outlines many, but not all the areas that pay an important role in safeguarding your children.



- ACS International School and Artemis Education holds the welfare and safety of our students as its priority. We are committed to ensuring that everyone is safeguarded from harm.
- ACS recognizes that all adults, staff, volunteers and directors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern.
- ACS is committed to providing a caring, safe and stimulating environment that promotes the social, physical and moral development of the individual child and to always act in the best interests of the child. We aim to support each child's development in ways that will foster security, confidence and independence and to provide an environment in which children and young people feel safe, secure, valued and respected. Our students must feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

We recognize that school plays a significant role in the prevention of harm to our students by providing them with effective lines of communication with trusted adults and supportive friendships. All staff are vigilant to signs of any student in distress and are confident about recognising specific thresholds of concern. Staff will always apply our safeguarding procedures where appropriate and will seek to alleviate any such concerns through early intervention.

Child Protection

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Where there are concerns about a student's welfare, we may need to share information and work in partnership with appropriate support agencies. We will ensure that these concerns are shared with parents/carers initially unless we have reason to believe that this information may place the student at risk. If a member of staff has concerns about a student's welfare, they will record their concern, and any observations or conversation heard, and report this to one of our Designated Safeguarding Leads immediately.

ACS Doha has a designated Safeguarding Team who work closely together to ensure the wellbeing and protection of all our students. They can be contacted whenever there is a concern regarding Child Protection by any member of the community.

Child Protection Team

Name	Position	Email
Eoin Fitzgerald	Head of Experience -DSL	Efitzgerald@acsdoha.school
Hope Johnson	HS Counsellor - DDSL	hjohnson@acsdoha.school
Alka Maher	MS Counsellor - DDSL	amaher@acsdoha.school
Christie Coomer	EC Acting Principal - DDSL	ccoomer@acsdoha.school

DSL - Designated Safeguarding Lead

DDSL - Deputy Designated Safeguarding Lead

Social and Emotional Counselling Services

We have two school counsellors who work in the Middle and High School Divisions respectively. They are available to assist students and parents. Counsellors provide a diverse range of services. If individual counselling is desirable, a student may be referred to in several ways. Teachers, as well as parents, may suggest that a student see the counsellor. Parents may make referrals over the phone or by appointment.

Once a student has met with the counsellor additional visits will be scheduled as needed. Parents may be contacted if the child needs additional counselling. The focus of all counselling sessions is on problem solving and skill building. The school does not have the resources to provide ongoing individual sessions. At times, the counsellor may suggest that parents seek further assistance outside of school. In these cases, names of counselling agencies or organisations can be provided and referrals given.

Outside Agencies

Our counselling team will refer to, work with or gain support from any or all the following organisations as necessary.

- AMAN - <http://www.aman.org.qa/Ar/Pages/Home.aspx>
- The International Medical Centre - <https://theimcentre.com/>
- Sidra - [Child Advocacy Program](#)
- Hamad Medical - [Mental Health Service](#)

Health and Safety

Health and Safety is the responsibility of all members of our community. If you observe any unsafe behaviours, please ensure you report these to your principal or the facilities manager.

Heat and Severe Weather Protocols

We aim to protect students, as far as reasonably practicable, from the dangers of exposure to the sun and extreme heat. When the 'feels like' temperature reaches 40 degrees Celsius, no outside play is permitted. During the day and, more regularly in the hotter months, we monitor the temperature and the humidity. Outside play and activities can also be restricted during high winds and levels of dust in the air.

ACS Doha monitors the weather and air quality levels with an AQI Monitor. [AQI Website](#).

Sun Protection

Students are encouraged to drink plenty of water. We also encourage parents to apply 30+ broad-spectrum sunscreen before school and to provide their child with a wide brimmed hat.

Security

Security officers are on duty 24-hours a day, 7-days a week including holidays. Security officers make certain that all buildings are properly locked during non-school hours. Security officers can be reached outside of school hours on +97450981015.

Lanyards and Visitors

To control access control and knowledge of all adults on campus ACS operates a strict lanyard policy. Different colours are allocated for different groups of adults. Lanyards are given to visitors by security, except for parents who may receive them from the Admin Coordinators.

Crisis Management

A Crisis Response Team exists to assist the school to function in the event of a crisis or tragedy that indirectly or directly impacts the people of the ACS Doha community. The team provides emotional support to students, staff, and parents by responding to the event in a calm, compassionate, and timely manner. If you are one of the first to become aware of such a crisis, please inform the Head of School.

Emergency Drills

The buildings on campus are fitted with fire alarm and public announcement systems. Evacuation drills are practised to ensure that everyone on campus can quickly and safely move to an outdoor assembly point when there is a possible danger (such as a suspected fire) on campus or within the school buildings.

Shelter-in-Place drills are practised to ensure that everyone on campus can be quickly and safely moved to a secure indoor room when there is a possible danger on or near our campus.

Throughout the year, these drills take place to familiarize students with procedures. Instructions for evacuation drills and shelter drills are posted in classrooms. Parents will be notified prior to Shelter-in-Place practices.

Any student deliberately setting off a fire alarm or a fire extinguisher as a prank may be suspended and may be recommended for expulsion.

Any parent or visitor on campus during a drill must follow all directions by school and security staff.

Health, illness and the School Clinics

There are two nurses. The nurses are on duty during school hours and for co-curricular activities (until 15:30). The nurses are there to assist students who become ill or injured. Should a child become unwell or unfit to remain at school, the nurse will call parents to come and collect the student.

Forms Online

Parents are required to complete Forms online via Open Apply at the start of each school year, which includes information regarding medical needs and to keep the nursing department informed of all medical problems, which might affect a student. Students who do not have a completed Student Health Form are not allowed to participate in field trips. Medical alert information for students with allergies is available to members of staff on PowerSchool.

Infectious Diseases Precautionary Measures

Infectious and communicable diseases are caused by microorganisms such as bacteria, fungus and viruses. It can be spread from one person to another, and it is a common occurrence in children.

Hand washing is the most effective way to prevent the spread of infection. Hand washing protects students and staff, destroying and removing germs and bacteria on the hands.

Up-to-date vaccinations are a simple, safe and effective way of protecting people against harmful diseases before they encounter them, training your immune system to create antibodies, just as it does when it's exposed to a disease. However, because vaccines contain killed or weakened forms of viruses or bacteria, they do not cause the disease or put you at risk of its complications.

Example of infectious/communicable diseases that we must be aware of are the following:

- Scarlet fever

- Measles
- Chicken Pox
- Rubella
- Hand foot and mouth disease
- Influenza
- Covid 19
- Meningitis

It is important that you are aware of what you should be looking out for, so you can seek appropriate intervention if needed.

- Fever
- Diarrhoea
- Vomiting
- Cough
- Sore Throat
- Rash
- Headache

In accordance with the Public Health guidelines, confirmed cases of Infectious and Communicable diseases, must be reported to the Ministry of Public Health (Health Protection and Communicable Disease Control). Infectious diseases are easily transmitted, therefore it is important that students who are unwell when they come to school or who developed symptoms during the school day, should contact their parents and return home.

Procedure dealing with Suspected Infectious and Communicable Diseases

1. A child who is unwell and showing signs and symptoms of suspected communicable diseases should report this to the School Nurse and to Divisional Principal immediately.
2. The child will be sent to the Clinic, where the school nurse will ensure the child is made comfortable, while they wait for their parent or guardian to arrive.
3. The school nurse will review the child's school medical records and inform the parents of any information that may be relevant.
4. The school nurse will contact the child's parents or guardian using the contact information provided to the school via Forms Online. If a parent or guardian cannot be reached, the child's emergency contacts will be called. A message will be left on the parents or guardians answer service to advise them of the action taken.
5. If neither a parent nor emergency contact can be reached, the child will be cared for by the school nurse until the end of the school day.
6. The school nurse will monitor the child for any deterioration in their condition.
7. If the school nurse becomes seriously concerned about the child's condition, and the parents cannot be reached, medical advice will be sought and if necessary, an ambulance will be called to take the child to the nearest hospital. The Head of School will be notified of this action, and the child will be accompanied to the hospital by a school nurse.

8. A copy of the child's school health records will be taken to the hospital to inform professional medical staff of any recorded conditions and enable them to keep in contact with the child's parents.
9. A record will be kept of our actions, noting the timing of regular checks on the child and any actions taken.
10. In all cases of serious illness, parents must not send their child back to school until they are fully recovered, and medical advice is given saying they are fit to return to school.

Administration of Medicines to Students

The school acknowledges that certain students may require medication during the school day or on field trips. The school also realizes that the administration of medication by the parent, legal guardian of the child, or by appropriate medical authorities is not always possible at the prescribed time during the school day. In this regard, the school will administer medication provided only if the parent(s) or legal guardian(s) of the student provides the school with a completed Administering Medication form (obtained from the School Nurse).

Click [here](#) to read the School Trip Medicine Administration Form

Medications must be received by the school in the original intact container or package. The pharmacy label on prescription drugs must include the legal requirements and must not be obstructed in any way. Non-prescription medication packages must have the active ingredient and recommended dosages clearly readable.

Medications are to be brought to school by a responsible person. The school reserves the right to determine this responsibility, and this person will, as much as possible, be the parent or legal guardian.

Changes or updates to medications

The School Nurse is to be notified immediately of any changes in dosage or if the medication is no longer required.

A new Administering Medication form is to be completed:

- Whenever the dosage is changed
- Annually, for all medications
- For each medication for each child

All medication must be collected at the end of the school year. Any medication not collected will be disposed of through a pharmacy.

Unwell Students

Please do not send a student to school following an illness unless s/he is well enough to participate in all aspects of the school program. Every effort should be made to send students to schools who are fit, well rested and healthy. Students may not participate in after-school activities or special events if they are absent due to illness the entire day. It is essential for the welfare of the student and the other students in school that s/he does not return to school until s/he has been free of fever or has not vomited or had diarrhoea within the past 24 hours. Students who have had a severe illness or injury, especially if it affects mobility (walking) must be assessed by an ACS Nurse before they re-enter the school.

If a student becomes ill at school the parent/legal guardian will be contacted to collect the student. If parents/guardians cannot be contacted, then the emergency contact will be informed. Students requiring a hospital visit may be taken by ambulance or by car, depending on the nature of the problem. All attempts will be made to contact the parent so that s/he can accompany the child, but if the school cannot contact the parent/guardian, the school will send an escort to accompany the child.

Students with Specific Health Needs

An interview may be needed to discuss the health needs of your son/daughter. All interviews are confidential and only shared with other colleagues on a need-to-know basis for the safety of the student concerned. Failure to disclose serious medical or health issues may jeopardise your child's enrolment.

EpiPens

Students that have a history of anaphylactic allergies will be identified and their allergy information will be shared with all appropriate staff with the parents' permission. Students are required to provide one Epi-Pen, which is maintained in the medical office. The school recommends that students with severe allergies provide two epi-pens at school – one to be maintained in the medical office and the second to be kept in the student's classroom, although we understand that this is not always possible. A health care plan will be developed for all students with anaphylactic allergies.

School Code of Conduct

Celebrations

- Individual birthdays are not to be celebrated by organizing parties in school.
- Latex balloons and gloves should not be used on campus due to allergies within our community.
- Staff must ask for approval to organize only school-related celebrations, from the Assistant Principal (AP) or Principal (P) MS/HS. Written approval must be obtained prior to any information being shared with stakeholders.
- If there is any approved school-related celebration, any food should be appropriate for the students, i.e. correct quantity for all attending.
- The food should **not contain nuts or nut oils** as we have students who are highly allergic to these products in our school.
- The food should be individually packaged and from an approved supplier (Head of Schools approval required), easy to carry, store and serve. We do not have refrigeration or heating facilities on campus.
- Food is not to be ordered/delivered from outside suppliers during the school day

Student Integrity

Respect for people, respect for property, and respect for the environment form the foundation upon which our behavioural guidelines are modelled. Academic Integrity is required of all stakeholders. It is assumed that all members of our school community support these principles and will help to promote desirable behaviour. All school rules apply on the buses, on field trips and at all school sponsored events.

Harassment/Bullying

It is a basic entitlement of all students to receive their education free from humiliation, oppression, and abuse. As relationships are the foundation of our school community, students are encouraged not only to treat others as they would wish to be treated, but also to protect and uphold the freedom and rights of others. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. We believe that this must also be linked to the impact of such behaviour as well as the intent to cause harm. Cyberbullying is also a method of bullying.

Consequences of Inappropriate Behaviour

Failure to follow school expectations and regulations is treated seriously. Our goal is for students to accept responsibility for their actions and to understand the link between their behaviour and its effect on others.

A proactive, collaborative and age-appropriate approach is used to solve inappropriate behaviour problems. The staff is committed to working with children, parents, teachers and administrators to maintain high standards of behaviour. Students are expected to always behave appropriately and respectfully.

Despite a positive approach to discipline, ACS Doha reserves the right to remove temporarily or permanently, without refund of fees, any student whose behaviour significantly disrupts the academic program, negatively affects the learning environment or exerts a negative influence upon other students.

Guidelines for Food in School

Lunch at School

Students will have the choice of eating school lunch or bringing their own packed meal.

- Middle High School lunch is served in the servery in the Maidan.
- Lower School lunch is eaten in the Lower School Hall with different grades eating at slightly different times.
- Lower School will have snack time in their classrooms.
- At both snack time and lunch time, food can be purchased from the Servery in the Lower School Hall.

Payment will be made via pre-payment cards (ID Cards) which will be provided by the school.

The Avenue Cafe

Grade 6 to 10 students may use The Avenue Cafe before 7:15, at lunch, and after 2:30 pm

The following should not be brought to school:

- Please note that due to cultural sensitivities ACS Doha is a pork-free environment.
- Chewing gum of any sort
- Carbonated drinks

Students are not allowed to place orders from outside food vendors for in school consumption.

No Nuts at ACS

We have several students with severe nut allergies. This includes peanuts, almonds, walnuts, pistachios, cashews, pine nuts and all other tree nuts.

All students, staff and parents are asked to refrain from bringing any nuts or sesame seeds onto school premises.

It only needs one person who has been eating nuts or sesame seeds to talk to someone who is allergic to start a reaction, even something that has been handled including paper, can leave traces and dust from nuts and sesame seeds, which can trigger an anaphylactic shock in the individual.

Latex

Latex balloons and gloves should **not** be brought onto campus due to severe allergies within our community.

Water and Hydration

Students need to remain hydrated throughout the day. Water coolers for refilling reusable water bottles are located throughout the campus.

Information Technology

ACS's vision for digital learning is that technology is ubiquitous, seamless and embedded in teaching and learning. We are preparing our students to be lifelong learners and to flourish in a dynamic global society. Supporting cross-curricular links with ICT is of the utmost importance in any modern curriculum. The meaningful integration of technology enables our students to communicate and collaborate confidently, develop critical research skills and gain knowledge using media-rich projects.

Throughout their time at ACS Doha, our students learn to manage technology effectively and become skilled digital citizens, under the guidance of experienced and specialist teachers. We aim to ensure that our students can use technologies critically and safely, ensuring that they are confident users in a range of contexts with a clear understanding of the benefits and associated risks. As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill in the 21st century. ICT is a part of all subject areas, so our goal is to maximize the efficient use of technology to help students create and evaluate as they go about their regular day

Digital Learning Team

Name	Position	Email
Salman Ahmad	Head of Digital	sahmad@acsdoha.school
Sara Maadi	Digital Coordination	smadi@acsdoha.school

IT Support Team

Name	Position	Email	Phone
Omer Malik	Senior IT Engineer	omalik@acsdoha.school	30266818
Shuaib Ahmed	IT Engineer	shahmed@acsdoha.school	50981195

Online Safety Committee

ACS takes digital and online safety very seriously. Today's children are facing a world which changes regularly and opens them up to risks that are hidden and often unfamiliar to use. As part of our safeguarding practises our Online Safety Committee meets regularly. The is responsible for all aspects of digital safeguarding; with a focus on applications linked to OLS,

monitoring all use at school and adherence to the acceptable user's policy, training and awareness for staff, students and parents.

Name	Position	Email
Salman Ahmad	Head of Digital	sahmad@acsdoha.school

Digital Learning in Early Childhood

Digital Learning is introduced widely within EC, and we ensure that our teaching environment encourages curiosity, exploration, initiative, solving problems, and improvisation. Students use a variety of technology, tools, and resources in Early Childhood.

Digital Learning in Lower School

We place a high value on developing children to be adaptable, confident and creative thinkers with a life-long love of learning to best prepare them for the future. Teachers provide a relevant, integrated and stimulating education that is designed to relate the classroom experience with the modern, real world.

1:1 iPad Program

ACS Doha International School is committed to providing a meaningful and quality education to its students. Through our K-5 one-to-one iPad program we aim to develop learners who are confident and effective users of technology but also confident and effective creators through the application of technology in all areas of their schooling. While iPads are one means by which teachers and students may share the quest for knowledge, they do not replace teachers' roles as instructors and students' roles as active, inquisitive learners. In this regard, our teachers continue to guide all aspects of a lesson and closely supervise students while integrating technology in class.

School iPads across K - Grade 5 will remain at school overnight, at the weekends and for all school breaks.

IT in Middle High School

As students get older and progress through the school, they are introduced to a broad selection of new technologies, tools and applications to support them in their studies and learning.

BYOD Laptop Program

ACS Doha International School runs a “BYOD” (Bring Your Own Device) laptop program for the Middle and High School students. Middle and High School students are required to bring a family- owned laptop to school each day. Structured BYOD sessions are provided to students throughout the start of the school year, enabling them to access the BYOD Wi-Fi and printer networks and become familiar with important school applications and tools.

Network and Computer Services

The school offers students access to the school's computer network for educational purposes. This access is limited and subject to school policies, rules, and regulations.

Online resources will enable students to explore a multitude of databases throughout the world. ACS Doha employs content filters that deny access to most inappropriate content online; however, families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While the intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. The benefits to students from access to the Internet to gain a wealth of current, global information exceed any disadvantages. The school seeks the support of parents as it conveys the standards students should follow when using media and information sources. All communications are automatically archived and are retrievable in the event of litigation or disciplinary action as agreed to by the contracts signed annually by students.

Innovation Center

ACS Doha eSports and Innovation Center is a cutting-edge educational facility that fosters creativity, critical thinking, and collaboration among students from grades six through twelfth grade. It provides a dynamic and immersive learning environment equipped with advanced technology, flexible spaces, and specialised programs. The Innovation Center encourages hands-on experimentation, project-based learning, and interdisciplinary approaches, enabling students to explore diverse fields such as science, technology, engineering, arts, and mathematics (STEAM). It serves as a hub for innovation, where students can engage in research, develop entrepreneurial skills, and tackle real-world challenges. The innovation center promotes a culture of curiosity, adaptability, and lifelong learning, empowering students to become innovative thinkers and problem solvers in the modern world. The innovation center is supported by Innovations Hubs in the Lower School.

Technology Acceptable Use

All students and parents sign an acceptance use Technology Acceptable Use Agreement, 'at the start of each academic year. Students are expected to understand their responsibilities and abide by the terms set forth in the agreement, which align with the ACS Acceptable Use Policy. Parents are asked to acknowledge acceptance of this on forms online when they complete this at the start of the year.

Personal Mobile Devices

- During the school day, mobile enabled device use will be limited:
- Students – if a student brings a mobile phone to school, it must be turned off and stored in either a locker or bag for the duration of the school day. This includes during breaks and after school activities. This also applies to mobile enabled devices, such as smart watches with calling capabilities.
- Staff – mobile phones should not be used at any time when a member of staff is directly or indirectly in contact with students. This includes, but is not limited to lessons, duties and transitions.
- Parents & visitors – should be discouraged from using mobile phones on-site.
- The school is not responsible for the loss, damage or theft of any personal mobile device.
- The sending of inappropriate text messages between any members of the school community is not tolerated.
- Users are responsible for ensuring that all personal devices brought into school have no inappropriate or illegal content on the device that may offend other members of the community.
- Correspondence must only be through school email addresses. The school will issue a school email address for all Middle and High school students. For the safety and security of users and recipients, all email is filtered and logged; if necessary, e-mail histories can be traced. School emails are introduced to Grade 5 as part of the Exhibition and transition process.

Digital Video, Audio and Still Images

Permission from any member of the school community must be sought before any image or sound recordings are made. Note that no photography is allowed in the swimming pool hall when swimmers are in the pool or poolside.

Images Taken by School Staff:

It is our practice for members of the ACS staff to take photographs and make video recordings of classroom activities and special events at school that include images of our students for the following reasons:

- To provide effective feedback to students and teachers to support teaching and learning.
- To communicate and celebrate the activities and accomplishments of our students to all within the ACS school community of parents, teachers, students and staff.

Images taken by parents and family members:

Whilst parents and carers enjoy seeing photos and videos of their children's school life, we are very mindful of our duty of care towards all our students. We take the issue of safeguarding very seriously and this includes the use of photographic and video images. Any photographs or videos taken by parents, carers and relatives at school productions, sports events or other events are for the enjoyment of individual families. We ask that any pictures or videos taken by parents, carers or relatives at any school events that include other students not be published on the internet or any social media sites.

Images taken by ACS students:

Our students are permitted to take photographs and make video recordings of activities and events at school; however, the following conditions will apply:

- Permission from classroom teachers will be required for students to use cameras/smartphones at school or on school trips.
- Students will need to agree to respect the privacy of those they wish to photograph and to not use photography or images inappropriately as this may result in a serious disciplinary action.

Facilities Usage

School Days

All parents and visitors are reminded to check-in at Security on every visit to the campus. Parents and visitors are required to follow all verbal and posted directions provided by our Security staff.

Visitors need to observe the following:

- Any illness, injury or accident must be reported to the school office.
- As a visitor, you have a legal responsibility to care for your own and others' health and safety.
- If the fire alarm sounds, leave the building by the nearest exit and report to the assembly point in the front of the school by the main gate.
- The school accepts no responsibility for any loss of, or damage to, visitors' property.
- Visitors are requested not to enter classrooms or teaching areas except by prior arrangement.

Pets

Children must have permission from the Divisional Principal to bring a pet on campus.

Smoking

The school operates a no smoking policy, which we ask you to respect.

Early Childhood and Lower School Division

Welcome from the Acting PYP Principal

Christie Coomer

Welcome to the Lower School at ACS, where we blend the joy of discovery with a commitment to academic excellence. Our program is designed to support young learners as they build a strong foundation in both their social-emotional development and core academic skills. While play and inquiry remain central to our approach, we place a strong emphasis on achieving academic milestones and developing critical thinking skills.

Relationships are key to our success, as we foster close connections with families and the community to ensure each child feels valued and supported. In our Lower School, students are seen as capable learners with unique perspectives, and we work to tailor our teaching to their individual needs, interests, and abilities. We set high academic expectations, encouraging students to engage deeply with their learning, develop problem-solving skills, and achieve their personal best.

Our carefully designed indoor and outdoor learning environments are crafted to challenge students academically while allowing them the freedom to explore, question, and grow. Here, every child is supported in becoming an inquisitive, confident learner, prepared to excel in their academic journey.

The Early Childhood and Lower School Team

Name	Position	Email
Christie Coomer	Acting PYP Principal	ccoomer@acsdoha.school
Firoza Mussa	Assistant Principal, Early Childhood	fmussa@acsdoha.school
Margaret Dean	Assistant Principal, Academic PYP Curriculum Coordinator	mdean2@acsdoha.school

Gladys Harfouche	Administrative Coordinator	Gharfouche@acsdoha.school
------------------	----------------------------	--

Grade Team Leads

Name	Position	Email
Rana AbouZeki Bouteen	PK3, PK4, and KG Lead	rbouteen@acsdoha.school
Carmen Gloria Planas Lores	Grade One Team Lead	cgplores@acsdoha.school
Corrine Boote	Grade Two Team Lead	cboote@acsdoha.school
Evan Hehir	Grade Three Team Lead	ehahir@acsdoha.school
Sharlene Herman	Grade Four Team Lead	sherman@acsdoha.school
Winnie Beaulne	Grade Five Team Lead	wbeaulne@acsdoha.school

Timings of the Day

PYP Timings Sunday, Monday, Wednesday, Thursday	
7:00-7:15	Drop off
7:15-7:30	Homeroom
7:30-8:30	Period 1
8:30 - 9:30	Period 2
9:30 - 9:50	Snack
9:50 - 10:50	Period 3
10:50 - 11:50	Period 4
11:50- 12:30	Lunch
12:30-13:30	Period 5 (End of day-Tuesday)
13:30-14:30	CCA/Pastoral
14:30	End of the Day

On Tuesdays the school day ends at 1:30 pm for all.

PYP Curriculum

The Primary Years Program (PYP) at ACS is designed to provide a comprehensive and challenging curriculum that nurtures young learners and prepares them for a lifetime of learning. Rooted in inquiry-based learning, the PYP encourages students to become active participants in their education by fostering curiosity, critical thinking, and a deep understanding of the world around them.

At the core of the PYP is a commitment to developing the whole child—intellectually, emotionally, and socially. Our curriculum integrates essential subjects like English language arts, mathematics, science, with the arts and physical education. This interdisciplinary approach ensures that students make meaningful connections across different areas of knowledge, applying what they learn in real-world contexts.

The PYP framework is designed to be both rigorous and flexible, allowing teachers to personalize learning to meet the needs and interests of each student. Through a series of transdisciplinary themes, students explore significant concepts that transcend traditional subject boundaries, encouraging them to think globally and act locally.

As a parent, you will see your child engage in a range of activities that promote inquiry, collaboration, and reflection. Our goal is to cultivate confident, compassionate, and knowledgeable learners who are equipped with the skills and mindset needed to thrive in a rapidly changing world. The PYP at ACS not only focuses on academic success but also on the development of international-mindedness and a strong sense of personal responsibility.

To learn more please see below:

Primary Years Program



Home Learning

Students will be assigned work to complete at home. Independent study and extension tasks

in Grades 4 and 5 will sometimes be assigned. In Grades 1/2/3 vocabulary and grammar tasks will be assigned as we look to improve students' literacy skills, extension maths tasks may also be assigned at the teacher's discretion. For all grades, reading at home is an expectation.

Assessment and Reporting

Lower School has an on-going and open assessment and reporting system. Every student's gradebook is freely accessible at any time of the year with parents able to get bi-weekly updates on their child's attainment levels. This allows for constant and relevant monitoring and

feedback by both teachers and parents at all stages through the year. This reporting system is supported by two parent teacher conferences to support your child's educational journey, one student-led conference to celebrate their year of learning and an end of year report in June.

Communication

Your child is part of our school family, and their homeroom teachers are the first point of call for any communication. We encourage you to consistently communicate with them via Toddle messaging, emails, and scheduled meetings, should you wish to discuss your child.

For your child to get the best version of their teachers, please respect the communication hours 7:00-15:30. Teachers will respond or acknowledge an email within 24 hours.

If there is an emergency, please contact our administrative coordinator. Should you wish to speak to the Principal or Assistant Principal, please arrange an appointment through the admin coordinator.

Parent Teacher Conferences

Twice a year parents in Early Childhood and Lower School can meet with their child's homeroom and specialist teachers aside from the drop off and pick up times. These meetings are designed for teachers to share students' progress and learning goals with parents. In addition, the conference is a time for parents to inquire into their child's learning experiences and to share any helpful or useful information with the teachers to assist the teacher with a better understanding of their child. It is important we build a partnership to support the students' early learning journey. On these days, asynchronous learning will be provided for the students who will continue their learning at home for the day. Towards the end of the year the students lead a conference where they confidently share their favorite learning experiences from the year with their parents.

Student Welfare

Inclusion & Wellbeing

The school engages parents and carers to identify social, emotional and behavioural challenges, as well as strategies to best support the academic needs of our learners. A student support team works closely together in setting up provision for children with additional needs.

Pastoral Care and Behaviour

The positive climate at ACS is a direct reflection of the behavioural expectations we have for our school community. Respect for people, respect for property, and respect for the environment form the foundation upon which our behavioural guidelines are modelled.

It is assumed that all members of our school community support these principles and will help to promote desirable behaviour. Behavioural incidents are handled proactively by teachers and administrators in the school. Parents will be kept informed of any issues that arise, or if exemplary behaviour or actions occur.

The teachers remain the most important figure in creating a positive learning environment. A large emphasis is placed on reinforcing positive behaviour in school so that they can learn and be respectful of others, as well as transfer these skills to life outside of the school environment.

At all stages of a behaviour for learning climate, maximizing learning time is paramount. Teachers are encouraged to *redirect behaviour* using a positive discipline approach before focusing on the inappropriate/undesired behaviours.

Behaviour for Learning Stages

Stages	Behaviours	Support	Consequences
1	<ul style="list-style-type: none">• Inappropriate language• Distraction from learning• Refusing a reasonable request• Not able to follow essential agreements• Leaving the environment unaccompanied• Name calling or saying unkind words to peers	<ol style="list-style-type: none">1. Essential agreement reminder2. Teacher positive discipline interventions	<ol style="list-style-type: none">1. Verbal warning2. Teacher has an informal check in with parents

2	<ul style="list-style-type: none"> Repeated Stage 1 behaviours Being physical and overstepping the personal boundaries of peers 	<ol style="list-style-type: none"> The Assistant Principal will be involved supporting through 1:1 reflection, developing calm down strategies, referring to classroom agreements, and using approaches in positive discipline. Behaviour plans/charts 	<ol style="list-style-type: none"> PowerSchool SiS Behaviour Log entry Face to face meeting with parents to set a behaviour plan/chart with specific goals for the child to work towards each day.
3	<ul style="list-style-type: none"> Repeated undesirable behaviours affecting the learning and or causing physical harm 	<ol style="list-style-type: none"> Refer to Head of Student Support Services who will work closely with AP and Principal to ensure student is working towards achieving set goals 	<ol style="list-style-type: none"> PowerSchool SiS Behaviour Log entry Formal parent meeting with to begin referral process to external support, i.e ABA Therapy, Personal Learning Assistant for safety

Outdoor Learning and Lunch

Early Childhood students have outdoor learning twice a day weather permitting. The students are encouraged to eat a healthy lunch, and snacks brought from home in their classroom. Each child will have a cubby, in which they will place their lunchbox. Children should independently be able to manage their food in terms of opening containers and feeding themselves. Students should bring their own clearly labelled water bottle. Water coolers for refilling reusable water bottles are located throughout the campus. Unhealthy foods are not encouraged in school such as candy, chocolate, cookies, cakes, puddings, soda or energy drinks.

Celebrations

- Individual birthdays are not to be celebrated by organizing parties in school.
- Latex balloons and gloves should not be used on campus due to allergies within our community.
- Staff must ask for approval to organize only school-related celebrations, from the Assistant Principal (AP) or Principal (P) MS/HS. Written approval must be obtained prior to any information being shared with stakeholders.

- If there is any approved school-related celebration, any food should be appropriate for the students, i.e. correct quantity for all attending.
- The food should **not contain nuts or nut oils** as we have students who are highly allergic to these products in our school.
- The food should be individually packaged and from an approved supplier (Head of Schools approval required), easy to carry, store and serve. We do not have refrigeration or heating facilities on campus.
- Food is not to be ordered/delivered from outside suppliers during the school day

Communications

Your child is part of our school family, and their homeroom teachers are like their parents. We encourage you to consistently communicate with them via Toddle messaging, emails, and scheduled morning or afternoon meetings, should you wish to discuss your child. During the middle of the school day, your child's teachers may not be accessible, so please be patient. For your child to get the best version of their teachers, please respect the communication hours 7:00am-3:30pm. Teachers will respond to or acknowledge an email within 24 hours. If there is an emergency, please contact our admin coordinator. Should you wish to speak to the Principal or Assistant Principal, please arrange an appointment through the admin coordinator.

Lower School Curriculum

Lower School offers students in Grades 1-5 (ages 6-11) a challenging, developmentally appropriate academic programme based framed by the International Baccalaureate Primary Years Programme (PYP). There are six `Units of Inquiry. Each unit has a different Transdisciplinary Theme; Who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, sharing the planet. These themes are supported by knowledge and skills from North American standards and benchmarks such as AERO and Next Generation Science Standards. The curriculum framework within the PYP includes the 5 essential elements Knowledge: what we want students to know; Concepts: what we want students to learn; Skills: what we want students to be able to do; Attitudes: what we want students to feel and value; Action: how we want students to act.

Primary Years Programme QR Code



Homework and Independent Study

Students will be assigned work to complete at home. Independent study and extension tasks in Grades 4 and 5 will sometimes be assigned. In Grades 1/2/3 vocabulary and grammar tasks will be assigned as we look to improve students' literacy skills, extension maths tasks may also be assigned at the teacher's discretion. For all Grades, reading at home is an expectation.

Assessment and Reporting

Lower School has an on-going and open assessment and reporting system. Every student's gradebook is freely accessible at any time of the year with parents able to get bi-weekly updates on their child's attainment levels. This allows for constant and relevant monitoring and feedback by both teachers and parents at all stages through the year. This reporting system is supported by two parent teacher conferences to support your child's educational journey, one student-led conference to celebrate their year of learning and an end of year report in June.

Lower School Attendance Policy and Requirements

A complete register of attendance will be made at the beginning of each morning. Attendance begins at 7:15 AM daily. Attendance ends at 7:30 AM. Students who arrive after this time will

be marked as either excused tardy or unexcused tardy depending on the reason. The parents of students who have an unexplained absence will be contacted to ascertain the reason for the absence as soon as possible, prior to 9:30 AM. An attendance email will be sent to parents when a student has five or more unexcused absences.

It is important for students to be present in class to learn and successfully complete their classes. Students are required to be present for at least 90% of the academic year/enrolment period. In the case of a student having 10% unexcused absence and prolonged absence, the school will reserve the right to require a student to repeat a grade level. Additionally, the student may not be invited to re-enrol for the next academic year. It is at the school's discretion to withhold the promotion to the next grade. School related absences (for school events, teams, assemblies, competitions, etc.) do not count towards the 10% of classes a student can miss. They are considered as an excused absence.

Lower School Grade Promotion

The decision regarding promotion is taken based on factors such as overall attendance and academic performance. The school has the right to retain a student for the lack of academic performance documented on the report card. Compliance with the attendance and academic requirements will result in a successful student proceeding to the next grade level.

Student Welfare

Inclusion & Wellbeing

The school engages closely with parents and carers to identify social, emotional and behavioural challenges, as well as strategies to best support the academic needs of our learners. A student support team works closely together in setting up provision for children with additional needs.

Pastoral Care and Behaviour

At all stages of a behaviour for learning climate, maximising learning time is paramount. Teachers are encouraged to redirect behaviour (using positive discipline) towards learning before focusing on the inappropriate/ undesired behaviours.

The subject teacher remains the most important figure in creating a positive learning environment. The school's ethos of 'praise in public and discipline in private' maintains a focus for adults within the building. Entries logged on PowerSchool should be made for desired and

inappropriate behaviour. A student's log at the end of the year should give a complete picture of a student's time within ACS.

As professionals, we recognize that learning is a holistic, ongoing and cyclical process. We try, we succeed or fail, and we reflect and try again. With behaviour the process is similar. Failing to demonstrate positive behaviour is not an outcome, it is a process. The key is having opportunities to modify behaviour and learn. This process enables us to identify those students who are having success and those who require further supportive measures. Students with an IEP (Individual Educational Plan) may adhere to alternate consequences.

Stages	Behaviours	In School Support	Consequence
1	Chewing gum Inappropriate Language Low level disruption of learning Not following class essential agreements Talking in class distracting others from learning Moving out of seat Littering Running in the hallway	1. Essential agreements reminder 2. Teacher uses positive discipline interventions	1. Verbal warning 2. Reflection
2	Repeated Stage 1 behaviours Disruptive noises in class Shouting out Not being prepared for lessons Dishonesty Lack of work ethic Repeated tardiness	1. Essential agreements reminders 2. Restorative conversation with teacher	1. PowerSchool SiS Behaviour Log entry 2. Teacher informs parent 3. Reflection
3	Repeated Stage 2 behaviours Intimidation verbal/actions (a lunge or a punch that does not make physical contact but threatens to, verbal intimidation via threatening) Accessing an unauthorised area (elevator, nurse without permission, labs and breakout room without supervision) Spreading rumours and gossiping	1. Essential agreements to reminders 2. Restorative conversation with the Grade Team Leader 3. Social group with assistant principal	1. PowerSchool SiS Behaviour Log entry 2. Behaviour Reflection Sheet 3. Phone call home from teacher for student to inform parent 4. Possible loss of recess/privileges such as, ipads, breakout rooms, and activities.
	Not adhering to ICT policy Non consensual photo or videos		1. Behaviour Reflection Sheet 2. Rule Reminder 3. PS SiS log entry 4. Removal of iPad for 24 hours if repeated consequences increase.
4	Repeated Stage 3 behaviours Dishonesty (plagiarism,	1. Behaviour Plan/Chart for two week 2. Restorative conversation with	1. PowerSchool SiS Behaviour Log entry 2. Behaviour Reflection Sheet

	academic dishonesty, deceit, lying) Obscene vulgar, or swear/curse words Tampering with fire alarm	Assistant Principal	3. Meeting with parents 4. Internal exclusion from the following early recess, lunch, and breaks for one day. 5. Exclusion from a field trip or required guardian chaperone 6. One week of after school detention from 14:30pm to 15:30pm.
	Theft Damaging school or peers property		1. PowerSchool SiS Behaviour Log entry 2. Restitution
5	Repeated Stage 4 behaviours Activating a Fire Alarm	1. Restorative conversation with Assistant Principal. 2. Behaviour Plan/Chart for four weeks	1. PowerSchool SiS Behaviour Log entry 2. Behaviour Reflection Sheet 3. Meeting with parents 4. Internal exclusion from the following early recess, lunch, and breaks for a week. 5. One week of after school detention from 14:30pm to 15:30pm.
	Vandalism		1. Restitution and repair
6	Repeated Stage 5 behaviours Minor physical violence (push, shove) Bullying in person and online Racial/cultural discrimination Bringing in sharp or dangerous objects	1. Restorative conversation with the assistant principal. 2. Social group with assistant principal. 3. Behaviour contract/plan signed by student & parents daily for a two weeks	1. PowerSchool SiS Behaviour Log entry 2. Behaviour Reflection Sheet 3. Meeting with parents 4. Social Probation, out of school suspension for one day if a first offence 5. Or Social Probation, out of school suspension for 3 days for repeated behaviour
7	Repeated Stage 6 behaviours Assault, Abuse (verbal or physical) Fighting back and forth (punching, hitting, kicking, biting and pulling hair) Physical altercation with a staff member or student Use of banned substances Actions that break the laws of Qatar	1. Restorative conversation with the principal 2. Behaviour contract/plan signed by student & parents daily for a two weeks	1. PowerSchool SiS Behaviour Log entry 2. Behaviour Reflection Sheet 3. Meeting with parents 4. Social Probation, out of school suspension for 3 days if a first offence 5. Or social Probation, out of school suspension for a week for repeated behaviour 6. Outside referral support (if necessary)

8	Repeated 7 behaviour	1. Meeting with parents, principal, and head of school	1. Social Probation: independent online learning 2. Expulsion 3. Re Enrollment withheld
---	----------------------	--	---

Lunch and Recess

All Lower School students eat their lunch in the Lower School Hall in grade level shifts, as per the timetable. Those eating school lunch will collect it from the Servedy and pay each day using their canteen cards.

Recess takes place outside as much as possible but when conditions do not allow this it will be moved inside as necessary.

****Where not otherwise stated, Lower School expectations and Early Childhood expectations are the same.

Middle High School

Division

Welcome from the Principal

Welcome to Middle High School! We are honoured to partner with you in these important years of your child's growth. We provide a safe, welcoming, supportive environment with clear, high, consistent expectations both behaviourally and academically.

Our multiple academic pathways provide rigour and challenge for each student and prepare them for a variety of opportunities after graduation - from the most selective universities to prestigious business schools and innovative art programs in a variety of countries across the world. Our challenging programs allow students to discover, explore and excel in their individual passions and gifts with the support of caring faculty and staff who invest in their growth as individuals, both inside and outside of the classroom.

An introduction to the team

Name	Position	Email
Dr. Susan Borden	MHS Principal	sborden@acsdoha.school
Anjel Lublubjian Bouari	Assistant Principal	alublubjian@acsdoha.school
Nastazia Saide	MYP Coordinator	Nsaide@acsdoha.school
Jodi Wills	DP / CP / AP Coordinator	Jwills@acsdoha.school
Alaa Nablsi	Administrative Coordinator	anablsi@acsdoha.school

Grade Team Leads

Name	Position	Email
Heinrich Odendaal	Grade 6 Lead	hodendaal@acsdoha.school
Jennifer Campbell	Grade 7 Lead	Jcampbell@acsdoha.school
Ramy Chaoul	Grade 8 Lead	Rchaoul@acsdoha.school
Mustapha Samadi	Grade 9 Lead	Msamadi@acsdoha.school
Nellie Gaber	Grade 10 Lead	Ngaber@acsdoha.school
Francois Slabbert	Grade 11 Lead	Fslabbert@acsdoha.school
Fred Davis	Grade 12 Lead	fdavis@acsdoha.school

Head of Departments

Department	Name	Email
Group 1: Studies in Language Literature - English	Yves Beaulne	ybeaulne@acsdoha.school
Group 2: World Languages: Arabic, Islamic Studies, Qatar History	Hani El Rafo	halrefo@acsdoha.school
Group 3: Individuals and Societies	Renjini Nair	Rnair@acsdoha.school
Group 4: Sciences	Murat Dincer	mdincer@acsdoha.school
Group 5: Mathematics	MaryLyn Dominguez	mldominguez@acsdoha.school
Group 6: The Arts - Music, Arts and Design	Angelo Guidote	aguidote@acsdoha.school
Group 7: Physical and Health Education	Elliot Dougal	Edougal@acsdoha.school

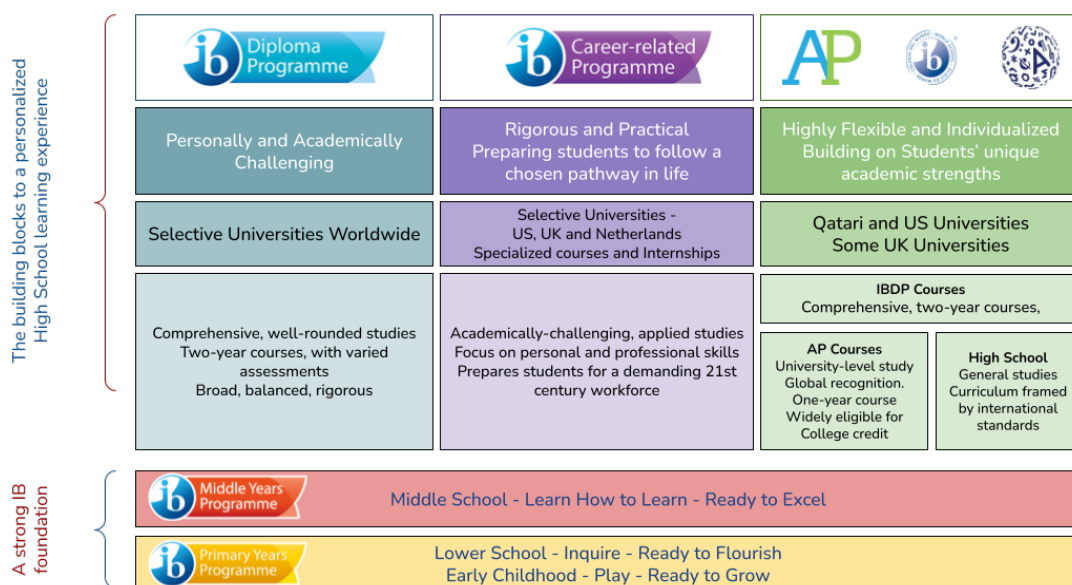
Middle High School Timings of the Day

Middle High School Timings Sunday, Monday, Wednesday, Thursday	
7:00-7:15	Drop off
7:15-7:30	Homeroom
7:30-8:30	Period 1
8:30 - 9:30	Period 2
9:30 - 9:50	Snack
9:50 - 10:50	Period 3
10:50 - 11:50	Period 4
11:50- 12:30	Lunch
12:30-13:30	Period 5 (End of day-Tuesday)
13:30-14:30	CCA/Pastoral
14:30	End of the Day

On Tuesdays the school day ends at 1:30 PM for all students.

Academic Programs at ACS Doha

At ACS Doha Middle High School, we offer a variety of programs, ranging from IB MYP in the Middle School to IB DP, IB CP, AP and High School programs.



Students are required to take and pass a full course load as a student at ACS Doha to proceed to the next grade.

- All students are required to take Period 6 - CCAs. Some classes would be enrichments of Math, English, World Language or Study Support based, to be assigned according to the needs of the student.
- All students with Arab nationality are required to take the Arabic language.
- All Muslim students are required to take Islamic Studies regardless of their nationality.
- All students in Grade 6-9 are required to take Qatar History.

Students will choose their classes for the next academic year throughout the current year. Students will be given the chance to modify their choices up until the first month of the next academic year; the date will be set by the Academic Team on the school calendar.

Middle School Curriculum

MYP QR Code



Students in Grades 6 – 10 study a curriculum framework from the International Baccalaureate Middle Years Programme (MYP). The MYP framework has been designed to accommodate diversity of content by focusing on nurturing skills and attitudes, understanding concepts and building breadth of knowledge enabling sustained participation in a global society. The curriculum is planned collaboratively to establish rigour and consistency. It features interdisciplinary learning and whole school curricular mapping to ensure horizontal and vertical alignment based on content and skills from North American standards and benchmarks such as AERO, CCSS, and NGSS. The MYP is an inquiry-based curriculum and to that end is student centred. It is constructivist in scope and aims to develop information processing and problem-solving skills to generate new knowledge. Classrooms are designed to connect with the wider world where learning about things, as opposed to learning things, is central to the philosophy. Inquiry motivates learners to explore, investigate, process and create.

Assessment is intrinsic and vital to all teaching and learning. The MYP requires teachers to assess prescribed subject-group criteria for each year of the program. The assessment criteria are aligned with the MYP objectives to make certain that reporting of student achievement is authentic, extensive and inclusive. IB MYP courses are graded out of 7, with a minimum passing grade of 3.

Students in Grades 6-8 take classes that include; English Language and Literature, Language acquisition or language and literature (English, Spanish/French/Arabic), Individuals and Societies

(including Qatari History), Sciences, Mathematics, Arts (music/visual arts), Design, Physical Health Education and Islamic Studies/Alternative.

In Grade 10, students have the option to sit external assessments, these comprise moderated student portfolios and online E-Assessments. For more detailed information refer to the MYP curriculum website and divisional specific online platforms. Students are also requested to complete the MYP5 Personal Project Requirements.

MYP5 Personal Project requirements

The MYP Personal Project is the culmination of the International Baccalaureate (IB) Middle Years Programme (MYP), which encourages students to explore their passions and interests while developing important skills and attributes. This project provides students with an opportunity to engage in independent, self-directed inquiry that extends their learning beyond the classroom. Through this project students showcase their creativity, initiative, and ability to take ownership of their learning.

To fulfil the requirements of the MYP Personal Project, students must select a topic of personal interest, define clear goals and objectives, and create a product or outcome that reflects their research and understanding. They are also required to maintain a process journal, documenting their progress and reflecting on their learning journey. In addition, students are expected to demonstrate their skills in planning, organization, research, critical thinking, communication, and reflection by developing a 15-page report or subsequent recording. Students are also responsible for organizing, initiating, and documenting meetings with their supervisor.

MYP Service-Learning requirements

To achieve success in the MYP Certificate at the end of Year 5, our expectation is that all seven outcomes are met. Throughout the MYP education, our expectations of service-learning outcome gradually increase each year, as outlined in the table below. **At least one experience must be completed per year, even if all outcomes have been achieved.**

Year	Service Requirements
1	Meet 1-2 learning outcomes, during 1 sustained experience or 2-3 different service experiences
2	Meet 2-3 learning outcomes, during 1 sustained experience and/or 2-3 different service experiences
3	Meet 3-4 learning outcomes, during 1 sustained experience and/or 3 different service experiences
4	Meet 4-6 learning outcomes, during 1-2 sustained experiences and/or 3-4 different service experiences.
5	Meet 7 learning outcomes, during 1-2 sustained experiences and/or 3-4 different service experiences. We expect five to be completed and signed off by the end of semester 1.

Performing Arts

Music in the Middle School has a comprehensive and diverse offering for students at different grade levels.

In the Middle Years Programme (MYP) levels 1-3, there is a focus on integrated arts, giving our students the opportunity to explore and engage with visual arts in an interdisciplinary manner. This approach allows students to make connections between different art forms and develop a broader understanding of creativity.

In MYP 9 and 10, the focus shifts specifically to performing arts music. This involves more in-depth study and practice of music performance, composition, theory, and other related skills. Students at this stage may have the opportunity to further develop their musical talents and pursue their interests in the performing arts.

The Grade 10 students who have chosen the e-portfolio option will be involved in documenting and showcasing their musical accomplishments and growth over the course. This can include reflections, recordings, compositions, music technology, and other artefacts that demonstrate their musical abilities and progress.

After school activities, such as Music, Band, and School Choir also take place. These activities provide students with the opportunity to participate in group musical experiences and further refine their skills. The students then have the chance to share their musical talents during school events and other student activities, contributing to the vibrant and creative atmosphere of the school community.

MHS Music at ACS International School Doha provides a well-rounded music program that integrates arts education, offers opportunities for exploration, and allows students to showcase their skills through performances and activities.

High School Curriculum

High School QR Code



ACS High School Diploma Pathways

All students in the High School are enrolled in the ACS High School Diploma. The ACS High School Diploma Program overlaps with the Year 4 and 5 of the IB MYP Program. Students must earn a minimum of 24 credits to be eligible for an ACS Doha International School American High School Diploma. Students may be registered for High School or Advanced Placement classes or join IBDP classes at either standard (SL) or higher (HL) level. Higher level classes are considered Honours classes.

The ACS HS Diploma is accredited by the New England Association of Schools and Colleges (NEASC)*

IB Diploma Program

The International Baccalaureate Diploma Program (IBDP) is a two-year program. The program is made up of the DP core and six subject groups. To gain the full IB Diploma, students choose 3 subjects at higher level and 3 at standard level. Higher-level courses take up 240 teaching hours and standard level courses are 150 teaching hours. Students choose one subject from each of groups 1 to 5 and a sixth subject chosen from group 6. Students may opt to study an additional science, individual and society or language course, instead of an arts course. Assessment has both internal components and external examinations taken in the second year of the program. The six groups are:

- Group 1: Studies in Language Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences

- Group 5: Mathematics
- Group 6: The Arts

For more detailed information and a list of current subjects refer to the [Grade 11 and 12 curriculum website](#) and divisional specific online platforms.

In addition, all students are required to complete Creativity, Action and Service requirements as well as Extended Essay. Full IB DP students are required to take the Theory of Knowledge course as a DP core subject.

IB Career Related Program

The CP is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. The program leads to further/higher education, apprenticeships or employment.

CP students undertake a minimum of two IB Diploma Program (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the program; the career-related study further supports the program's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

Students take written examinations at the end of their IB Diploma Program courses which are marked by external IB examiners. The components of the CP core are assessed by the school.

The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

The AP (Advanced Placement) at ACS Doha

Advanced Placement (AP) is a program from the United States created by the College Board which offers college-level curricula and examinations to High School students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For a high school course to have the designation, the course must be audited by the College Board to ascertain that it satisfies the AP curriculum as specified in the Board's Course and Examination Description (CED). If the course is approved, the school may use the AP designation, and the course will be publicly listed on the AP Course Ledger.

AP gives students the chance to tackle college-level work while they're still in high school—whether they're learning online or in the classroom. And through taking AP Exams, students can earn college credit and placement.

IB DP, CP and HS courses are graded out of 7, with a minimum passing grade of 3. AP courses are graded out of 5, with a minimum of passing grade of 2.

High School Courses

All HS courses are aligned with the AP or IB DP Standard Level courses. This ensures the same rigour is maintained and the curricular content meets international standards aligning our graduates to the IB and AP's framework and philosophy. The difference between HS and AP/DP courses is that assessments can be modified and administered in ways that can meet a variety of learning needs.

CAS at ACS Doha

At ACS Doha International School, CAS is a core component of the Diploma (DP) program and is an ACS graduation requirement for all High School students. This core program component enhances the students' personal and interpersonal skills and development through learning and experience. It provides students with an opportunity to balance the academic challenges and enable them to be all round individuals.

Completion of CAS is based on the achievement of the 7 CAS learning outcomes. Students must demonstrate they have met each of the 7 learning outcomes. The learning outcomes are achieved through a series of balanced CAS experiences (Creativity, Activity, and Service.) For the Diploma students, they must undertake a CAS project of a significant duration (at least a month.) In the project, they must show initiative, demonstrate perseverance, and develop collaboration, problem-solving and decision-making skills.

Extended Essay AT ACS DOHA

All Diploma Program students participate in the three elements that make up the core of the program: CAS, TOK, and Extended Essay. The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor at the school. It is presented as a formal piece of sustained academic writing containing no more than 4,000 words, accompanied by a reflection form of no more than 500 words.

The extended essay is compulsory for all students taking the Diploma Program. A student must achieve a D grade or higher to be awarded the Diploma. The extended essay is externally

assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.

All High School students are expected to complete a research project in Extended Essay, regardless of the program of study that they have chosen. The HS EE requirements will be modified to suit the academic pathway that they are enrolled in; this modification might be reflected in the subjects chosen, number of resources, and the total word count.

Promotion and Credit Recovery

Promotion

The decision on promotion is taken based on factors such as overall academic performance, attendance, and participation. The MHS Leadership Team ensures that students are adequately prepared for the challenges of the next grade level while providing opportunities for additional support and interventions for struggling students to help them succeed.

Students are not eligible to get promoted to the next academic year if they have two or more failing grades in their end of year report. A student would fail in a subject if they received 2 or less in all IB and HS courses, and 1 or below in AP courses.

Students' academic performance will be tracked regularly, and the relevant support will be provided. Students who have failing subjects at the check-in points, will be put on a three-month Academic Probation. The MHS Assistant Principal- Academic, along with the academic team as needed, will conduct support meetings with the parents monthly throughout the probation period. Compliance will see the successful student proceed into the next grade level. Those students who fail the probation period will either re-sit the academic year or find alternative schooling arrangements.

Students who are on Academic Probation may be excluded from participation on international trips, ensuring that they focus on their studies and maximise their chances of improving their academic standing.

Credits Recovery Plan

If a student does not pass either Math or English in Grades 9, 10, 11 or 12, they will be asked to sit for a credit recovery exam **before the 30th June** at the end of the academic year. A student may be eligible to sit for one credit recovery exam per academic year.

Graduation Requirements - Class of 2025 onwards

Ministerial Decision No. (11) of 2021 changes to the document we call "transcript." A transcript is the official, legal document that is a summary of all courses taken in high school.

A transcript is different from a report card as a report card provides information for a limited time where a transcript covers all high school courses.

After meeting with a team at school including a parent representative, our ACS-Doha transcript will:

- Reflect the Grade Point Average (GPA) of Grades 10, 11, and 12 individually
- Reflect a Cumulative Grade Point average (CGPA) with an unweighted 4.0 scale for all subjects.

- Require a minimum of two external exams (IB, AP or SAT)
- Require 24 credits (minimum) for all students to graduate

In addition, to determine the equivalency, the MOE will calculate it based on 75% of the CGPA and 25% of the combined results from the two external exams (IB, AP or SAT) taken at the end of Grade 12.

To graduate, students need to fulfil credit requirements in Grades 9 to 12. Students in Grades 9 and 10 should take 7 subjects and High School students should study 6 subjects.

Students need to have a minimum total of 24 credits for graduation. The minimum credit should spread amongst subjects as follows:

- 4 credits in English
- 4 credits in Math
- 8 credits in Sciences and I&S combined
- 3 credits in World Language
- 2 credit in Arts or Elective
- 1 credit in PE
- 2 credits in elective

In addition, students are expected to have a Satisfactory (S) grade in CAS, EE, and TOK (for Full DP students).

Table of Credits - Class of 2025				
Subject Groups	Grade 9	Grade 10	Grade 11	Grade 12
English Language	1	1	1	1
Mathematics	1	1	1	1
Sciences	8 credits across both subject groups			
Individuals and Societies				
World Languages	3			
Arts or Elective	2			
PE	1			
Elective	2			

Honour and High Honour Roll in each Semester

Honours Roll Conditions

- Minimum 5 out of 7 in all subjects and 4 out of 5 in AP
- 48 out of 56 for Grades 6 to 8 (8 subjects) - (Semester 2 only)
- 42 out of 49 for Grades 6 to 10 (7 subjects)
- 36 out of 42 for Grades 11 & 12 and 34 out of 40 for AP students (6 subjects)
- Satisfactory MYP Personal Project in Grade 10 (Semester 2 only)
- Satisfactory DP Extended Essay in Grade 12 (Semester 2 only)
- Satisfactory MYP Service as Action (Semester 2 only)
- Satisfactory DP/HS CAS in Grade 12 (Semester 2 only)

Highest Honours Roll Conditions

- Minimum 5 out of 7 in all subjects and 4 out of 5 in AP
- 54 out of 56 for Grades 6 to 8 (8 subjects) - (Semester 2 only)
- 47 out of 49 for Grades 6 to 10 (7 subjects)
- 40 out of 42 for Grades 11 & 12 and 38 out of 40 for AP students (6 subjects)
- Satisfactory MYP Personal Project in Grade 10 (Semester 2 only)
- Satisfactory DP Extended Essay in Grade 12 (Semester 2 only)
- Satisfactory MYP Service as Action (Semester 2 only)
- Satisfactory DP/HS CAS in Grade 12 (Semester 2 only)

Academic Behaviour Guidelines: Concerns and Consequences

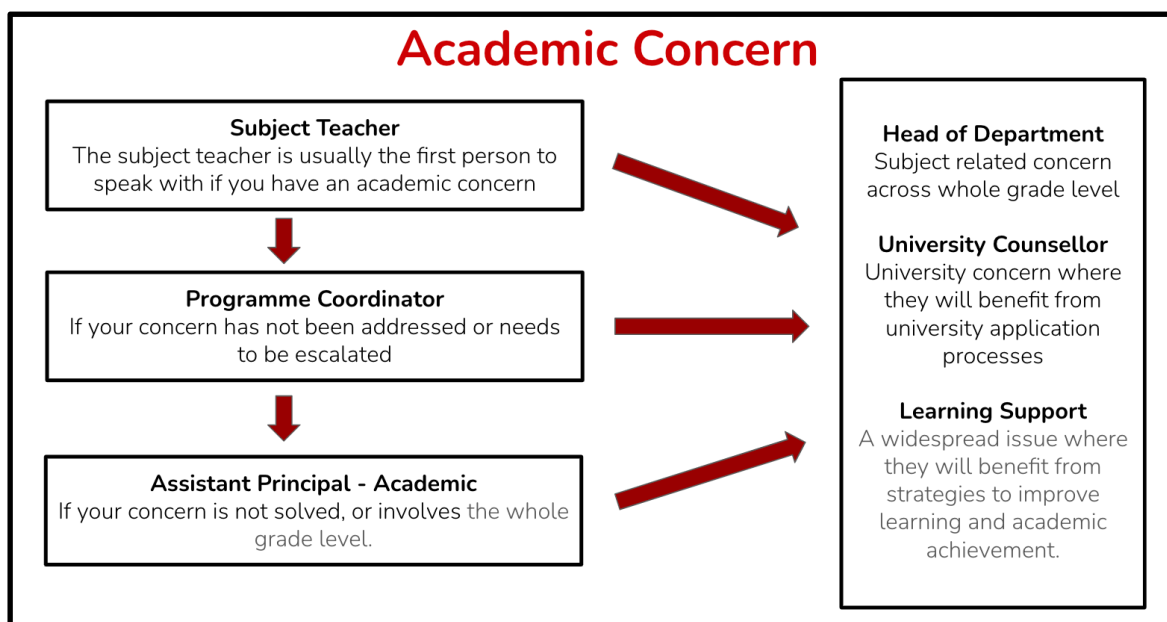
The purpose of these academic behaviour guidelines is to establish a framework for appropriate conduct and behaviour within the academic community. These guidelines aim to foster a respectful, inclusive, and conducive learning environment that promotes collaboration, professionalism, and mutual respect among students, faculty, and staff.

Please see the summary on the following pages.

Academic Grievance Procedure

When an appeal has been submitted by the parent with regards to any of the Stage 3 actions mentioned above, a meeting will be set up with the Academic Grievance Committee (MHS Principal, Assistant Principal - Academic, and Program Coordinator) to discuss the decision. The decision of the Academic Grievance Committee is Final.

Academic concerns flowchart



Behaviour #1:			
Incomplete Non Graded Assignments			
	Stage 1	Stage 2	Stage 3
Incident	The student didn't submit the homework for the first time in the specific subject.	<ul style="list-style-type: none"> - The student didn't submit the homework assigned in Stage 1. - The student didn't submit homework for the second time in the specific subject. 	<ul style="list-style-type: none"> - The student didn't submit homework for the third time in the specific subject. - The student had a Stage 2 Incomplete homework incident in two different subjects.
Action	<ul style="list-style-type: none"> - Teacher gives another chance to complete the homework/or an alternative work within 24 hours. - Teacher logs the incident on PSIS 	<ul style="list-style-type: none"> - Teacher assigns detention to complete the homework/or an alternative work within 24 hours. - Teacher informs the parents via email, cc' HOD and Coordinator - Teacher logs the incident on PSIS 	<ul style="list-style-type: none"> - Teacher assigns detention at their discretion. - Teacher informs the parents via email cc' coordinator, HOD, and APA. - Teacher logs the incident on PSIS - Coordinator raises the issue in the Responsive Care meeting if across subjects. <p>Repeated Stage 3 incomplete homework paired with low grades by the end of semester will move the student to the status of "On Academic Probation" by APA.</p>
Logs	Log type: Learning Concern Sub Type: SMT Title: Incomplete Homework Stage 1 Action Taken: Verbal Warning	Log type: Learning Concern Sub Type: SMT Title: Incomplete Homework Stage 2 Action Taken: Parents Informed	Log type: Learning Concern Sub Type: SMT Title: Incomplete Homework Stage 3 Action Taken: Detention

Behaviour #2

Incomplete Assessed Work/ IB Component

	Stage 1	Stage 2	Stage 3
Incident	The student didn't submit the assessed work for the first time in the specific subject.	<ul style="list-style-type: none"> - The student didn't submit the assessed work assigned in Stage 1. - The student didn't submit an assessed work for the second time in the specific subject. 	<ul style="list-style-type: none"> - The student didn't show up to the Thursday detention assigned in Stage 2. - The student didn't submit an assessed work for the third time in the specific subject. - The student had a Stage 2 Incomplete Assessed Work incident in two different subjects.
Action	<ul style="list-style-type: none"> - Teacher assigns detention to complete the assessed work at the earliest time decided by the teacher. - Teacher informs the parents via email, cc' HOD and Coordinator - Teacher logs the incident on PSIS 	<ul style="list-style-type: none"> - HOD assigns Thursday detention. - Teacher provides the details of the assessed work for HOD. - Teacher marks the assessment as 0 and gives feedback to the student's submitted work. - Coordinator informs the parents via email, cc' Teacher, HOD and APA - Coordinator raises the issue in the Responsive Care meeting. - Teacher logs the incident on PSIS. 	<ul style="list-style-type: none"> - HOD assigns Thursday detention. - Teacher provides the details of the assessed work for HOD. - Teacher marks the assessment as 0 and gives feedback to the student's submitted work. - Coordinator informs the parents via email, cc' Teacher, HOD and APA - Coordinator raises the issue in the Responsive Care meeting if across subjects.. - Coordinator logs the incident on PSIS. <p>Repeated Stage 3 incomplete assessed work paired with low grades by the end of semester will move the student to the status "On Academic Probation" by APA.</p>
Logs	Log type: Learning Concern Sub Type: SMT Title: Incomplete Assessed Work Stage 1 Action Taken: Parents Informed	Log type: Learning Concern Sub Type: SMT Title: Incomplete Assessed Work Stage 2 Action Taken: Thursday Detention.	Log type: Learning Concern Sub Type: SMT Title: Incomplete Assessment Stage 3 Action Taken: Thursday Detention

Behaviour #3

Academic Misconduct Incident (Plagiarism, Collusion, Cheating)

	Stage 1	Stage 2	Stage 3
Incident	The student submits a plagiarised work for the first time in the specific subject (Not an IB component).	<ul style="list-style-type: none"> - The student didn't submit the updated plagiarised work assigned in Stage 1. - The student submits a plagiarised work for the second time in the specific subject. - The student has been caught cheating in exams. 	<ul style="list-style-type: none"> - The student didn't show up to the Thursday detention assigned in Stage 2. - The student had a Stage 2 Plagiarism/Cheating incident in two different subjects.
Action	<ul style="list-style-type: none"> - Teacher assigns detention to modify the plagiarised work at the earliest time decided by the teacher. - Teacher informs the parents via email, cc' HOD and Coordinator - Coordinator logs the incident on the Academic Misconduct Sheet - Teacher logs the incident on PSIS 	<ul style="list-style-type: none"> - HOD assigns Thursday detention. - Teacher provides the details of the plagiarised work for HOD. - Teacher marks the assessment as 0 and gives feedback to the student's submitted work. - Coordinator informs the parents via email, cc' Teacher, HOD and APA - Coordinator raises the issue in the Responsive Care meeting if across subjects. - Coordinator logs the incident on PSI 	<ul style="list-style-type: none"> - APA assigns in-school suspension. - Teacher provides the details of the plagiarised work for APA, cc' HOD and Coordinator. - Teacher marks the assessment as 0 and gives feedback to the student's submitted work. - Coordinator informs the parents via email, cc' Teacher, HOD and APA - APA sends an email to parents informing of in-school suspension, cc' teacher, HOD, Coordinator, GTL, APW, Principal. . - APA logs the incident on PSIS <p>Repeated Stage 3 plagiarised work paired with low grades by the end of semester will move the student to the status "On Academic Probation" by APA.</p>
Logs	Log type: Learning Concern Sub Type: AHY	Log type: Learning Concern Sub Type: AHY	Log type: Learning Concern Sub Type: AHY

	Title: Plagiarism Stage 1 Action Taken: Detention	Title: Plagiarism/ Cheating Stage 2 Action Taken: Thursday Detention	Title: Plagiarism/ Cheating Stage 3 Action Taken: In-School Suspension.
--	--	---	--

Behaviour #4			
Absence during in-school assessments			
	Formative Assessment:	Summative Assessments – Excused for a medical reason or pre-approved absence by the Head of School or Principal	Summative Assessments- Not Excused - Stage 3 *no medical note *no previous communication *late arrival to exam (20 minutes into the exam)
Action	<ul style="list-style-type: none"> - No need to make up for assessment. It is up to the teacher's discretion. The teacher can assign the work to the student as homework. - After missing 2 formative assessments, Teacher will inform the parents. - Teacher logs the incident on PSIS 	<ul style="list-style-type: none"> - The parent provides a doctor's note to the MHS office on the morning of the exam at the latest. - The teacher assigns a date to take the exam, preferably on the first day when the student returns. - Teacher prepares another version of the assessment. - The student takes the assessment under similar exam conditions. - Teacher informs the parents, cc HOD and Coordinator - Teacher logs the incident on PSIS 	<ul style="list-style-type: none"> - Teacher marks the assessment as 0. - Teacher informs the parent, cc' HOD, Coordinator and APA - Teacher logs the incident on PSIS <p>Note: if the student arrives for the exam within the first 20 minutes, he/she can take the exam with no extra time provided.</p> <p>Repeated unexcused absences during assessments paired with low grades by the end of semester will move the student to the status "On Academic Probation" by APA.</p>
Logs	Log type: Learning Concern Sub Type: SMT Title: Absence During Formative Assessment	Log type: Learning Concern Sub Type: SMT Title: Excused Absence During Exam Action Taken: Alternative Placement	Log type: Learning Concern Sub Type: SMT Title: Unexcused Absence During Exam Stage 3 Action Taken: Referred to APL

	Action Taken: Parents Informed.		
--	---------------------------------	--	--

Attendance

It is important for students to be present in class to learn as well as to earn credit and successfully complete their classes. Students are expected to attend every class, prepared with the required materials and on-time. Students are expected to attend at least 90% of each of their scheduled classes to pass and receive credit. Students who do not meet these requirements may need to repeat the class, earn additional credits through credit recovery, or do additional work or attend extra class sessions.

Students are permitted to miss up to 10% of their scheduled classes for excused absences - illness, or school approved family travel. In the case of longer-term illnesses with medical documentation, an exception may be given to the 90% attendance requirement. Unexcused absences may result in disciplinary consequences. School related absences (for school events, teams, assemblies, etc.) do not count towards the 10% of classes a student can miss and still receive credit. Students who arrive late to a class will be marked "Tardy" for the first 20 minutes, and after this will be marked "Absent."

Prohibited Items Student Searches by Staff

Whilst it is a very rare occurrence, if a member of staff or GTL has any concern regarding a student having prohibited items on their person, or in their possession (including bags and lockers) they must contact a member of SLT. **No staff, including GTL's**, can ask students to empty or show their pocket contents, or request, or complete any student search of their person any possessions.

A minimum of two members of SLT; Head of School, Lower, Middle or High School Principal or Assistant Principal are authorised to conduct any form of search. Any form of search must not include any physical contact with the student, or request to remove any article of clothing, unless there is a direct and immediate risk of physical harm to the student or staff member. In this case, the Head of School must be informed immediately of the circumstances and all recording completed prior to staff leaving the building.

Any case of concern regarding a request to search a student's personal belongings must be recorded, and parents informed. If a student refuses for their possessions to be searched (or would like parents present) they must be contacted, informed as to the reasoning, outcome and any further actions required.

No requests for searches or actions may be communicated or witnessed by any other unrelated student/staff and it must be conducted in an area that maintains privacy and respect. In a case of multiple students, they must be individually spoken to, and any

subsequent actions followed as stated before. In the case of female students, only two female SLT members should be present for any search.

Positive Choices

All student's positive academic success and pastoral choices are currently already identified and rewarded. However, all are subject to review during Semester 1 by both staff and Student Council to ensure student voice and choice are the primary driver for its continued development.

Off Campus Privileges

Grade 11 students will not be granted off campus privileges. This may be reviewed later in the academic year

- Grade 12 students (only full DP) will be provided with the opportunity to unsupervised study periods in designated areas. This opportunity will be withdrawn from any student if found not to be following expectations and core values of an ACS student.
- Grade 12 students (non-full DP students)

Any Grade 11 or 12 student who has a timetabled study period at the end of the day, with written parental permission being provided, may leave campus to continue studying at home.

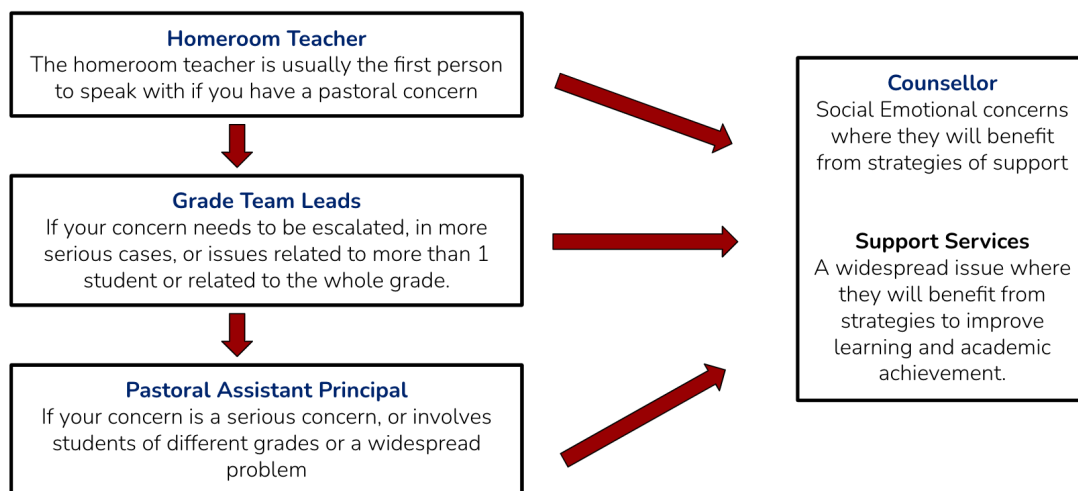
Students in Grade 12 are given the opportunity, with the permission of their parents, to take advantage of the Off Campus Privileges at lunch time.

We believe that senior students are of the age where they can be trusted with the responsibility of leaving campus during lunch time. It is the responsibility of the students to be at school in a timely fashion for all their scheduled lessons. Any tardiness in this regard will not be tolerated and will result in the loss of privilege.

Pastoral Concern Flowchart

It is asked that if members of a family have a pastoral or well-being concern that they follow the flowchart below.

Pastoral Concern



ACS Middle High School Behaviour for Learning Framework



Purpose

To support learners in the ACS community to become positive and respectful communicators and to elicit principled, caring, and reflective behaviour and conduct within the ACS Doha community. To support learners in achieving the ACS Doha core values, especially, and meeting high standards of behaviour and conduct and acting with kindness and compassion within the ACS Doha community.

FRAMEWORK OVERVIEW

At all stages of the Behaviour for Learning Framework, maximizing learning time is paramount. Teachers are encouraged to redirect behaviour towards learning before focusing on inappropriate / undesired behaviours.

Entries logged on PowerSchool are made for behaviours that reflect our core values as well as the inappropriate behaviour we are trying to eliminate.

In nurturing desired behaviours, a consistent approach is required. This framework's intention is to ensure consistency.

Recognizing behaviours that reflect our core values.

MoGs (Moments of Genius)

Teachers can reward students at any time using either MoGs or Caring Contributor slips. These are awarded to students who show reach above expectations academically. This can be from questions and answers in class, discussions, collaborations, individual homework or assignments or anything else the teacher deems worthy.

Caring Contributor slips

These are awarded to students who show actions that represent our core value, Act with Kindness. This can be at any time in any location.

Parents, homeroom teachers and students will be informed each time a slip is awarded. The slip will be attached to the student as well as the homeroom. Each month, homerooms with the highest number of slips and students with the highest number of individual slips will be displayed on our monitors.

Behaviours that do not reflect our core values

The actions, behaviours and choices the students make will be investigated based on different stages. The lists for each stage are not exhaustive and can be updated at any time. The stages are not in order and each incident will be looked at based on its own details and events. A student can be placed at any stage at any time depending on their behaviours.

CONCERN — RESTORE — SUPPORT

The system is based on a three-step structure. The first step is concerns and consequences, this is identifying the action or behaviour involved, where this behaviour lies in our behaviour policy and the appropriate consequence based on the details of the situation. Secondly, we have the restorative process, which is how can we make things right, whether this be between the people involved or within the student themselves as individuals. Finally, is the support system we need to continue progressing in the right direction. This could be check-ins, goal setting and monitoring or meetings with different members of the school community.

General Guidelines for Behaviour

All members of the ACS School community must:

- respect and comply with all applicable Qatari laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- always treat one another with dignity and respect, and especially when there is disagreement;
- respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all - including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need; seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community;
- respect the need of others to work in an environment that is conducive to learning and teaching, and not swear at a teacher or at another person in a position of authority

- Follow the MOEHE Code of Ethics

Behaviour for Learning is an MHS approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and builds on strategies that promote positive behaviours and behaviour change. When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. ACS Doha utilizes a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Procedures For Undesired Behaviours

The following Behaviour for Learning Procedures (for Grades 6 - 12) have 3 stages and in each stage, a student is given warnings before corrective action is taken. Restorative work is offered throughout the policy and is a crucial element in supporting behavioural change.

This is not a ladder system; the stage of a behaviour will be based on the details of the incident.

The processes will vary according to the context of the situation but should be used as guidelines:

- Verbal discussion between student/teacher. GTLs may be involved. See stages below
- Teacher to contact parents and record on PowerSchool Logs
- Students and parents are called in when needed
- GTLs/AP/Principal is formally involved in investigation and discipline procedures
- Escalation decisions are made between the AP/Principal
- The final decision regarding student serious conduct is placed with the Principal and Head of School
- All school personnel must record all incidents of bullying and/or unwanted behaviour and the action taken for each incident. All incidents shall be recorded in a timely fashion, immediately when possible, and documented on PowerSchool Logs.

All students will be treated equally with ACS Doha's Behaviour Policy while honoring their individual context when behaviour contracts are created.

The goal is to support behaviour change versus moving down the stages – teachers will help motivate and inform students in a proactive way on how they might stop their behaviour.

Stage 1 – Teacher Communication Home and Power School Logs

If a student receives 3 warnings, about any Stage 1 behaviour, within 1 week or 4 warnings in 2 weeks* documented by a teacher on PowerSchool, an email will be sent home by the Teacher.

- 1st offence - Log 1 is recorded on PowerSchool using the log feature. Conversation between teacher and student regarding behaviours.
- 2nd offence - Log 2 is recorded on PowerSchool using the log feature. Conversation between teacher and student regarding behaviours includes warning that this is a second offence.
- 3rd offence - Log 3 is recorded on PowerSchool. Communication with home and a conversation between teacher and student regarding behaviours including the fact that communication with the parent will occur. The GTL will be included and any other members of our support team e.g. our Counsellors or HOD if it is felt to be subject-related.

Teachers will take the necessary steps, using their own behaviour management “toolkit” to avoid an escalation to Stage 2.

The focus of this step is to open communication with all members involved and to engage with them in a manner that builds trust and understanding. Each log will involve a conversation with the student, to build opportunities for change and growth.

**Please note the time frame is a guideline and professional discretion is encouraged.*

Stage 2 – Escalation of Concern and Behavioural Contract

A student can be fast-tracked to Stage 2 at any point based on offence and context.

Escalation occurs if:

- A Grade Team Lead / Head of Department identifies repeated Stage 1 behaviours across subject areas
- A student exhibits Stage 2 behaviours.

Stage 2 incidents are dealt with by the Grade Team Leads.

When a Grade Team Lead observes or is informed of a Stage 2 incident:

- They will communicate with the student/s involved irrespective of information received by other sources.
- The conversation will include aspects of the concern, discipline, restorative and/or solution and moving forward support; as deemed appropriate by the Grade Team Lead.
- Communicate with parents by phone regarding incidents and conclusions achieved.

The focus areas of the conversation will be on creating self-awareness, taking accountability for their actions, creating ways to change their behaviour, and adhering to following ACS standards and expectations. The Grade Team Lead can use any of the tools mentioned above in the consequences / support table or their own strategies.

The Grade Team Lead will phone home and provide a follow-up email sharing the information about the situation and the next steps with parents, and students, while also CCing any other members of our support team. A request for a meeting with parents will be done if needed.

This process can include, but is not limited to behavioural contract, restorative work, a 360 report, daily report, counselling sessions, detentions, or a course of action deemed appropriate within a teacher's "toolkit".

A record of the behavioural contracts will be kept and made available for any staff involved. This will be shared by the Grade Team Lead.

Repeated Stage 2:

A second Stage 2 incident will follow the same procedure, but the Grade Team Lead will include a Daily Check-in Report for at least 3 days as part of the support process for the student. This could be longer as deemed by the Grade Team Lead.

A third Stage 2 will follow the same procedure, but the Grade Team Lead will include a Daily Check-in Report for at least a week, followed by 3 weeks of weekly comments by the student's teachers. The comments will be collected by the Grade Team Lead and passed on to the parents.

For each Stage 2 incident, the Grade Team Lead will communicate with the home by phone. This will be followed with an email to parents, students, and CC any other members of our support team deemed necessary.

Stage 3 - Continuous flaunting of rules and serious behaviours

A student can be fast-tracked to Stage 3 at any point based on offence and context. The 4th repeat of Stage 2 will also be deemed as a Stage 3 incident.

If Stage 3 behaviours occur, the AP and Counsellor need to be informed immediately. An investigation of the behaviour(s) and subsequent meetings with parents and the student will be held.

At any point, the Assistant Principal or Principal, in consultation with Grade Team Lead / Counsellors / Teachers can determine the action taken. This will always involve aspects of concerns, consequences, and restorative and support strategies.

Generally, and from a consequence point of view;

- **The first Stage 3 incident will result in a parent meeting and an in-school suspension.**
- **The second Stage 3 incident will generally result in a parent meeting and an out-of-school suspension.**

- The third Stage 3 incident will generally result in a re-enrolment hold with behavioural contracts and conditions.
- Continued incidences after this will result in re-enrolment being denied without conditions or direct expulsion.
- The school may also work with the Ministry of Education to temporarily or permanently provide services online, through a modified schedule or other to ensure the school environment is safe and productive for all students.

Furthermore, the school reserves the right to expel, without refund of fees, any student whose conduct seriously disrupts the academic programme and or puts others at serious risk.

Communication of outcomes:

Outcomes of any situation will be communicated with the family members directly involved using the guidelines above. The communication should include all three aspects of our behaviour policy, Concern, Restore and Support.

If situations involve more than one student and more than one family, then communication of outcomes will be limited to the family of each individual child only. While we may confirm the stage a behaviour is deemed at, we will not communicate the consequences received by one child to the family of another.

We believe that while students may have made wrong decisions in certain situations, all students involved should still be protected and cared for. Details of consequences can be and have been used in the negative by other students, and their families, and this must be avoided.

Communication

The MHS encourages parents to contact the school whenever they are concerned or have a question. The first port of school should be the Homeroom teachers or the Divisional Admin Coordinator.

Teachers are encouraged to communicate regularly with parents and remember that we encourage them to contact you directly should they need to discuss their child.

Please ensure that we have your correct email addresses and phone numbers using Forms Online.

Trips, Sports and ASAs

While the focus on these will always be the development of our students, they are also an opportunity for our students to represent our school and our community. As such we encourage our students to get involved in as many of these activities as possible. As a school we will focus on choosing students who will represent our school in a positive light and be a role model for the outside world on how ACS Doha student's conduct themselves in regard to respecting their environment and the wider Qatar community.

As such being a member of any of these activities is a privilege that is earned rather than assumed. Students will be given an opportunity and a period to prove their academic and behavioural performance to confirm their place in these activities.

Regarding behaviour performance, their positive interactions in our community will be taken into consideration. This could include but not limited to positive logs, Moment of Genius slips, caring contributor slips, and positive communication from teachers to home. Negative behaviour, negative logs, detentions, or suspensions could prohibit a student from participating in these activities.

Not attending these activities is considered a loss of privileges and thus can be a consequence from a stage 2 or stage 3 behavioural incident. This is even more likely if it is deemed their lack of participation will benefit the safety of other students.

Students who are on Academic Probation are not eligible to participate in international trips, to ensure that they focus on their studies and maximize their chances of improving their academic standing.

