## CONTENTS

<table>
<thead>
<tr>
<th>General Information</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Hours</td>
<td>5</td>
</tr>
<tr>
<td>Library Media Center</td>
<td>5</td>
</tr>
<tr>
<td>Booster Store</td>
<td>5</td>
</tr>
<tr>
<td>ASD's Mission, Vision &amp; Values</td>
<td>5</td>
</tr>
<tr>
<td>Mission</td>
<td>5</td>
</tr>
<tr>
<td>Vision</td>
<td>5</td>
</tr>
<tr>
<td>Values</td>
<td>5</td>
</tr>
<tr>
<td>Middle School Principal's Message</td>
<td>5</td>
</tr>
<tr>
<td>Middle School Basics</td>
<td>7</td>
</tr>
<tr>
<td>Communication</td>
<td>7</td>
</tr>
<tr>
<td>The Sahifa</td>
<td>7</td>
</tr>
<tr>
<td>PowerSchool</td>
<td>7</td>
</tr>
<tr>
<td>Gmail and Google Apps</td>
<td>7</td>
</tr>
<tr>
<td>NESA Virtual School (NVS)</td>
<td>7</td>
</tr>
<tr>
<td>School Website</td>
<td>7</td>
</tr>
<tr>
<td>School Day</td>
<td>7</td>
</tr>
<tr>
<td>Daily Schedule</td>
<td>7</td>
</tr>
<tr>
<td>Tuesday PACT Schedule</td>
<td>7</td>
</tr>
<tr>
<td>Professional and Collaborative Time (PACT) Tuesdays</td>
<td>7</td>
</tr>
<tr>
<td>DragonCards</td>
<td>7</td>
</tr>
<tr>
<td>Facilities</td>
<td>8</td>
</tr>
<tr>
<td>Middle School / High School Cafeteria</td>
<td>8</td>
</tr>
<tr>
<td>Emergency Drills</td>
<td>8</td>
</tr>
<tr>
<td>Leaving Campus during the School Day</td>
<td>8</td>
</tr>
<tr>
<td>Locks and Lockers</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education Lockers</td>
<td>8</td>
</tr>
<tr>
<td>Commons Areas</td>
<td>8</td>
</tr>
<tr>
<td>Health Clinic</td>
<td>8</td>
</tr>
<tr>
<td>Medications</td>
<td>8</td>
</tr>
<tr>
<td>Immunizations</td>
<td>9</td>
</tr>
<tr>
<td>Library Media Center</td>
<td>9</td>
</tr>
<tr>
<td>The ASD Theater</td>
<td>9</td>
</tr>
<tr>
<td>Weather Safety Concerns</td>
<td>9</td>
</tr>
<tr>
<td>Campus Guests and Visitors</td>
<td>9</td>
</tr>
<tr>
<td>Campus Pride and Appearance</td>
<td>10</td>
</tr>
<tr>
<td>Learning in the Middle School</td>
<td>13</td>
</tr>
<tr>
<td>Academic Program</td>
<td>13</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>13</td>
</tr>
<tr>
<td>Counseling</td>
<td>13</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>13</td>
</tr>
<tr>
<td>The Learning Support Program (LS)</td>
<td>13</td>
</tr>
<tr>
<td>Enrichment Classes</td>
<td>13</td>
</tr>
<tr>
<td>Child Study Team (CST)</td>
<td>13</td>
</tr>
<tr>
<td>Super Wicked Advisory Time (S.W.A.T.)</td>
<td>13</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Student Planner</td>
<td>13</td>
</tr>
<tr>
<td>Homework</td>
<td>14</td>
</tr>
<tr>
<td>Homework Tips for Students</td>
<td>14</td>
</tr>
<tr>
<td>Homework Tips for Parents:</td>
<td>14</td>
</tr>
<tr>
<td>Late &amp; Missing Work</td>
<td>14</td>
</tr>
<tr>
<td>Tests/Project Schedules</td>
<td>14</td>
</tr>
<tr>
<td>School Supplies</td>
<td>15</td>
</tr>
<tr>
<td>Textbook Loan</td>
<td>15</td>
</tr>
<tr>
<td>Assessment and Reporting</td>
<td>16</td>
</tr>
<tr>
<td>Grading</td>
<td>16</td>
</tr>
<tr>
<td>Purposes for Grading</td>
<td>16</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>16</td>
</tr>
<tr>
<td>Performance Descriptors</td>
<td>16</td>
</tr>
<tr>
<td>Learning Habits</td>
<td>16</td>
</tr>
<tr>
<td>Report Cards &amp; Progress</td>
<td>17</td>
</tr>
<tr>
<td>Academic Progress</td>
<td>17</td>
</tr>
<tr>
<td>Learning Beyond the Classroom</td>
<td>18</td>
</tr>
<tr>
<td>After-School Activities and Staying After</td>
<td>18</td>
</tr>
<tr>
<td>School</td>
<td>18</td>
</tr>
<tr>
<td>and Staying After School</td>
<td>18</td>
</tr>
<tr>
<td>MESAC Teams (High School)</td>
<td>18</td>
</tr>
<tr>
<td>After School Activities (ASA)</td>
<td>18</td>
</tr>
<tr>
<td>Attendance and Participation in Activities</td>
<td>18</td>
</tr>
<tr>
<td>Extra-Curricular Eligibility</td>
<td>18</td>
</tr>
<tr>
<td>Field Trips</td>
<td>18</td>
</tr>
<tr>
<td>School Sponsored Travel Abroad</td>
<td>18</td>
</tr>
<tr>
<td>Week Without Walls</td>
<td>19</td>
</tr>
<tr>
<td>Student Responsibilities and Expectations</td>
<td>21</td>
</tr>
<tr>
<td>ASD’s Guiding Values</td>
<td>21</td>
</tr>
<tr>
<td>Dress Code</td>
<td>21</td>
</tr>
<tr>
<td>Discipline: Philosophy</td>
<td>21</td>
</tr>
<tr>
<td>Disciplinary Referrals</td>
<td>22</td>
</tr>
<tr>
<td>Values Learning Plan (VLP)</td>
<td>22</td>
</tr>
<tr>
<td>Consequences for Conflicts with Core Values</td>
<td>22</td>
</tr>
<tr>
<td>Detention</td>
<td>22</td>
</tr>
<tr>
<td>Suspension</td>
<td>22</td>
</tr>
<tr>
<td>Expulsion</td>
<td>22</td>
</tr>
<tr>
<td>Selected Examples of Conflicts with Core Values</td>
<td>22</td>
</tr>
<tr>
<td>Abusive Language</td>
<td>22</td>
</tr>
<tr>
<td>Academic Honesty and Integrity</td>
<td>22</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>23</td>
</tr>
<tr>
<td>Cheating and “Helping Your Friends”</td>
<td>23</td>
</tr>
<tr>
<td>Falsification / Lying</td>
<td>23</td>
</tr>
</tbody>
</table>
## CONTENTS

<table>
<thead>
<tr>
<th>Student Responsibilities and Expectations (continued)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stealing</td>
<td>23</td>
</tr>
<tr>
<td>Forms of Academic Dishonesty</td>
<td>23</td>
</tr>
<tr>
<td>Academic Misconduct:</td>
<td>23</td>
</tr>
<tr>
<td>Academic Malpractice:</td>
<td>23</td>
</tr>
<tr>
<td>Procedures on Dealing with Issues of Academic Honesty</td>
<td>23</td>
</tr>
<tr>
<td>Academic Malpractice</td>
<td>25</td>
</tr>
<tr>
<td>Banned Items in School</td>
<td>25</td>
</tr>
<tr>
<td>Bullying / Harassment</td>
<td>25</td>
</tr>
<tr>
<td>Online Harassment / Cyberbullying</td>
<td>26</td>
</tr>
<tr>
<td>Illegal Substances: Alcohol, Cigarettes, and Illegal Drugs.</td>
<td>26</td>
</tr>
<tr>
<td>Public Display of Affection</td>
<td>26</td>
</tr>
<tr>
<td>Skipping Class</td>
<td>26</td>
</tr>
<tr>
<td>Vandalism</td>
<td>26</td>
</tr>
<tr>
<td>Theft</td>
<td>26</td>
</tr>
<tr>
<td>Attendance</td>
<td>26</td>
</tr>
<tr>
<td>Tardies</td>
<td>27</td>
</tr>
<tr>
<td>Planned Absences</td>
<td>27</td>
</tr>
<tr>
<td>Illness</td>
<td>27</td>
</tr>
<tr>
<td>Make-Up Work</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle School Technology and You</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-to-One Computer Program</td>
<td>28</td>
</tr>
<tr>
<td>Damaged Computer</td>
<td>28</td>
</tr>
<tr>
<td>Cell Phones and Personal Listening Devices</td>
<td>28</td>
</tr>
<tr>
<td>Responsible Technology Use Policy</td>
<td>29</td>
</tr>
</tbody>
</table>
General Information

Dr. Tom Hawkins, Director of ASD
4459 1532

Mr. Robert Gohr, Middle School Principal
4499 1202

Mr. Nick Mitchell, Middle School Associate Principal
4499 1207

Mrs. Jen Hammonds, Middle School Counselor
4499 1208

Mrs. Annalice Hill, Middle School Counselor
4499 1209

Mrs. Anita Reilly, Middle School Learning Coordinator
4499 1206

Mrs. Krista Bou Haidar, Middle School Activities Coordinator
4499 1113

Mr. Chet Garber, MS/HS I.T. Coordinator
5518 3656

Mrs. Lauren Elliott, Middle School Librarian
4499 1109

Mrs. Leon Chung, School Nurse
4499 1219

Mrs. Diana Saputra, Middle School Office Manager
4499 1201

Mrs. Jennierose Mariano, Middle School Office Coordinator
4499 1200

Ms. Tess Simbran, Transport Manager (Trilogistics)
4459 1508

School Hours
8:00am - 3:00pm
PACT Tuesdays: 12:30pm

Library Media Center
7:30am - 4:00pm

Booster Store
Sundays & Wednesdays from 1:00 - 3:00pm
Mondays & Thursdays from 10:30am - 3:30pm
Closed on Tuesdays

ASD’s Mission, Vision & Values

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

Vision
ASD is a future focused community where learning is...
- collaborative
- fun and engaging
- extended beyond walls
- creative to foster innovation
- data-informed and evidence based
- authentic, solving real-world problems
- encouraged in a technology-enhanced environment
ASD is...where students are encouraged to extend their own learning.

Values
Respect, Honesty, Responsibility and Compassion.

Middle School Principal’s Message

Welcome to the ASD Middle School! We are so glad to have you as part of our community. One thing that you should know about us is that we care not only about your academic growth, but also your personal growth. We want you to do your best in your classes, putting forward your best effort. We also want you to take advantage of all the fun things at school too, like our after school activities, socials, field days, and much more! In short, we want you to “Work Hard, Play Hard!” which pretty much sums up our middle school philosophy.

Our school is made up of over 70 different nationalities, which makes it a little like the United Nations! We are incredibly fortunate to be able to celebrate such diversity within our school. We are also incredibly fortunate to have such a strong relationship with our Qatari community.

So what can you do to be successful middle school student? Be ready to learn - use your planner daily and finish homework on the day it’s assigned. Work hard to learn - use the feedback teachers give you to grow and try your best. Work with others to learn - don’t be afraid to share your ideas! Finally, you need to get involved, both locally and globally! Take advantage of our activities, sports, clubs, house games and service projects.

These years in middle school will be among the most exciting and challenging times in your life. Our hope is that when you move on to high school and beyond, you will reflect back upon these years with a sense of accomplishment and pride.

Yours respectfully,

Rob Gohr, Middle School Principal
Middle School Basics
Communication, Schedule and Facilities

Communication
We use a variety of means of communication to stay in touch with students and parents. Below is an explanation of each type of communication that you should use to stay connected with what’s happening in our middle school.

The Sahifa
ASD publishes a weekly newsletter that is distributed via email to each family on Thursdays. Parents are encouraged to check the Middle School section of the Sahifa each week for information and announcements about upcoming events.

PowerSchool
Students and parents have constant access to academic progress and achievement through PowerSchool, our online grading and reporting system. PowerSchool allows students and parents to monitor academic progress, read daily announcements, and take responsibility for missing assignments. Parents and students will be given a login and password unique to them for access throughout their career at ASD. For a copy of this information please contact the middle school office.

Gmail and Google Apps
All students are set up with a school Google Apps account so they can communicate via email using Gmail. Students are responsible for making sure their Google Apps password is kept private and that they check their email at least once a day. Many teachers use Google Apps such as Google Docs and Google Classroom in class to share learning materials with students.

NESA Virtual School (NVS)
NVS is an online communication tool where teachers post homework, announcements, assignments, copies of handouts, rubrics, and more. Each class has their own NVS page set up by the teacher, and although each teacher may choose to use NVS for different purposes, you can expect that every teacher will post his or her homework information and dates of major assessments. In the event of a school closure, teachers will use NVS to communicate with students and continue instruction.

NVS is not a substitute for the Student Planner. Teachers expect students to write their daily homework in their Student Planner that they carry to each class.

School Website
ASD maintains a comprehensive website with general information about the school as well as announcements about upcoming events.

School Day
For students in Grades 6 - 8, the entry bell will ring at 7:55am.

Students are expected to go to their lockers and report to the first class, which begins at 8:00am.

Students who arrive late to school and miss part or all of the first instructional period will be considered tardy and must report to the office prior to attending classes. The school day will end at 3:00pm with dismissal taking place at this time. On PACT Tuesdays, dismissal will be at 12:30pm. There is no school lunch service provided on Tuesdays.

There are after school activities (ASA) that take place most days of the week, with the exception of Tuesdays. Activities (including athletics) typically end by 4:00pm, though some may go later (please check with your activity sponsor/coach). Students not participating in after school activities are not permitted to remain in areas that are unsupervised, which include the grade-level commons or cafeteria.

Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 9:20am</td>
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<td>5</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>9:25 - 9:55am</td>
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<td>Advisory</td>
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<tr>
<td>10:00 - 11:20am</td>
<td>2</td>
<td>6</td>
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<tr>
<td>11:20 - 12:00pm</td>
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<td>Lunch</td>
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<td></td>
</tr>
<tr>
<td>12:05-1:25pm</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>1:25 - 1:35pm</td>
<td></td>
<td>Break</td>
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</tr>
<tr>
<td>1:40 - 3:00pm</td>
<td>4</td>
<td>8</td>
<td>1</td>
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</tr>
</tbody>
</table>

Tuesday PACT Schedule

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<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 4</th>
</tr>
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<tbody>
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<td>8:00 - 9:00am</td>
<td>1</td>
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</tr>
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<td>9:05 - 10:05am</td>
<td>2</td>
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<td>2</td>
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</tr>
<tr>
<td>10:05 - 10:20am</td>
<td></td>
<td>Break</td>
<td></td>
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<td>10:25 - 11:25am</td>
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<td>7</td>
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<tr>
<td>11:30 - 12:30pm</td>
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</tr>
</tbody>
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Professional and Collaborative Time (PACT) Tuesdays
Time has been set aside on a regular basis for teachers to work together on school initiatives and improve our focus on student learning. This will happen every Tuesday afternoon of a full five-day week from 1:00 - 3:30pm. Therefore, student dismissal on these Tuesdays will be at 12:30pm with buses leaving at 12:35pm. There will be no lunch service provided on PACT days.

DragonCards
Your DragonCard is an essential item to bring to school each day. For security purposes, all students use their DragonCard to enter and exit campus. DragonCards are also used to make purchases at ASD such as lunch, snacks, theater tickets, or Booster Club merchandise. ASD strives to be a “cashless” school so that cash is not required on campus to make purchases of any kind. Families can add money
to their DragonCard account at any time by using one of the DragonCard kiosks located on campus in the Central Administration Reception and the Middle School / High School Cafeteria.

Facilities
Middle School / High School Cafeteria
The Middle School / High School Cafeteria is open to students during scheduled break and lunch periods, but not between or during classes. The cafeteria offers a variety of food available for purchase including hot meals, salads, sandwiches, drinks, and smoothies. Students are not allowed to buy drinks that contain caffeine. Please note that students are also welcome to bring their own lunch, but need to avoid bringing peanuts because other students may be allergic.

All food and drink purchased in the cafeteria should be consumed there or in the outside eating areas. No food or drink is allowed in the commons except water. Please remember to respect our campus and clean up after yourself when you are done eating.

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

Leaving Campus During the School Day
Students are not allowed to leave the campus during the school day without permission of a parent and the principal or nurse. Students who are ill must first see the school nurse, who will in turn contact parents. To leave campus before regular dismissal time, students must obtain a Gate Pass from his / her classroom teacher if visiting other than in injury or to discuss health issues. A student must have a Nurse Pass from his / her classroom teacher if visiting other than during break and lunch times. Students are expected to go to the Health Clinic before making arrangements to be dismissed from school because of illness. The nurse will contact parents to arrange transportation if necessary.

Physical Education Lockers
The middle school also provides lockers in the change rooms for students taking physical education classes.

• You need a combination lock for these lockers too, which must be removed after each class.
• DON’T LEAVE MONEY/VALUABLES in the changing rooms.

Commons Areas
Each grade level has its own commons area. This is a place for students to relax, chat with friends, do homework and of course, play foosball! Please follow these rules to keep our commons safe and clean:

• No food or drink (except water).
• No gum is allowed.
• No hats are permitted indoors.
• No running or chasing one another in the commons.
• No ‘horseplay’ or rough play is allowed (i.e. wrestling, pushing, shoving, etc.).
• Book bags or other items should not be left unattended in the commons area.

Please note also that the commons area is not an acceptable place to wait after school. If a student is participating in an after school activity, they should go directly to that activity. If a student is not participating in an after school activity, he/she may go to the library (until 4:00pm) to work, wait in the main reception area in front of the office, or wait outside by the guard house.

Health Clinic
The Health Clinic is located inside the Middle School / High School Cafeteria and is staffed by full-time nurses. Students are welcome to visit the Health Clinic when they have an illness or injury or to discuss health issues. A student must have a Nurse Pass from his / her classroom teacher if visiting other than during break and lunch times. Students are expected to go to the Health Clinic before making arrangements to be dismissed from school because of illness. The nurse will contact parents to arrange transportation if necessary.

Students who become ill during the school day will be sent home only if the school nurse is able to notify the parent, or the emergency contact designee. It is important that the person designated as the emergency contact number can be easily reached and is clearly stated on the student’s registration form.

Medications
No medications shall be administered without expressed written parental permission. If your child must bring
medication to school, the following steps need to be followed:

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

Immunizations
Health, immunization, and tuberculosis screening records are maintained on every child. Parents are required to submit a health status update as they register their child for each school year and are urged to notify the school Health Clinic of any significant changes in health, which occur during the school year. A minimum immunization standard is required for attendance at the American School of Doha.

The combined ASD library collection contains over 20,000 resources including reference books, nonfiction and fiction books, books-on-tape, book kits, picture books, CDs, professional books, vertical file materials, periodicals and newspapers, subscription online databases (e.g. CQ Researcher, EBSCOhost, NewsBank, Searcshasaurus, etc.), and computers for research and schoolwork. Audiovisual resources (VHS, DVD, etc.) and audiovisual equipment are for faculty instructional use only. All library resources, as well as pre-reviewed websites, are catalogued and searchable in “Destiny,” our customized online catalog and research system. Destiny can be accessed online.

Print materials may be borrowed for a period of three weeks, renewable for an additional three weeks when no other reservations exist. The number of resources a student may borrow varies according to grade level; middle school students are allowed up to three at time (or more with approval).

Students with overdue materials receive weekly notices and are expected to return or renew items on time. Students may not borrow additional items until those overdue are returned, unless given special permission by the librarian. All library patrons are expected to pay the replacement cost of lost or damaged materials before borrowing more items and/or receiving their report cards or school records.

In order to keep our library clean and comfortable for everyone, we ask that patrons leave food and drinks outside. All school rules also apply to behavior in the libraries. While using our computers, the Responsible Technology Use Policy must be followed. We also expect all library patrons to be respectful and considerate of each other and the entire library staff and to help keep the atmosphere quiet and conducive to learning.

Please let the librarians and library assistants know when you need assistance. We are here to help you with your reading and reference needs.

The ASD Theater
We are very fortunate to have a state-of-the-art, 500-seat theater available to us for our student productions, concerts, guest presentations, and assemblies! Regular school assemblies are held each month during the school day. Students are expected to attend assemblies, behaving in an appropriate, respectful manner, while being considerate of guest presenters and others attending the assembly. Please respect the following theater rules:

- No food or drink.
- Keep feet off seats.
- Sit in designated or assigned areas only.
- Remain seated during performances. Entering and leaving will not be allowed except for intermissions.
- Aisles must be kept free of all items.

Weather Safety Concerns
On days when the temperature is extremely high (35 degrees Celsius / 95 degrees Fahrenheit or above), the Health Clinic will put out the Red Flag. This means that it is a very hot day. Students need to drink plenty of water and stay in the shade. Students may only participate in low impact activities in shaded areas when the Red Flag is displayed.

Campus Guests and Visitors
For security reasons, security must be informed of all visitors and guests prior to their arrival at school. In addition, all guests and visitors are required to present a photo identification card to the guard at Gate 8, who in turn, will issue you a visitor identification badge. This badge is to be worn and visible at all times while on campus.

Students who wish to have a student guest visit the school MUST receive permission at least one day in advance from the Middle School Principal. Visitor forms are available in the Middle School Office. Guests will arrive after first block (9:20am), be present for SWAT, second block, lunch, and then should depart for the rest of the school day (11:55am). The visiting student must attend classes with his / her sponsoring student.

All guest passes are issued at the discretion of the school administration and may be rescinded or revoked at any
time. Upon surrender of the visitor pass, the visitor’s photo identification card will be returned.

**Campus Pride and Appearance**
We are fortunate to have a beautiful facility in which to learn every day. It is every student’s responsibility to care for the building and campus at ASD. Thank you for keeping our campus clean.
Learning in the Middle School

Academic Program
The middle school academic program focuses on the whole child’s educational experience. Student schedules are balanced between core curriculum and electives, which include opportunities to try new experiences or to build on areas of interest. Please refer to the Middle School Program of Studies (POS) on the ASD website for more information about academic courses and electives in the middle school.

Student Support Services

Counseling
Counselors are an integral part of the middle school educational team. Their aim is to support all students in acquiring the necessary skills, knowledge, and understandings to succeed in personal / social, academic, career, and global perspective domains. Counselors also focus efforts on helping students prepare to lead positive lives as respectful, honest, responsible and compassionate active global citizens. Counselors deliver services through school guidance curriculum, individual student planning, responsive services, pro-social programs and system support. The middle school counselors may be contacted at any time to discuss academic, social, and/or emotional concerns.

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

The Learning Support Program (LS)
ASD strives to enable each student to reach his or her full potential. The LS program seeks to identify students who need support, provide support to these students, improve student achievement, and exit students from the program when appropriate.

Students that are found to be exceptional and have documented mild learning difficulties that interfere significantly with their academic performance in the classroom, qualify for the program. Those who are at risk for not meeting ASD grade level standards may access additional help through our Resource Support program. Prospective students under consideration are required to furnish the middle school with an accredited evaluation, if one exists. Admission to the program is determined on a case-by-case basis, and is dependent upon whether a particular student’s needs match the level of services available.

Enrichment Classes
Enrichment classes (reading, writing, math) allow students to continue with their grade level coursework, while receiving targeted support and strengthening curricular skills. Classes are based on student needs, with an emphasis on direct instruction in reading, writing, or mathematical strategies.

Child Study Team (CST)
All educators in the school share responsibility for the successful education of all students. The CST is a support system with the primary purpose of providing an organized way for teachers and parents to be proactive. Student referrals may come from teachers or parents who are concerned about a child’s learning and growth. The combined knowledge, experience, and skills of the CST members result in a broader range of strategies and possibilities for problem resolution. The CST gathers information on the current strengths and areas for improvement of a specified student, resulting in an action plan. The action plan is reviewed and outcomes discussed.

Super Wicked Advisory Time (S.W.A.T.)
In addition to developing ASD’s core values and habits of mind, the advisory program will help guide and support students by facilitating their academic success and personal growth, while at the same time building a dynamic and exciting middle school identity that each and every student is proud to be a part of.

The two areas of emphasis of the Middle School Advisory Program are:

- **Advocacy**
  - Building relationships in which students feel they have an adult they can trust and talk to.
  - Advisors act as mentors and give guidance.
  - Every student has a teacher advocate in their corner.

- **Community**
  - Building group identity so each student has a “home-place” in the school.
  - Every student can comfortably support and be supported by their group members.

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

Student Planner
Each middle school student is provided with a Student Planner. It is expected that students will use the planner every day to record assignments and other information. Parents should check it frequently to ensure students are being organized and responsible. A planner can be a useful communication tool between home and school. Students will be instructed in the proper use of the planner, and teachers will monitor their use. Students who lose their planners will be expected to purchase a replacement at the Middle School Office.
Students are welcome to use electronic methods for reminders of assignments as well, but should also keep the school-provided planner with them as their primary means of organization.

Homework
Homework is considered an essential part of our academic program and allows you the opportunity to practice what you have learned in class and also apply your learning in new ways. Expect to spend up to 60 minutes per night for sixth grade, increasing up to 90 minutes per night as you move toward your eighth grade year. At ASD Middle School, teachers may give homework for several reasons:

- To reinforce learning through further practice and application of material.
- To enrich student learning through independent study, individual research and experimentation.
- To develop your independent study habits.
- To enable students to complete assignments that they were unable to complete during class.
- To work on projects of a long-term nature.

Homework Tips for Students

- Write your homework down in your planner each day. If no homework was assigned, write ‘no homework’ for that block.
- Do homework the day it is assigned. That way your homework doesn’t pile up and become difficult to manage.
- Establish a regular time and place to complete your homework each day. Make sure it is a place that is relatively free from distraction (television, telephone calls, social networks, etc.).
- You are responsible for making up missed assignments. If you are absent from school, check NVS where teachers also post information about class and homework, or you can also email your teacher.
- Approach your teachers prior to pre-planned absences. For pre-planned absences (family vacations, school activities, sports, etc.) you must approach the teacher prior to the absence to find out what learning and assignments you will miss.
- Review your progress using PowerSchool. Teachers will post homework grades here and may add the following comments next to an assignment:
  - ‘M’ = missing
  - ‘L’ = late
  - ‘I’ = incomplete
  - ‘C’ = teacher comment (click to read the comment)

Homework Tips for Parents:

- Monitor homework. Student achievement is higher when parents monitor homework, participate in school activities and support the work and values of school. Parents should facilitate homework completion rather than help with homework content. Well-planned homework should not need parental help.
- Make homework a routine daily activity. Set up a comfortable location for your child to do homework. This does not have to be a “special” room (in fact research says it may be beneficial to vary locations), but should have good lighting and be free of distractions.
- Discuss what your son or daughter is learning. Show interest in your child’s school work and have frequent conversations about their learning.
- Watch for signs of failure or frustration.
- Contact the teacher if you are concerned or want to check progress. Discuss with your student and then, if necessary, contact the teacher to clear up any misunderstandings, troubleshoot problems, discuss time management and be informed about your student’s learning progress.
- Use holidays to refresh. Tests will not be given, nor long term assignments due, on the first day of school after a long holiday or school vacation. Homework will not be assigned on extended holidays such as Eid, Winter Break, or Spring Break. The holidays allow students, as lifelong learners, the opportunity to explore and expand their various interests.
- Notify the school of absences. If students are absent from school, they are responsible for making up missed assignments.

Late & Missing Work
For homework to be helpful for learning, students need to complete it on time so they have an opportunity to practice and receive feedback on their learning. If it doesn’t get handed in on time, the opportunity is lost.

If you do not complete your homework on time you need to take responsibility and complete the assignment and turn it into your teacher as soon as possible. Teachers will use PowerSchool and email to communicate with students and parents about missing homework. Students may be asked to give up their break time for a “working lunch” in order to complete missing homework. If completing homework becomes a frequent problem for a student, disciplinary consequences may be necessary.

Tests/Project Schedules
Middle school teacher teams will communicate in order to coordinate assessment schedules. No student should have more than two major assessments (i.e. unit tests or major project due dates) on any given day. Students are expected to inform teachers as soon as they realize that too many assessments have been scheduled for the same day. This notification should be made when the assessment dates are announced.
School Supplies
Please refer to your grade-level supply list posted on the ASD website for further details about what supplies you need for school.

Sixth Grade Supply List
Seventh Grade Supply List
Eighth Grade Supply List

Textbook Loan
Students are responsible for books checked out to them and must pay the replacement cost for lost or damaged books.
Assessment and Reporting
Learning takes place when new knowledge, understanding and skills are obtained or when prior knowledge, understanding and skills are being consolidated. The American School of Doha has created a standards-based curriculum that is based on research and best practice.

Consideration of students’ individual learning styles should be taken into account when developing long and short-term plans. The use of data collection through formative and summative assessment will be used to guide instruction.

Grading
In the middle school, teachers report on standards to clarify what a student is expected to know and be able to do with the knowledge and understandings they acquire.

Although teachers collect evidence on a range of standards and benchmarks throughout the year, reports are set up to report out on both standards and strands (groupings of like-standards). When considered together, strand scores provide a more complete picture of student achievement.

Purposes for Grading
Students:
- To communicate achievement status.
- To provide students with a context for self-reflection and goal setting.
- To help clarify expectations.
- To provide evidence of student learning habits and their impact on academic achievement.

Teachers:
- To measure student progress relative to meeting grade level standard expectations over time.
- To inform planning for future learning, teaching, and evaluation of the effective implementation of programs.
- Document student performance to evaluate the effectiveness of instructional programs.

Parents:
- To communicate the achievement status of students.
- To provide information on progress so that parents can support their child to the next level of understanding.
- To develop an understanding of their child’s needs and performance in relation to the school’s programs.

Academic Standards
ASD’s standards help students to understand what is expected of them. Providing clearly defined learning targets and examples of high quality work, is the first step in helping all students meet proficiency levels (or even go beyond).

This clarity, combined with support from teachers and parents, fosters the level of perseverance and effort needed for students to meet and exceed our standards. With this information, students can more accurately assess their own performance in relation to the standards and determine what they need to do to ensure that their work meets expectations.

At ASD, we believe that:
- Students benefit from feedback that describes their level of learning against standards.
- Feedback on effort should be given out separately.

Levels of Performance Descriptors
Advanced (ADV):
- Consistently demonstrates in-depth understanding of standards/benchmarks, excelling at and/or exceeding grade level expectations.
- Consistently applies, extends, and/or adapts key concepts, processes, and skills.
- High levels of quality and complexity characterize performance.
- Self-assesses and reflects on feedback to improve work.

Proficient (PRO):
- Consistently demonstrates a thorough understanding of the standards/benchmarks, meeting grade level expectations.
- Student applies the key concepts, processes, and skills.
- Accepts suggestions and improves work.

Approaching Proficiency (APP):
- Demonstrates some understanding of standards/benchmarks (meets some the stated expectation and/or learning goals).
- Performance is inconsistent and varies in regard to accuracy and quality.
- Suggestions, followed with support, lead to improvement.

Limited Proficiency (LTP):
- Does not yet demonstrate sufficient understanding of the standards/benchmark.
- Does not meet minimum grade-level expectations at this point in time.
- Performance is inconsistent, even with support.

Learning Habits
Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for the future, and those who are not. In the middle school, instilling within our students strong Learning Habits is essential to the pursuit of their intellectual and personal development. These highly valued attributes enable our students to grow and to succeed.

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

**Middle School Learning Habits:**

1. Ready to Learn
   **Examples:**
   • Completes and submits classwork, homework, and assignments on time.
   • Comes prepared for class with all materials.

2. Works Hard to Learn
   **Examples:**
   • Perseveres when attempting new or difficult work.
   • Seeks clarification and assistance when needed.
   • Stays on task; uses time appropriately.
   • Makes use of feedback to improve.

3. Works With Others to Learn
   **Examples**
   • Contributes to group by sharing information, resources, and expertise.
   • Performs his or her own share of the work to the best of his or her ability.
   • Listens and responds positively to the ideas, opinions, and values of others.

**3-Point Scale Indicator**

- **Independent (IN)**
  Student consistently models for this habit.

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

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

**Report Cards and Progress Reports**

Progress reports are issued at the mid-point of each academic semester. These reports communicate information regarding each student’s learning habits as well as their academic progress in each class. Academic progress is shared through the performance level attained in each of the subject standards assessed.

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

Any standard below proficiency (APP or LTP) should be monitored closely. Any standard that is limited (LTP) represents an area of struggle for that student and will need to be addressed. Students should work directly with their teacher to address standards where they are approaching or limited.

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

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

**PowerSchool and Keeping Track of Academic Progress**

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

PowerSchool is a great tool for keeping track of your academic progress, however it is also meant to provide students with additional responsibility. Students are in charge of following through on their assignments, explaining their learning to their parents, and advocating for themselves. Should students have questions or concerns about their grades, they are requested to respectfully approach their teacher for assistance and arrange a time to work with their teacher outside of class (such as before or after school, or during lunch).

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

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

Not everything that is assessed needs to be graded. Certain assessments called formative assessments are meant for learning, so it is the feedback that is important. Teachers will ‘exempt’ certain assignments in Powerschool from a students’ overall grade, but will still include their level of performance in order to communicate their progress towards meeting that standard.
Learning Beyond the Classroom
ASD’s Middle School offers a variety of opportunities and activities to help our students develop into well-rounded individuals. We strongly encourage all students to look and see what’s being offered and get involved!

After-School Activities and Staying After School

After School Sports Mission and Purpose
Our mission is to provide middle school students the opportunity for continued physical, social and personal development in a challenging and supportive environment, both competitive and noncompetitive in nature.

Students are encouraged to participate in the numerous after school activities (ASA) and sports offered at ASD.

ASD’s After School Sports program has four main objectives:

1. Offer students the opportunity to learn and try a variety of sports.
2. Encourage healthy lifestyles and develop active hobbies for recreation and fun.
3. Collaborate and participate as part of a team.
4. Enable students to build competitive level skills.

Middle school students will be expected to practice sports twice a week (Sunday / Wednesday or Monday / Thursday 3:05 - 4:00pm). Tournaments will be organized and run by ASD coaches and each tournament will be advertised as a community event. Parents and peers are encouraged to attend.

For some sports, our students have the opportunity to participate tournaments with other schools in Qatar. This will give some of our players more experience in a competitive setting. Teams for these tournaments will be chosen after our regular MS program concludes.

MESAC Teams (High School)

- Junior Varsity (JV) / Varsity participation is open only to eighth graders.
- Students must follow high school eligibility and participation standards.
- For more information about MESAC teams, please contact the High School Athletics Director.

After School Activities (ASA)
ASD Middle School strives to provide opportunities and activities where students can explore their interests, increase their skills and knowledge, and interact with other students and their teachers outside the regular school day. After School Activities (ASA) can be either academic or non-academic in nature. If students have ideas for a new club, we encourage them to see our Activities Director to get their club going!

- Activities will run from 3:05 - 4:00pm. It will be advertised if this is an exception.
- Each activity will have a teacher sponsor.
- Some clubs that have been run: climbing, zoology, book clubs, cooking, quilting, guitar, crafts, anime, Rubik’s cube, yo-yo, and more.
- For more information about ASA, please contact the Middle School Activities Director.

However, remaining after school with no purpose except to “hang out” is not an option.

If you must remain after school (i.e. waiting for a ride, H2O swimming, etc.), you are asked to go work in the library (until 4:00pm), wait on the main floor by administration, or wait by the guardhouse. You are not permitted to wait unsupervised in grade level commons areas, courtyard / basketball court, or cafeteria.

Attendance and Participation in Activities
In order to participate in after school and evening extra-curricular activities (sports, concerts, theater, etc.), students must attend a minimum of two classes on the day that the activity takes place. Additionally, students participating in after-school and evening activities are expected to be in school the following day.

Participation in extra-curricular programs is an additional responsibility that students assume. These activities DO NOT exempt students from their regular school responsibilities. Students representing ASD at regional activities are expected to be in school on the day they depart or return from competition unless the ASD administration makes a special exemption. Failure to do so may result in exclusion from further participation in such events.

Extra-Curricular Eligibility
All students are encouraged to take part in our many extra-curricular activities. Students are considered eligible to take part if they are in good academic standing and are not in danger of failing any of their classes. Students on academic probation or in academic difficulty may not be eligible to compete in extra-curricular activities involving contests or performances. Students who are on behavioral contracts must first seek the approval of the principal in order to be considered for eligibility.

Field Trips
Any student participating in a school-sponsored field trip must have written permission from a parent or guardian. Students who have encountered disciplinary problems may be prohibited from attending specific field trips at the discretion of the teacher(s) or chaperone(s) and with concurrence of the school administration.
School Sponsored Travel Abroad
Opportunities for travel may be offered as part of the activities program or to provide opportunities for enrichment. Guidelines for participation have been developed by the school and may be supplemented by the sponsoring faculty member. All travel (including expenses of chaperone(s) is at the expense of the participating students’ families (except for Week Without Walls). Absence for school-sponsored travel is excused, but considered to be absent from school. The school or traveling sponsors are not responsible for any personal items lost or stolen during travel.

Travel Guidelines
Students traveling out of the country on school sponsored trips need not report to school until 10 hours after the plane lands in Doha. It is the responsibility of the administrator in charge of the trip to advise the students at the airport of the time they must report to school the next day. These trips administrator will also need to inform the high school or middle school office of the designated time.

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

<table>
<thead>
<tr>
<th>Flight Arrival Times</th>
<th>Report to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 11:00pm</td>
<td>8:00 am</td>
</tr>
<tr>
<td>Between 11:00 &amp; 12:00 (midnight)</td>
<td>9:30 am</td>
</tr>
<tr>
<td>Between 12:00 (midnight) &amp; 1:00am</td>
<td>11:25 am</td>
</tr>
<tr>
<td>Between 1:00am &amp; 2:00am</td>
<td>1:30 pm</td>
</tr>
<tr>
<td>After 2:00am</td>
<td>All day</td>
</tr>
</tbody>
</table>

Week Without Walls (WWW)
The Week Without Walls program aligns very closely with ASD’s mission and vision. Middle School years are the developmentally appropriate time to provide students with these experiences to help spark their interest and allow them to explore outside their comfort zones in a planned and safe manner.

The sixth grade begins with “field trip” type activities for a week culminating with a sleep over away from home but in Qatar. Seventh grade travels closely in the region to an adventure camp for four nights and five days where the focus is team building, self-challenge, and adventure. Eighth grade travels for six nights and seven days to entirely different cultural and travel experiences. Both seventh and eighth graders will be divided into three groups to manage numbers. In high school, students have opportunities for service, adventure, and interest trips. These are done independent of school curriculum and paid for individually. We have found the progression of the WWW program has inspired and encouraged our High School students to continue and deepen the lessons they began in middle school.

All middle school teachers and students participate in WWW. This experience is part of our middle school curriculum and so participation is mandatory. However, we do realize that occasionally students cannot travel for a variety of reasons. Students who do not travel will still do the lead up work to the Week Without Walls experience and will then do a week long, independent project culminating with presentations on the last day, as well as service work at school.

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

Week Without Walls is paid for by the school so there is no extra cost to you. Parent information will be sent out in early September and there will be an information night at school in advance of the actual trips.
Student Responsibilities and Expectations

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

The conduct of ASD students on and off campus should reflect standards of citizenship desired by members of the expatriate community. Respect for the laws and customs of the people of Qatar is fundamental and therefore expected. The ultimate goals for students are self-discipline and responsibility for one’s actions. If the following guidelines for student conduct are followed, most problems can be avoided:

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

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

ASD’s Guiding Values

ASD is founded on the core values of responsibility, respect, honesty, and compassion, and these values drive our approach to education and managing student behavior. ASD will manage student behavior to support the teaching and learning process and to uphold and reinforce commonly accepted standards of behavior. Managing student behavior assists students to develop personal, school, and community responsibility.

Value Guidelines

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

Responsibility:

- Arrives on time.
- Comes with all learning materials.
- Holds him / herself accountable for actions.

Honesty:

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

Respect:

- Sets and maintains high standards for self.
- Interacts with other people appropriately.
- Displays cultural sensitivity.
- Cares for the environment.
- Values teaching and learning.

Compassion:

- Has empathy for others.
- Supports and encourages other students who need it.
- Understands that growth comes from mistakes.

Dress Code

ASD does not have a school uniform (with the exception of physical education attire), however, all students are expected to appear neat and clean and be sensitive to their status as guests in our host country. Please follow these middle school guidelines to dress respectfully at ASD:

- Wear clothing that covers shoulders and the entire midriff. Shorts and skirts should reach to within three inches of the knee.
- Do not wear tight-fitting clothing such as leggings, jeggings, or tights unless they are covered by shorts or skirts that reach to within three inches of the knee.
- No ripped or torn clothing.
- Underwear should not be visible.
- Hats and sunglasses may only be worn outdoors.
- Jewelry, glasses, and t-shirt decorations and logos should be culturally sensitive, not offensive or inappropriate.

Students may be asked to change into a school uniform or sent home if appropriate attire cannot be provided. Please note that our dress code remains in effect during school-sponsored activities, including school socials and field trips.

Note: Dress code during Physical Education (PE)

Students are required to wear a PE. uniform for their physical education classes. Middle school students that still have last year’s PE uniform (and it still fits) are welcome to wear it during this year’s classes.

Discipline: Philosophy

Every student at ASD has the right to a quality education. Each teacher has the responsibility to teach and each student has the right and the responsibility to learn. No student has the right to interfere with this process. Each teacher has classroom rules to ensure the best possible educational environment. Respect, common sense, reasonableness, and courtesy are the foundation for the educational relationship between student and teacher. We will model ASD values in everything we do.

In an effort to provide a uniform and clear process for handling disciplinary situations which conform to acceptable
standards and meet due process guidelines, ASD has outlined some of the behaviors that run into conflict with our school values, as well as possible action(s) that may be taken to resolve the various issues. Our goal is to establish a school in which students are proud to attend, and one with an atmosphere of freedom to learn. Everyone at school shares in the responsibility of providing a positive and safe learning environment.

Any student behavior that is detrimental to the orderly operation of the school, a school-sponsored activity, or other aspect of the educational process shall be subject to disciplinary action. Disciplinary action will be applied fairly and consistently, based on the severity of the infraction. Students are expected to conform to ASD rules, regulations, and behavioral expectations while on campus or attending a school activity at another site.

In general, students are expected to practice good citizenship. This includes exhibiting courtesy and respect to all, respecting appropriate authorities, respecting school property and the property of others, and again, taking responsibilities for one’s actions.

Disciplinary Referrals
A Disciplinary Referral is a notice that a student has been referred to the principal for misbehavior. The referral will describe the misbehavior and any disciplinary action that will be taken. A student who accumulates excessive disciplinary referrals may be expelled from ASD. In serious or extreme cases, the principal may recommend to accelerate this process.

Values Learning Plan (VLP)
In the event that a student is referred to the office for a behavioral infraction, he or she will be asked to reflect on what happened, and determine a better plan of action for future situations (should they arise). This Values Learning Plan must be signed by the student, parent, teacher, and administrator, and be returned to the office before class the next school day.

A Values Learning Plan is a reflection, not a consequence. All Values Learning has the aim to have students learn and grow from the experience. When a student is asked to complete a VLP, the teacher or principal may contact parents, and a consequence may be rendered. Above and beyond the consequence, the student will employ restorative justice to gain back the trust of individuals involved and to make things right. The reconciliation conversation restores the relationships and helps students to re-integrate into the school community.

Consequences for Conflicts with Core Values
When a student’s actions are in conflict with the school’s core values, the consequences may include, but would not be limited to, a verbal plan, parent call, parent conference, loss of privileges, (after school clubs, field trips) loss of free time, (detentions) temporary removal from a class, service to the community, in-school suspension, out of school suspension, and in serious or repeated cases, expulsion (permanent removal from school).

Detention
For some infractions students may lose some or all of their free time at school. This typically is a lunch and/or break detention. Students can bring their lunch to the office, but will be separated from their normal lunch or break activities.

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

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

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

Suspension may be short (one - five days) or long (six or more days – recommendation is made to the director for review and final decision). In all cases, parents are notified. During both in and out-of-school suspension, students would not be allowed to participate in any school sponsored after school activities. Students on suspension may complete and turn in any work they miss as a result of their time away from classes.

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

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

Academic Honesty and Integrity
You are expected to complete assignments and assessments on your own. Learning to work on your own and with others are both important lifelong skills. Your teachers design learning opportunities so that you have a rich experience. If you cheat, you rob yourself of the chance to learn. To use outside help or materials not allowed in an independent assignment is cheating. Copying another student’s assignment defeats it’s
purpose, which is to learn. A student who allows his/her work to be copied is just as responsible.

As an example, it would be cheating if you:

- Turn in work that was completed by another person.
- Allow someone to copy your work.
- Get information from notes or another student during a test or quiz.
- Give information to another student during a test or quiz.
- Get information from another student about a test they have already taken.
- Give information about a test or quiz you have already taken to a peer.
- Take a photograph of any test, quiz, or other student’s work.
- Copy published material without giving credit to the source.
- Do not follow specific guidelines concerning cheating given to you by your teacher.
- Misrepresent the work of anyone else as your own.

ASD’s Academic Honesty Guidelines expressly forbid the following:

**Plagiarism**
This is a form of cheating. To use another person’s ideas or expressions in your writing without acknowledging the source is plagiarism. Copying from Internet sources and cutting and pasting into documents is not acceptable. It is also easy to spot by the teacher, or captured by a search engine. Don’t do it! You are plagiarizing if you:

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

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

Copying another student’s daily assignment defeats its purpose. If a teacher finds that one student has given answers to another student on a daily assignment, then that student (along with the student who copied) will:

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

**Falsification/Lying**
Falsification includes the statement of untruth either verbally or in writing, with respect to any circumstances relevant to one’s academic work. Such acts include, but are not limited to:

- The forgery of official signatures.
- Tampering with official records.
- Fraudulently adding, deleting, or manipulating information on academic work after the testing period or due date of the assignment.
- Lying or failing to give complete information to a teacher.
- Claiming illness to gain extra preparation time for tests, quizzes, or assignments due.

**Stealing**
Stealing includes the taking or appropriating without the right or permission to do so and with the intent to keep or make use of wrongfully, the schoolwork or materials of another. Such acts include but are not limited to:

- Stealing copies of tests and quizzes.
- Taking a photograph of any test, quiz, or other student’s work.
- Accessing the teacher’s answer key for test or quizes without permission.
- Stealing the teacher’s edition of the textbook.
- Stealing another student’s homework, notes, and/or handouts.

**Forms of Academic Dishonesty**
An infraction of the above can come in two forms: academic misconduct and academic malpractice.

1. **Academic Misconduct:**
A student may violate the rules of sound academic practice of clearly acknowledging all ideas and words of other persons without a deliberate attempt to gain unfair advantage. For example, this may be particularly true in the younger grades before students have had time to learn and practice correct citations and adequate paraphrasing. A teacher may feel this is true of a student new to the school for similar reasons. An academic misconduct will be seen as a learning opportunity.

2. **Academic Malpractice:**
A student, who attempts to gain unfair advantage, either deliberately or after having adequate opportunities for understanding this document and what it means in practice, has committed academic malpractice.

**Procedures on Dealing with Issues of Academic Honesty**
Whenever a teacher suspects a violation, the teacher will first determine if it is a case of “Academic Misconduct” or of “Malpractice.” (see explanation above)

If an academic misconduct occurs, the teacher will speak to the student regarding the matter, stressing the potential
for serious consequences, and notify the office. Should a student’s academic honesty come into question a second time, the student will be advised that any further cases of misconduct will be dealt with as malpractice. The student will meet with a counselor and principal to discuss the seriousness of repetitions and to determine if the student needs further learning support in order to avoid such mistakes.

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

**Academic Malpractice**

**First Offense:**
Because academic dishonesty is considered a serious offense, parents will always be contacted if a student chooses to cheat. In the event a student chooses to cheat while in the middle school:

- The teacher will always inform the Principal or Associate Principal. There will be a record kept of the incident for the duration of their stay in middle school. For incidents that occur in grade 8, this information is passed on to the high school and kept for an additional year.
- A written document outlining the school policy on cheating (and consequences) will be forwarded to the parents of the student.
- The student will develop a Values Learning Plan.
- Students will not earn any credit for assignments completed by cheating. Students will be given the opportunity to be re-assessed on the work, but a 50% would be the highest possible grade.

Depending upon the severity of the offense, the following consequences may also be invoked:

- Student may be excused from any honor societies or student council that he/she is a member of.
- Student will not apply to any honor societies or run for any student council positions for 12 months.
- The student will receive a minimum of a two-day in-school suspension.
- A parent conference will be arranged to discuss possible consequences and potential future academic impacts.
- The student will be placed on conditional enrollment status for the duration of their stay in the middle school. Should the behavior occur in eighth grade, the conditional status shall stay in place until the successful completion of their ninth grade year.
- Student may be recommended to the director for expulsion.

**Second Offense:**
If the behavior occurs a second time, possible actions include:

- Students will not earn any credit for assignments completed by cheating. Students will be given the opportunity to be re-assessed on the work, but a 50% would be the highest possible grade.

**Third Offense:**
If the behavior occurs a third time, possible actions include:

- The student will be recommended for expulsion from school.

**Banned Items in School**
The following items are not permissible at ASD:

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

Students involved in sporting activities who use their personal equipment, such as tennis rackets, baseball / softball bats, are required to check the equipment into their coach / sponsor; and the coach will be responsible for storing the equipment. Personal sporting equipment is not to be stored in a student’s locker. Misuse of personal or school equipment may result in items being confiscated and held until a meeting is held with parents.

**Bullying / Harassment**
Successful schools are built on a foundation of mutual trust and respect. ANY action that causes a person to feel threatened, belittled, afraid, ashamed, angry, or hurt can be harassment. It is not acceptable to pick on each other, call someone inappropriate names, push and shove, hide things, tell dirty jokes, tease someone, or speak ill of them to others by spreading gossip or rumors. Behavior of this nature is a form of bullying and will not be tolerated. Bullying and harassment are considered major infractions of the ASD values
Online Harassment / Cyberbullying
“Cyberbullying” is when a student is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another student using the Internet, interactive and digital technologies, or mobile phones. Various forms of inappropriate behavior include, but are not limited to, using threatening, angry or vulgar language, disrespecting someone by posting gossip or rumors, repeatedly sending offensive or rude messages, impersonating someone else, and copying/altering personal images with intent to mock or embarrass another person. Comments made online or through cyberspace that impact or disrupt the school environment, may result in consequences for participating students.

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

Illegal Substances: Alcohol, Cigarettes, and Illegal Drugs.
Any student found at school or a school sponsored event in possession of or having ingested alcohol will be immediately suspended from school. Students who are reinstated may be barred from participation in any school related event.

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

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

Public Display of Affection
These types of behaviors are not appropriate at the school. They can make other others feel excluded or uncomfortable.

Skipping Class
A skipped class results in a meeting with a principal. Parents will be contacted and a detention will be assigned to make up for the lost instructional time. Further incidents of skipping may result in suspension or other consequences.

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

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

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

- Mark all belongings, including your book bag.
- Only bring small amounts of money and needed valuables to school.
- Keep your bag with you or use your locker.
- Report all losses to the office.

Attendance
All students are expected to be present in each class each day. A chime will sound at the beginning of class and at the end. In the morning and after lunch, a five minute warning chime will sound before class begins.

For middle school students in grades 6 - 8, the attendance record will be taken into account when reviewing the student’s promotion status. An absenteeism rate exceeding 15% is considered to be excessive. This is true whether it is an excused or unexcused absence. As student absences accumulate, the school will take appropriate action as necessary in order to safeguard the academic integrity of the student’s promotional status.

Given that the adopted school year is comprised of approximately 180 school days, this guideline means that no student in the middle school may be absent more than 26 school days in a full year.

Should students approach the 15% absenteeism rate, the middle school principal will meet with the student and parents to discuss the situation and will make a decision inline with the School Attendance Policy.

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

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

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

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

If it is necessary to be absent from school, students must complete the Pre-Arranged Absence Form available in the Middle School Office. This form must be signed by each of the student’s teachers to ensure they are aware of the planned absence.

Illness
If you are sick, please contact the middle school office as soon as possible to let us know.

• If you are absent for more than three consecutive days, you must check in with the school nurse when you get back.
• If you become sick at school, the nurse will decide whether your medical condition warrants leaving prior to the end of the school day. The nurse will then provide the student with a Gate Pass, which will needs to be shown at the gate prior to leaving the school campus.

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

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

• If the student was present in class when an assignment, quiz or test was announced and was absent on the day that the assignment was due or test / quiz given, the student must turn in the assignment or take the test / quiz on the day of his return to school.
• Should a student anticipate an absence from school due to a medical condition or school sponsored activities, he / she must make an appointment with his / her teachers in order to receive the assignments and their due-dates. It is the parents’ responsibility to contact the school office prior to an anticipated absence and collect work to be completed. Failure to do so on the part of the parents may result in students falling behind academically and suffering academically as a result.
• Students returning after absences will be given sufficient time to complete missed assignments and tests. The teacher will determine the amount of make-up time (make-up time is generally equivalent to the number of days absent). It is the student’s responsibility to contact teachers regarding missed assignments and tests to be taken.
• Students arriving late to school should contact those teachers whom the student did not see that morning for assignments and to make-up tests or quizzes. Students who anticipate leaving school early should notify their teachers prior to the early departure. Students who miss scheduled tests and quizzes and who do not contact their teachers after a late arrival or prior to an early departure may not be permitted to take those tests or quizzes at a later date.
• Students returning to school after an absence are expected to make up missed work to demonstrate the attainment of academic standards. There is always the possibility that the academic progress of students will be affected by absences. Students and parents should not expect extraordinary measures to help catch a child up following absences. The school does not assume the responsibility to educate children who are not in school.
Middle School Technology and You

Computers, Phones, and Other Electronic Devices

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

The use of computers and technology resources at school is a privilege. It is important that you understand that the guidelines included in our Responsible Technology Use Policy are there to protect the interests of both you and the school. A couple of reminders:

- Do not install any additional programs onto your computer.
- Do not download music or movies onto your computer.
- Do not play games on your computer at school, especially during class!
- Do not use social media (Chat, Skype, Facebook, etc.) unless your teacher tells you to (As you can imagine, this is really rare).
- Email: Do not send out mass emails (i.e. to all students). ‘Chain letter’ emails are not allowed.
- For additional information, please see the Responsible Technology Use Policy.

Damaged Computer
Should your school-issued computer encounter any damage, you are asked to go to the Middle School Office and complete a Damaged Computer Incident Form. These forms will ask you to describe the damage, how it occurred, and get various signatures. When completed, bring this form to the I.T. Department in the school along with your computer.

Cell Phones and Personal Listening Devices
Cell phones and personal listening devices (iPods, MP3 players, etc.) may be used at school, but...

- Only before or after school.
- All devices are turned off and put away at all times during school hours.
- The school is not responsible for the loss of any electronic devices.
- Should students and parents wish to contact one another during the school day, arrange do so through the Middle School Office.
- If you have these items out in class or in use during the school day (lunch / break), they will be taken away and held in the Principal’s Office.
- You are not allowed to film or take pictures at school without permission from a teacher.
Responsible Technology Use Policy

Computers and being online have become vital parts of the educational process. Students are expected to follow ASD values online, and the following represents how our values apply in a digital setting.

**RESPONSIBILITY: Responsible safety, privacy and security / Responsible usage habits**

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

**HONESTY: Honest credit and value for others’ work / Honest self image and identity online**

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

**RESPECT: Respect for others: my actions online / Respect for myself: my reputation and digital tattoo**

- I will respect my parents’ right to be involved in my digital life by sharing my online accounts and activities with them.
- I will only post items about others that are truthful, helpful, inspiring, necessary, and kind (T.H.I.N.K.).
- I will show respect to others’ ideas, identities, and reputations.
- I will consider others’ feelings and perceptions before I post my own.
- I will involve adults when I see something inappropriate online.
- I will protect my personal information online and use secure passwords.
- I will only post or view things online I could show my mother, father, and principal.
- I will remember that all of my online activity is saved forever, and becomes a permanent part of my digital “tattoo.”

**COMPASSION: Compassionately helping end cyberbullying**

- I will try to involve an adult for assistance if I see inappropriate information about others.
- I will not by a bystander to cyberbullying; I will be an upstander to report and prevent bullying to others.
- I will not participate in any way in negative comments about others.
- I will not harass, insult, bully, or inappropriately discuss others online.