

High School Student-Family Handbook 2022-2023



ACS Mission

Our community empowers all students to define and shape their futures for learning, service, and global citizenship.

ACS Core Values

- Courage: Having the confidence to take risks and do the right thing.
- Curiosity: Being eager to learn and explore to gain a deeper understanding through inquiry and critical questioning.
- Compassion: Taking actions to understand how others think and feel, appreciating the value of difference.
- Integrity: Being honest, fair and responsible in words and actions, and staying true to one's principles.

Core Beliefs

- Curiosity and an enthusiasm for learning foster creativity, innovation, and deeper understanding.
- An ethical and compassionate community is built through participation, collaboration, and mutual respect.
- Reflection on learning experiences in and out of the classroom enables learners to define and shape their futures.

- Intellectual, physical, social, and emotional balance contributes to one's well-being.
- Leadership is developed through courage, resilience, and integrity.

Profile of Learners

ACS engages, prepares, and inspires its community to be:

Collaborative team members who

- promote and sustain learning.
- communicate and listen actively and openly.

Responsible people who

- balance their intellectual, physical, social, and emotional well-being.
- act with integrity and courage.

Self-directed learners who

- are curious problem solvers and resourceful critical thinkers.
- persevere in the face of challenge.

Global citizens who

- respect diversity.
- actively contribute to their world with empathy and compassion.

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Letter from the High School Principal

Dear Students and Parents,

Welcome to the American Community School of Abu Dhabi (ACS). Whether you are a returning or prospective family, we hope you find the information in this handbook helpful as you (re)familiarize yourself with our learning community. This year we proudly welcome more than 380 High School students to our campus who represent more than 40 nationalities.

Our academic program prepares our culturally diverse student body for a lifelong commitment to learning, service and global citizenship. All students are enrolled in a rigorous American, standards-based, college preparatory curriculum in which English is the language of instruction. In addition to the courses developed by our High School faculty, students in Grades 11 / 12 can access the IB Diploma (IB) Programme, in Grades 10, 11 and 12 can access a selection of Advanced Placement (AP) classes. Further, students who wish to obtain UAE Equivalency are also supported in their coursework.

Our commitment to the whole child promotes excellence in academics, athletics, arts and service. ACS offers a comprehensive co-curricular program to encourage students to become involved in our community outside of the classroom. As a member of the Middle East South Asian Conference (MESAC) and the Emirates Athletic Council (EAC), our ACS Sand Vipers travel to and compete in academic, arts and athletic events throughout the Middle East. We also offer a wide range of service-learning opportunities both abroad and, increasingly, within the UAE.

The High School faculty consists of a talented team of educators whose dedication not only cultivates the academic skills needed for success but also attends to the needs of the whole child. ACS graduates are responsible, well-rounded leaders who are well prepared for life beyond high school.

In the following pages, you will find information related to our Mission and Philosophy, as well as important policies and procedures that guide our daily work. I encourage you to spend time with your child to review the contents of this handbook to ensure you can navigate the day-to-day operations of the High School. If you do not find what you are looking for, or if the information in these pages need greater explanation, please let Ms. Donison (Assistant Principal), Mr. Diaz (IBDP Coordinator) or myself know and we will assist you in any way we can.

On behalf of the High School faculty, welcome to the 2022/23 school year!

Warm regards,
Amy Greene
High School Principal



Amy Greene
HS Principal



Bobbi Donison
Assistant Principal



Jonathan Diaz
IBDP Coordinator

School Year Calendar

Year-at-a-Glance Calendar 2022-23



AMERICAN COMMUNITY SCHOOL
OF ABU DHABI *SINCE 1972*

2022-2023 SCHOOL CALENDAR

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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31						

AUGUST 2022						
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28	29	30	31			

AUGUST

- Aug. 15-19, 22 Professional Learning Day
- Aug. 22 New Student Orientation
- Aug. 23 First Day of Classes

SEPTEMBER

- Sept. 1 2nd Tuition Payment Due
- Sept. 23 Professional Learning Day

OCTOBER

- Oct. 7 Professional Learning Day
- Oct. 8 Prophet's Birthday
- Oct. 14, 17-18 MS/HS Parent/Teacher Conferences
- Oct. 17-18 ES Parent/Teacher Conferences
- Oct. 19-21 Fall Break
- Oct. 28 Fall Festival

NOVEMBER

- Nov. 18 Professional Learning Day

DECEMBER

- Dec. 1-3 Commemoration Day / UAE National Day / 3rd Tuition Payment Due
- Dec. 10 Holiday Extravaganza
- Dec. 19-Jan. 6 Winter Break

JANUARY

- Jan. 20 Professional Learning Day

FEBRUARY

- Feb. 16-17 School Holiday
- Feb. 23 International Day
- Feb. 24 Professional Learning Day

MARCH

- March 17 Professional Learning Day
- March 23-April 19 Ramadan
- March 27-April 7 Spring Break

APRIL

- April 20-23 Eid Al Fitr

MAY

- May 12 Professional Learning Day

JUNE

- June 1 1st Tuition Payment Due (2023-24)
- June 16 Last Day of Classes

SEPTEMBER 2022						
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FEBRUARY 2023						
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MARCH 2023						
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MAY 2023						
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JUNE 2023						
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Color Key

- First Day of Classes
- Last Day of Classes
- New Student Orientation
- School Holiday (school closed)
- Professional Learning (no school for students)
- Religious/National Holiday (subject to change)
- Ramadan (subject to change)
- ES Parent/Teacher Conferences (no school for students)
- MS/HS Parent/Teacher Conferences (no school for students)
- PTA Events
- Tuition Payment Due

High School Rotation & Bell Schedule

Timing	Monday	Tuesday	Wednesday	Thursday	Timing	Friday
8:30-9:45	Period 1	Period 5	Period 2	Period 6	8:30-9:15	Period 3
9:45-10:05	Break				9:20-10:05	Period 4
10:10-11:25	Period 2	Period 6	Period 3	Period 7	10:05-10:20	Break
11:25-12:00	Advisory/ Viper Time				10:25-11:10	Period 1
12:05-12:40	Lunch				11:15-12:00	Period 2
12:50-2:05	Period 3	Period 7	Period 4	Period 8		
2:15-3:30	Period 4	Period 8	Period 1	Period 5		
3:30-4:00	Office Hours	Office Hours	Professional Learning	Office Hours		

Family Partnership Agreement

As an independent international community school, we encourage family participation in all facets of school life. This agreement aims to help families understand the importance of family involvement in the ACS experience.

The School's Commitment:

- We will do everything possible to fulfill the mission of the school and live the school's values. ACS offers a not-for-profit, college-preparatory, American-based curriculum. We promote excellence in academics, arts and athletics, as well as a strong commitment to service and experiential learning.
- We are committed to providing a safe and secure place of learning for all our students, staff and community members.
- We are cognizant of child development as we provide instruction and learning experiences for our students. We look to foster growth in the whole child. We make every effort to provide support for all students, including remediation and extension when necessary. We do not place students beyond their age-appropriate grade level.
- In the spirit of true partnership, all staff members of the school—most notably the teachers who work directly with your child—share

responsibility with you for your child's success. By subscribing to the ideas outlined in this partnership agreement, you will help your child succeed at ACS. Positive family partnership cannot be understated, and your cooperation with the agreement is essential, and enrollment and re-enrollment of your child are dependent on this partnership.

What are my responsibilities for my child's success at ACS?

- To talk to my child often about school life, demonstrating my interest in helping the school equip my child with the ability to inquire, interact, and accept constructive criticism.
- To help my child learn from mistakes and to profit from suggestions for improvement.
- To ensure that my child has ample scheduled time and quiet surroundings for home study and to reinforce my child's use of homework and the formative process.

- To ensure that my child has proper rest, nutrition and recreation.
- To understand our school curriculum and to realize what is offered and what is not offered. ACS is limited in its ability to offer special needs and/or accelerated instruction. Most differentiation happens within the ability of the classroom teacher.
- To encourage my child to attend grade level activities and experiential field trips, acknowledging that they are an integral part of the curriculum.
- To attend orientations, back to school nights, family conferences, and be an active participant in school functions.
- To be informed with regards to school communication— to read emails and newsletters, to view the school’s website and calendar, to update contact and health information, to communicate when something is unclear, and to provide feedback and participate in surveys, etc.
- To help my child accept and comply with the student dress code, and as family members to dress appropriately on campus, taking into consideration the modest local culture.
- To practice and model effective conflict resolution by handling concerns appropriately, directly, and honestly, only with those involved.
- To ensure that my child arrives on time and remains for the full length of the school day.
- To comply with the school calendar for vacations.
- To make tuition payments and other fees on time so that ACS can continue to be a financially stable non-profit organization.
- Balance activities outside of school and school responsibilities.
- To encourage my child to attend grade level activities and experiential field trips, acknowledging that they are an integral part of the curriculum

ACS benefits from the many active family members who enrich the ACS community through their participation in the life of the school. There are countless ways of doing so, and families are urged to find out about opportunities to participate that are suited to their own interests, priorities and their schedules. We appreciate your involvement, and your child will be especially thankful for your active interest in their school.

Our Four Norms

In addition to the Family Partnership Agreement, we use four norms to guide our daily work at the High School. These norms serve as the rules that govern how we interact with each other, how we make decisions and how we communicate. As a result, the norms are brought into every space where a meeting is held and often seen in classrooms around the building. The four norms at the High School are: *Step Up*, *Make Room*, *Seek Wisdom* and *Assume Good Intentions*.

Academics

Graduation Requirements

In order to qualify for the ACS High School Diploma, a student must complete four years of high school beyond Grade 8 and attend ACS for the entire Grade 12 year or the full Grade 11 year and one semester of the Grade 12 year and earn a minimum of 25 credits. In addition, a student must fulfill our attendance, course credit, and service-learning requirements.

Transfer Credits

The Counselors will evaluate a student’s previous school transcript in order to determine the number of academic credits and specific courses accepted in transfer. No more than eight units of academic credit may be accepted in transfer for any full school year. For courses not recognized as academic high school courses at ACS, students may request a curriculum review of courses with the Assistant Principal/Principal to determine if credit can be accepted.

Attendance

Students must be in good standing and complete Grades 9-12 with 80% or higher attendance in all classes.

Course Credits

Students must earn 25 credits to graduate. Students receive 1.0 for year-long courses. Credit is given for courses taken in grades 9-12 only.

Required Courses	Minimum Credit	Recommended
English	4.0	4.0
Math	3.0	4.0
Science	3.0	4.0
Social Studies	3.0	4.0
World Language	2.0	4.0 (2 credits must be in the same language)
Creative Arts	1.0	
Physical Education & Health	2.0	
Core Electives*	3.0	
Non-Core Electives	4.0	
Total	25.0	

* Core Electives are additional credits in the core classes, including English, World Language, Social Studies, Science, and Mathematics. Students may apply additional core-elective credits to fulfill requirements for non-core electives as well.

Service Learning Requirements

At ACS, engagement in service is a graduation requirement that supports the core values. Students are encouraged to care about each other and the local and global community. Service plays an important role in the development of a student's identity. All students must participate in direct service within the school, the local community and/or beyond during each school year. They must document this involvement in an electronic portfolio called Managebac.

Academic Program

A full description of the High School academic program is contained in the *Program of Studies*, available in the ACS Website or Veracross Portal. Students in Grades 9–12 must complete a rigorous and balanced standards-based program of studies in English, Social Studies, World Languages, Mathematics, Science, Creative Arts, and Physical Education/Health

Course Load

Regardless of the cumulative number of credits earned, Grade 9 and 10 students are required to enroll in eight courses. Students are encouraged to select a program of study that meets their ability-level, is something of interest, fulfills diploma requirements, and furthers their university admission and/or career objectives.

A typical course load for Grade 9 or 10 students includes:

- | | |
|------------------|-------------------------------|
| — English | — Physical Education / Health |
| — Mathematics | — World Language |
| — Science | — Elective 1 |
| — Social Studies | — Elective 2 |

During the Grade 10 year, the High School provides significant information and support to help families make decisions about the Grade 11 and 12 options.

Students in Grade 11 and 12 are required to enroll in a minimum of seven courses and are permitted to enroll in a Self-Directed Study class.

Students in Grades 11 and 12 may enroll in:

- International Baccalaureate Diploma Programme (IBDP);
- Individual IB Higher Level (HL) and / or Standard Level (SL) certificate courses;
- Advanced Placement (AP) courses;
- Standards-based courses designed by High School teachers

We believe that these options allow students to meet the requirements for a range of university programs and prepare them for success in post-secondary education.

For more information about AP courses visit the College Board website: <http://www.collegeboard.com/student/testing/ap/about.html>

For more information about the IB Diploma Programme visit the IB website: <http://www.ibo.org/diploma/>

Courses Offered by Institutions Other than ACS

After consulting with their Counselor and with the prior approval of an Assistant Principal, a student may enroll in a course offered by an accredited institution other than ACS under the following conditions:

- The proposed study is not a substitute for an existing and/or required course unless unavoidable scheduling conflicts arise;
- Unless otherwise approved, students will earn credit but not a grade.

Independent Study

Independent Study provides students with an opportunity to pursue an area of interest that is not available in the mainstream ACS curriculum or to extend study, which has begun in an ACS course. Although the ACS faculty will aid with the structure and coordination of the experience, the student must be highly self-motivated and capable of handling independent work. Independent study credit may be earned by students under the following conditions:

- The proposed study may not be substituted for an existing and/or required course
- The proposed study may be completed by enrolling in an online course or doing research at an institution other than ACS

- No more than one full credit of Independent Study may be counted towards credit requirements for graduation

Independent Study proposals must be submitted in writing to the respective Assistant Principal and/or the Principal. The proposal must be detailed, specific, and approved by the Assistant Principal and/or the Principal in order to be awarded credit.

Assessment:

- An evaluation panel is convened consisting 2-4 faculty members and community members selected by the student.
- Written work (portfolio and journal) is submitted and distributed to an evaluation panel at least three days before the presentation.
- Panel members will review the written work prior to the presentation.
- Student offers an oral presentation to the evaluation panel to discuss their learning
 - 15-minute oral presentation
 - 15 minutes for questions and answers from the panel

Course Selection and Placement

Decisions regarding the courses offered and the number of sections of each course is based on the data collected through Course Request Forms. Among other important decisions, students are urged to exercise great care in making course selections understanding that it can be difficult in adjustments of schedule at later dates.

All schedule change requests must begin with the counselor, and, based on procedures below, may also require the approval of the principal. All schedule changes are contingent on the availability of an appropriate alternative course.

Student-Initiated Schedule Changes

- | | |
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| <ul style="list-style-type: none"> • Requests must be discussed and form submitted to the counseling office in the first A-J rotation (10 full school days).
 <i>** during remote learning, students will have two full weeks (10 days) in the classes, and then students will notify their counselor and complete a form for a course change request.</i> • The form must be completed by student, parent/guardian and teachers. • The change is then approved by the IB | <p>Coordinator or Assistant Principal/Principal.</p> <ul style="list-style-type: none"> • The registrar will notify the student and both teachers affected, moving from and into the class. The student cannot switch classes until the email notification has been sent. • The teacher will decide what work must be made up to ensure the entering student can be successful. • The schedule change is not noted on the transcript. |
|--|--|

Teacher-Initiated Schedule Changes

If a teacher determines after the first rotation and before the end of the first quarter that a student is misplaced or there are other extenuating circumstances, a teacher may initiate a request for a student to change courses. Consultation with the student, teacher, and counselor must occur before the student is moved from the classroom. Any schedule change requests made during this period must include the following:

- | | |
|---|--|
| <ul style="list-style-type: none"> • A conversation occurs between teacher and student, teacher and counselor, counselor and student. The student is provided the add/drop | <p>form to be signed by student, parent/guardian, and teacher.</p> <ul style="list-style-type: none"> • The change is then approved by the IBDP |
|---|--|

Coordinator or Assistant Principal/ Principal.

- The teacher will decide what work must be made up to ensure the entering student can be successful.
- Courses dropped, as a result, are not recorded on a transcript.
- If a student decides to drop a course after the first Add/ Drop period in the first semester or after the

start of the second semester, a “WP” (for Withdrawn Pass if current grade is a passing grade) or “WF” (if the current grade is a failing grade) will be recorded on the student’s transcript. WF does not affect the student’s GPA.

- For the added class, makeup work will be determined on a case-by-case basis by the teacher, depending on the nature of the case and courses involved.

Formative Work and Practice / Homework

Students must be engaged in the formative learning process and complete the formative work before the summative assessment for that unit. Homework is an essential part of an instructional cycle that promotes student learning. Homework prepares students for instruction, previews or practices skills and concepts, extends learning, and provides students with the opportunity to demonstrate skill and knowledge. Homework can promote individual responsibility, independent practice, good work habits, and family involvement. Teachers will communicate course-specific homework procedures to students at the beginning of the school year and will provide timely and meaningful feedback on assignments to improve their understanding and performance.

The amount of time a student spends on homework will depend on a wide variety of factors, including the student’s work habits, level of comprehension, and course load. High School students may expect between one and three hours of homework per night. Additional time may be necessary for work on extended or research-based projects or work in AP or IB courses.



Assessment

Definition & Purpose

Assessment is a systematic process for gathering information in a variety of forms related to what students know, understand, and are able to do. The primary purpose of assessment is to provide meaningful feedback for improved student achievement. As an ongoing interaction between teachers and students, assessment serves to deepen student understanding and enhance teaching.

Core Beliefs

The primary purposes of assessment are to provide:

- Evidence of learning and where students are in relation to achieving proficiency
- Feedback to students and inform next steps for learning
- Meaningful opportunities for teachers to reflect upon and adjust instruction

Assessment System Components

1. Achievement levels measured by summative assessments
2. Behavior and dispositions measured by Approached to Learning Rubric

Formative Assessments

The formative assessment process is:

- For student and teacher learning.
- Ongoing and frequent.
- Varied in strategy and method, allowing for practice in multiple formats.
- Aligned to standards and learning outcomes.
- Directly aligned to summative assessments.
- Always with specific feedback and proficiency standards.
- Interactive with students.
- Valuable when used as data for collaborative analysis of student progress.
- Important part of the assessment practice.

What feedback do students receive on formative assessments and how is it recorded?

Students receive feedback on formative assessments using specific narrative feedback and the proficiency descriptors below. Teachers do not enter a letter grade nor a number in Veracross; instead, they record the abbreviations for the proficiency descriptors: EmPro (Emerging Proficiency), DevPro (Developing Proficiency), Pro (Demonstrating Proficiency), and ExtPro (Extending Proficiency).

If the student is not engaging in the formative process:

- The teacher may note an 'NTI' in Veracross if work is not meeting what is required.
- The student will work with their teacher to complete their class work.
- If the student is unable to complete the work during that time, the teacher and the student determine a plan to complete the work and to support the upcoming summative. The parent/guardian and student are notified of the plan.
- Approaches to learning may be affected.

Formative Feedback Descriptors

Emerging Proficiency	Developing Proficiency	Demonstrating Proficiency	Extending Proficiency
Student attempts to demonstrate understanding of the standard. Student is able to demonstrate skills in isolation of each other and is not yet making connections between the skills and concepts.	Student demonstrates partial and inconsistent understanding of the skills within the standard. Student may have some conceptual misunderstandings.	Student demonstrates a thorough and consistent understanding of the standard.	Student demonstrates an exceptional and consistent understanding and/or the ability to transfer skills and concepts within the standard to a variety of contexts.

Summative Assessments

Summative assessments are:

- For evaluating and judging student performance at a particular time
- Important for providing student feedback
- Administered regularly
- Varied in strategy and method
- Aligned to standards, (which are made clear through the use of rubrics, exemplars and models)
- Aligned and tightly connected to previous formative practice
- Graded using descriptors and grading scale
- Representative of depth and application as opposed to recall and basic comprehension
- Common across grade levels and/or courses
- Moderated by teachers for consistency
- Valuable when used as data for collaborative analysis of student progress

What feedback do students receive on summative assessments and how is it recorded?

Students receive an achievement score between 1-12 on their summative assessments. For IB Diploma and AP classes, if the summative task is an IB or AP-style assessment, students may receive a score that represents the rubric and criteria of the IB and/or AP respectively on the assignment; however, a converted ACS score of 1-12 is recorded in Veracross. For specifics per course, refer to the IB Organization and the AP College Board website.

How do teachers determine cumulative achievement levels in January and June?

The cumulative achievement levels assigned in January and June are based on teachers' **professional judgment**. Teachers carefully consider **the body of evidence** (all summative assessment scores), **students' most consistent level of performance** and **proficiency levels and descriptors**.

What are the Approaches to Learning (AtLs)?

AtL skills help students prepare for, and demonstrate learning through meaningful assessment. Approaches to Learning (AtLs) can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. They provide a common language that students and teachers can use to reflect on and articulate the process of learning. At ACS, all students receive feedback on four AtL areas: collaboration, responsibility, self-directed learning, and citizenship. Feedback is offered four times a year using a common rubric (Grades 6-12).

How do teachers determine Approaches to Learning (AtL)?

Teachers record evidence throughout the school year and are encouraged to ask students to frequently self-assess and have conversations following self-assessment opportunities.

How do teachers record Approaches to Learning (AtL) in Veracross?

Teachers indicate whether a student **consistently**, **sometimes** or **rarely** demonstrates collaboration, responsibility, self-directed learning, and citizenship.

Approaches to Learning Rubric

Rarely (R)	Sometimes (S)	Consistently (Co)
When demonstration of the skill happens infrequently	When demonstration of the skill happens at certain times and is inconsistent	When demonstration of the skill is typical

AtL Skill	Specific Performance Criteria
Collaboration How does the student work with classmates?	<ul style="list-style-type: none">• Prepared to do work together.• Focused and on task to help the group achieve the collaborative goal.• Listens and contributes to discussions to build on understanding.• Encourages others to share ideas and listens to build a deeper understanding.• Treats classmates with respect.
Responsibility How does the student maximize learning opportunities?	<ul style="list-style-type: none">• Arrives to class on time with all the necessary materials.• Uses class time constructively.• Listens actively, takes notes and responds to class discussions and instructions.• Stays focused on tasks.• Follows the class rules and expectations.• Takes responsibility for actions and the consequences that accompany them.
Self-Directed Learning How does the student reflect on learning in order to become more self-directed?	<ul style="list-style-type: none">• Aware of goals and expected learning.• Uses mistakes to continue learning and grow.• Seeks and uses feedback to enhance learning.• Uses prior experiences to build on current learning.• Flexible in thinking and use of new strategies.
Citizenship How does the student demonstrate open-mindedness and global awareness?	<ul style="list-style-type: none">• Shows respect for people and the campus environment.• Considers different perspectives and respects the ideas of others.• Contributes to a positive learning environment and behavior allows others to learn.• Responds appropriately to the ideas of others.• Uses ACS Core Values.

High School Grade Descriptors and Grading Scale

“Insufficient Evidence” (IE)

An Insufficient Evidence grade indicates that a student, as a result of illness or other excused reason, has not completed a sufficient amount of work to be evaluated, or that a specific piece (or pieces) of work is still being prepared. A deadline must be set for the completion of the work. Except for extenuating circumstances, an “IE” must be resolved within two weeks following the end of the reporting period. Incompletes/ Insufficient Evidence cannot be given for work missed due to unexcused circumstances.

“No Grade” (NG)

A No Grade is assigned because a student may not have completed all course requirements due to transfer, extended illness, or a change in the academic program.

Assessment Conflicts

Students should not have more than two summatives or other major assignments in core subjects (English, Mathematics, Social Studies, Science, or World Language) on any given day. Students should attempt to resolve issues regarding three or more assessments as far in advance as possible (i.e. as soon as they realize there is a conflict). In general, unless some other compromise has been reached, the most recently announced and/or posted assessment will be rescheduled.

Arabic and Islamic Ministry Examinations and UAE High School Equivalency

Requirements for Citizens of Arab Countries

All students holding passports from the following Arabic speaking countries must enroll in Arabic in Grades 9, 10, 11, and 12: Algeria, Bahrain, Comoros Islands, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen.

All Emirati students are required to take Islamic Studies courses every year in high school.

UAE High School Equivalency Requirements

The UAE High School Equivalency is a certification given by the Abu Dhabi Education & Knowledge (ADEK) to students of any nationality, graduating from a school in the UAE, who wish to have the UAE equivalency granted for their high school diploma. The UAE High School Equivalency allows students to attend universities in Gulf countries. The UAE High School Equivalency is also required for those who wish to seek employment in any UAE government position. **Arab national students are strongly recommended to seek the UAE High School Equivalency.**

Students must meet the following ADEK requirements:

- All Muslim students must:
 - complete both their Islamic and Arabic courses every year in Grades 9-12.
 - pass both the Islamic Studies and Arabic Ministry Exams in Arabic, or English depending on student’s nationality.
- Non-Muslim students in Grade 12 must pass the Arabic Ministry Exams in Arabic, or English depending on student’s nationality.

Note: All Emirati students are required to take Islamic and Arabic courses every year from Grades 1-12.

Other requirements:

- Original International TOEFL Certificate with a minimum score of 61 for online test or the IELTS Academic with a minimum score of 5.0 or the EmSAT achieve- English with a minimum score of 1100
 - Original MATH/SAT 1 Certificate with minimum 450 score or EmSAT Achieve- Mathematics with a minimum score of 500
 - The Emirates Standardized Test (EmSAT) exams are **required for all UAE nationals**; a minimum score of 1100 for English and a minimum score of 500 for Math.
- Complete five classes out of the following ADEK approved courses every year in Grades 9, 10, 11, and 12:

English Language
English Literature
Mathematics
Physics
Chemistry
Biology
Geology/ Earth Science
General Science

Nutrition & Health Science
French
Sociology
Psychology
Economics
History
Geography
Information Technology

Computer Science
Computer Studies
Design and Technology
Spanish
Business/Commerce
Accounting
Genetics
Psychology

Arabic and Islamic Ministry Exams

These examinations are offered and scheduled by ADEK to students in Grade 12 on two separate days during the month of April and May.



Academic Reporting

The High School uses Veracross for the communication of academic reporting from the school to the child's parents/guardians. Parents/guardians can access their child's Veracross reports from the Parent Portal throughout the school year to view their child's academic achievement and Approaches to Learning (AtLs). As no paper reports will be sent home, it is important to understand how to log in and view academic reports. These documents are downloadable.

The assessment calendar is divided into two semesters. Teachers will provide information about student learning throughout the school year.

Feedback	Date	Description of Feedback
End of Quarter 1		
Progress Report	November 5	Reports published via Veracross that include a narrative comment and AtL.
Conferences	November 9 8:00 am - 4:00 pm November 10 8:00 am - 4:00 pm	Family Conferences One-on-one meetings with the student, parent/guardian and teacher.
End of Semester 1		
Report Card	February 3	Reports published via Veracross that include an achievement grade (A-F) and AtLs.
End of Quarter 3		
Progress Report	April 21	Reports published via Veracross that include a narrative comment and AtL.
Conferences	April 24 8:00 am - 4:00 pm	Family Conferences One-on-one meetings with the student, parent/guardian and teacher.
End of Semester 2		
Report Card	June 16	Reports published via Veracross that include an achievement grade (A-F) and AtLs.

Narrative Comments

Narrative comments are composed for all students in each subject at the end of the first and third reporting periods. These comments are posted on Veracross for students and families to review.

Family Conferences

There are two times in the year (fall and spring) designated for Family Conferences. The fall conference is initiated by the family, allowing the families and students to visit with teachers to review and discuss academic progress and approaches to learning. Families and students sign up online to arrange a time to meet with the teacher. Students are expected to attend these conferences along with their parents/guardians.

The spring family conference is teacher-initiated, meaning that the teacher requests a meeting with the student and parents/guardians. Typically these conferences are limited to students who:

- are performing well below grade level expectations;
- are in danger of not advancing to the next level (World Languages / Mathematics);
- are not meeting expectations in regards to the Approaches to Learning Rubric.

Teachers will notify parents/guardians and students if a meeting is requested.

Not Turned In (NTI) Policy

Timely submission of all work is essential:

- Being responsible is an important approach to learning
- Demonstrating integrity is a core value
- Receiving feedback is important to the formative process
- Mastering deadlines is an important skill both in school and life

It is important for students to consistently submit evidence of learning so both the student and the teacher are aware of how they are progressing on their learning journey. In addition, the timely submission of evidence of learning is important because:

- It is a criteria evaluated in our Approached to Learning (AtLs)
- Feedback is essential in the formative process

What happens if a student does not complete a formative assessment?

Step 1: Teachers record Not Turned In (NTI) in Veracross.

Step 2: If/when a pattern of NTIs is established, the teacher will talk to the student and follow-up with an email to the student's parents, Counselor and Advisor.

What happens when a student does not submit a summative assessment on the scheduled due date?

Step 1: Teachers record Not Turned In (NTI-S) in Veracross. This will enable the teacher to generate an email to notify the student, parent, Counselor, Advisor and Assistant Principal.

Step 2: The teacher will meet with students to determine a deadline by which the summative must be submitted. Make-up assessments can be completed during Viper Time (as available by grade level), before or after school under the supervision of the teacher or on Wednesday afternoons between 3:40-5:00 p.m. in Room 223 under the supervision of a proctor arranged by the High School Office. Summative assessment makeups take priority over all other co-curricular activities and/or meetings.

What if a student does not attend the scheduled NTI session?

If the student does not attend the after school NTI session, the teacher must inform the Assistant Principal who will follow-up with the student and parents directly.

What if a student develops a pattern of not completing summative assessments?

When a pattern emerges, a meeting with the student, parents, Assistant Principal and Counselor will be scheduled and an Academic Support Plan will be created.

IBDP Considerations: Internal Assessments, Extended Essay Deadlines

When a student misses a deadline for any part of the Internal Assessment or Extended Essay, teachers must immediately inform the DP Coordinator and the Assistant Principal in writing who will contact the parents. As needed, students will be required to return to school on Friday to complete the task or come to school on Professional Learning days to complete their work.

MESAC Tournaments, School Musicals / Plays / Concerts:

No summative assessments due during the first two full days back from MESAC or any other co-curricular event, such as service learning trips and high school theatre productions, for those students who participated or traveled.

The teacher will meet with students before MESAC Tournaments, school musical/plays/concerts and service trips, to agree when the summative will be submitted or written.

Make-up assessments can be completed two days after the student's return to school during Viper Time (as available by grade level), before or after school under the supervision of the teacher or on Wednesday afternoons between 3:40-5:00 p.m. under the supervision of proctor arranged by the High School Office. Summative assessment makeups take priority over all other co-curricular activities and/or meetings.

Tutorial

Tutorial is a protected part of the school day created in coordination with Athletics and Activities. The Tutorial block is at the end of school the school day, 3:30-4:00 p.m. Students can meet with their teachers and receive support in their classes. Appointments are not required. Drop-ins are welcome.

Transcripts and Grade Point Average

A transcript is a formal record of all courses taken in high school, the level of the courses, and the final grade earned in each course. Many universities and employers want to review a transcript before accepting a student. A student's Grade Point Average (GPA) will appear on his/her transcript. A student's GPA is determined by assigning each grade a numeric value, adding all the grade values, and then dividing by the total number of grades. IB and AP courses have weighted grade values. IB Higher Level and AP courses are weighted 0.50 and an IB Standard Level course is weighted 0.25.

	Standard	IB SL	IB HL / AP
A	4.00	4.25	4.50
A-	3.667	3.917	4.167
B+	3.333	3.583	3.833
B	3.000	3.250	3.500

B-	2.667	2.917	3.167
C+	2.333	2.583	2.833
C	2.000	2.250	2.500
C-	1.6677	1.1917	2.167
D+	1.333	1.583	1.833
D	1.000	1.250	1.500
D-	0.667	0.917	1.167
F	0.000	0.000	0.000
P	Pass	WF	Withdrawal Fail
Au	Audit	WP	Withdraw Pass
I	Incomplete	NC	No Credit
<ul style="list-style-type: none">Grades of WF or WP are not calculated in the GPACourses and credits earned from other High Schools are not calculated in the cumulative GPA but are reported (and credits awarded) on the ACS transcript.			

Academic Assistance

Students who earn grades of D or F, in two or more classes, during the course of a semester, will be asked to meet with their School Counselor and Assistant Principal to develop a plan of action to better support the student. This plan of action will be communicated to parents/guardians in writing and interventions may include but are not limited to:

- Review of the student's schedule;
- Attendance to Academic Support tutorials;
- Engagement in their formative learning process;
- Evaluation of extracurricular involvement;
- Attendance at supervised study sessions;
- Recommendation for additional tutorial support.

Academic Contracts

Students who earn a D or F in two consecutive reporting periods, in two or more classes will be placed on Academic Probation. Parents/guardians will be notified in writing and required to meet with the School Counselor and an Administrator. A record of the notification and the agreed upon plan of action will be kept in the student's file. This plan of action may include:

- Listening to gain understanding of the student's situation and identify potential barriers to academic progress that may be addressed in collaboration
- Review of the student's schedule;
- Attendance to Academic Support tutorials;
- Engagement in their formative learning process;
- Evaluation of extracurricular involvement;
- Required attendance at supervised study sessions;
- Recommendation for additional tutorial support.

If a student remains on an Academic Contract for more than two consecutive reporting periods, continuation at ACS may be placed in jeopardy.

Recommendations and Transcripts Requests for Transfer Students

As a service to our families who are moving, pursuing boarding/private school applications, or seeking application to a summer enrichment program, school counselors will assist in the application process. Please follow these important steps:

- Requests for letters of recommendation for summer school or boarding school need to be submitted to the counselor at least three weeks prior to the deadline. When the recommendation letter is complete, the faculty member will return it back to the counselor. If the student gives less than three weeks' notice, the faculty member may decline to write a letter. Letters of recommendation are considered confidential and neither the student nor the family can ask to read them.
- The student must not assume a teacher will write a letter of recommendation, but rather request that they write the letter. The student and counselor will decide on the most appropriate teachers to approach for a recommendation. Once the recommendations are complete, the student should follow up with a thank you note to the teacher. If a teacher feels they cannot give a strong endorsement the teacher may suggest to the student to seek one from another teacher. Where a school may require a letter from a particular department for an appraisal of the student's strengths, the appropriate teacher will fill it in.
- Any forms directed to be filled out by a "Homeroom Teacher" or Principal should be given to the High School counselor instead.
- Upon completion, the school will send by email or courier the recommendations and transcripts directly to the school or program to which they are applying. The courier cost is incurred by the family.



External Standardized Testing

ACS is a test center for the AP, IB, PSAT, and SAT Reasoning and Subject Tests. Families are responsible for the costs associated with all external examinations (e.g. SAT, AP and IB) at ACS. While families pay the College Board directly for the AP and SAT costs, for the IB fees the school invoices the families directly. Payments for IB exams are arranged through our Finance Office.

PSAT (Preliminary Scholastic Assessment Test)

The PSAT measures the ability to understand and process elements of reading, writing, and mathematics, abilities important for post secondary work. It is administered during the school year and consists of evidence-based reading (60 minute) , writing and language section (35 minute), math (25 minutes - no calculator and 45 minutes with a calculator). The test provides practice for students preparing for the SAT Reasoning Test. Scores on the PSAT can be useful in predicting how a student will do on the SAT Reasoning Test. The PSAT is written in Grades 10 and 11. For a student to be considered for the National Merit Scholarship Program, the PSAT must be taken in Grade 11 and students must be U.S. citizens.

For more information visit: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

SAT Test

The SAT Test is a widely used admissions test among universities. It focuses on the knowledge, skills, and understandings that research has identified as most important for university and career readiness and success. The test consists of sections covering evidence-based reading (65 minutes), writing and language (35 minutes), Math (80 minutes- 25 no calculator, 55 with calculator), and an optional essay section (50 minutes). Most students take the SAT Test in Grade 11 and 12.

For more information visit: <http://collegereadiness.collegeboard.org/sat>

SAT Subject Tests

SAT Subject Tests are designed to measure a student's knowledge and skill in particular subject areas, as well as the ability to apply that knowledge. Students take the Subject Tests to demonstrate to universities their mastery of specific subjects like English, History, Mathematics, Science, and Language. The tests are independent of any particular textbook or method of instruction. Some universities use the Subject Tests for admission, for course placement, and to advise students about course selection. Most students take Subject Tests toward the end of Grade 11 or at the beginning of Grade 12.

For more information visit: <https://collegereadiness.collegeboard.org/sat-subject-tests/about/take-a-glance>

ACT (American College Testing Program)

The ACT® test is a national college admission and placement examination that assesses a high school student's general educational development and their ability to complete university-level work. The multiple-choice tests cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Most students take the ACT in Grade 11 or 12. The ACT that is administered internationally is a computer based test. ACS is not a testing site for ACT. Students who are interested should register early to ensure they are able to secure a seat in a local testing site.

For more information visit: <http://www.act.org/news/aapfacts.html>

General Information and Registration for Standardized Tests

The High School Counselors advise students about procedures and deadlines for registering for standardized tests. However, it remains the student's responsibility to ensure that registration materials are submitted in a timely manner. For more information on creating a testing timeline as well as content (subject) tests, contact the High School Counselors. The PSAT test is paid for by ACS. All other tests are the responsibility of the student.

Awards and Recognition

High Honor Roll

This award is presented to students (at the end of each semester) who earn a 3.75 or higher GPA and do not have a D or an F grade for any given course.

Honor Roll

This award is presented to students (at the end of each semester) who earn a GPA between 3.5 and 3.74 and do not have a D or F for any given course.

U.S. President's Award of Excellence

Grade 12 students with a cumulative grade point average of 3.5 or above receive the U.S. President's Award of Academic Excellence.

Valedictorian and Salutatorian Selection

The senior class valedictorian and salutatorian are considered to be the top academic students, and have attended ACS for the entirety of Grade 11 and 12, and graduate from ACS. These students will be presented awards at the graduation ceremony at the end of the academic year. The selection process is the students with the highest cumulative GPA of ACS High School course is named the valedictorian and the student with the second-highest GPA is the salutatorian. The GPA is rounded to the nearest hundredth and the calculations include the final grade of their senior year.

Awards Given at Graduation

To qualify for these awards, students must have attended ACS for the entirety of Grade 11 and 12, and graduate from ACS.

The United States Ambassador's Award

A combination of leadership and diplomacy are attributes that are appropriate for an ambassador to possess. By utilizing the skills of diplomacy, this student has fostered harmony among classmates, teachers and administrators alike. Tempered with leadership that does not compromise principles or ideals, this student has been an important contributor to the graduating class.

The Saif Gobash Award for International Understanding

Saif Gobash was the Ambassador to the United Nations from the UAE. He was also the father of children who attended ACS and was a member of our school board. His distinguished career and a life based on the principles of international understanding were cut short by his death in 1978. It is in Mr. Gobash's honor that this award is presented to a student in the senior class. This student should be a good representative of their own country,

who has a positive attitude toward the life and culture of others and who is able to converse in at least two languages. This student should have been a contributing force in the life of the school and has the ability to bring different people together into a sense of community, thus furthering the cause of international understanding.

The John Hackworth Award

The recipient of this award is a member of the senior class who has demonstrated a genuine concern for others through service to the school and/or the larger community. This student is recognized for unselfishly providing personal time and energy to the benefit of others or to benefit a cause, which improves our community and world. This award is presented to the student who best exemplifies sincere compassion coupled with an unwavering commitment to helping others.

The James Ambrose Award

This award is given in honor of a superintendent who served ACS between 1986 and 1994. The recipient of this award must have a minimum grade point average of 3.3, have been active in one of the following areas: music, drama, art, student government, and/or athletics. This student, in addition to being balanced, also best exemplifies the other essential qualities of an ACS student: critical, creative, open-minded and reflective thinker, a leader in the classroom, responsible and respectful.

The American Chamber of Commerce Abu Dhabi Award

The recipient of this award exemplifies entrepreneurial spirit and initiative in the classroom and in our community, demonstrating organizational leadership with a drive to succeed. Epitomizing good citizenship, this student has made exemplary contributions throughout their time at ACS, participating in a variety of activities, from clubs to service programs to athletic activities. Overall, this student inspires, possessing personal attributes of diplomacy and integrity to contribute positive results to our community. The recipient is awarded AED 5,000.

The Presidential Awards for Excellence and Achievement

The criteria for these awards are specified by the US Department of Education. Certificates are signed by the President of the United States and the Secretary of Education. Students are selected based on a combination of factors, including GPA, letters of recommendation, SAT scores, and measures of academic growth.

The Faculty Recognition Award

The recipient of this award is student(s) who fully exemplify our core values: courage, curiosity, compassion and integrity and as a result, have made a lasting contribution to ACS.



Athletic End of Year Awards

The Edson/Kekati Rookie of the Year

Chandra Edson/Kekati was a member of the P.E. Department at ACS from 1994 – 2001. She contributed greatly to the success of the P.E. Department and the overall athletic program. This award was named after her for all she did in coaching and supporting our students. This award is given to a grade 8 or grade 9 male and female athlete who competed on any of the Junior Varsity sports teams for the year. In addition, student

- Show a desire to work hard and play fair;
- Be a coachable athlete;
- Be a responsible team player;
- Maintain a positive attitude whether winning or losing;
- Represent our school positively to our community and others on and off the court/field.

Junior Varsity Athlete of the Year

This award is given to an athlete who competed on any of the JV athletic teams for the year. They may be in any grade level and will be the outstanding athlete in terms of athletic ability. In addition, student

- Is a positive team leader;
- Contributes significantly to the team's success;
- Represents our school positively to our community and others on and off the court/field;
- Wins with honor; loses with dignity.

Mel Stanton Outstanding Athlete Award

Mel Stanton was the Athletic Director at ACS from 1983 – 1998. This award was named after him for services given to the school and for all his work with students in and outside the classroom. This award is given to a grade 10, 11, or 12 male and female athlete who competed on any of the Varsity sports teams for the year. In addition, student is considered by their coach(es) to be the “best player” because of their excellent work ethic and consistent high-level performance, as well as being a proud ACS community member on and off the court and field.

The Bob Hall Award

Bob Hall was a member of the ACS Community who dedicated a lot of his time promoting athletics at ACS until his untimely death. This award is in memory of his high standards both physically and mentally that we want to see in our students. This award is given to one male and one female athlete who competed in their senior year and are considered an all-round athlete. These athletes are active within the school, serving as a positive role model and leader on and off the court and/or field.

The Senior Scholar Athlete Award

This award is presented to one Grade 12 student who has competed on at least two varsity athletic teams in their senior year and who positively represents ACS on and off the court/field. In addition, this athlete has achieved the highest GPA for the first 3 quarters of their senior year.

National Honor Society (NHS)

The National Honor Society is a North American organization established to recognize outstanding high school students. NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. These criteria form the foundation upon which the organization and its activities are built:

- Scholarship: Students who have a cumulative grade point average of 3.5 or higher meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service,

leadership, and character.

- Service: This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.
- Leadership: Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.
- Character: The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

Students in Grades 10 and 11 are eligible for selection into the ACS chapter of NHS and induction ceremonies are held each Spring. Students who are transferring to ACS from other schools and NHS chapters will be recognized and welcomed into our ACS NHS Chapter.

Student Life

Student Support Services

The High School Student Support Program provides support for students who may benefit from tailored learning support. Students may be seen individually or in small groups. Students are expected to meet curricular objectives, although these may be adapted to suit the students' specific needs.

Student Support may include:

- In-class support
- Individual or small group coaching
- Monitoring students

The program is also a partnership with classroom teachers. Emphasis is placed on a whole-school approach, in which teachers are expected to implement individualized strategies to help all students successfully learn. The nature and scope of such differentiated instruction vary with the grade, diagnosis, and abilities of the students.

When diagnostic testing is necessary, the Student Support Teachers will assist the family in the referral process. Student Support teachers are also a communication link, in an effort to help parents/guardians and teachers get a full picture of student progress.

Accommodations

Students who have been diagnosed with learning disabilities are eligible to receive accommodations at ACS. As part of the Student Support Team (SST) process, students' needs are assessed, and a student support plan may be developed. Specific testing accommodations may include breaks, provision of a separate testing room, use of a laptop, enlarged print, and up to 50% extended time on tests and quizzes.

For a student to qualify for accommodations, all learning differences need to be documented with a current psychological educational evaluation (updated every three years), and certified by a licensed psychologist. If students wish to seek approval for accommodations on ACT, SAT, AP or IB exams, parents/guardians must submit the documentation mentioned above to the ACT, College Board or IBO for review with the assistance of the Student Support Coordinator. For more information or assistance regarding official testing accommodations or psychometric evaluations, please contact Ms. Amy Daraiseh at amydaraiseh@acs.sch.ae.

Counseling Team

As student advocates, our counselors work in partnership with students, educators, parents/guardians and the community, to foster an inclusive and collaborative school environment central to the success of the ACS mission. Our counselors provide an accessible program that is comprehensive, developmentally appropriate and addresses the academic, career, and social/emotional development of all students.

High School Counseling begins with the end in mind: how to support student success post-graduation. From helping new students transition into the High School every year and presenting grade-level classroom lessons, to planning for post-secondary success through 1:1 university advising and support, the High School Counseling Team factors in the needs of students academically, socially, and emotionally. In addition, counselors also provide additional education for parents/guardians and community members, while also maintaining professional contacts within the community and in university admissions. Our counseling program is aligned with American and International Standards in School Counseling.

Students are grouped with a counselor based on his/her grade level and last name:

Grade 9 Counselor

Cadogan, Brian	HS Counselor
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Grade 10, 11, 12 Counselors

Abraham, Phil	HS Counselor
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Tao, Stephanie	HS Counselor
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Weiser, Andrew	HS Counselor
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Health Services

The Health Office is open 7:30 a.m. - 4:30 p.m., Monday to Thursday, and 7:30 a.m. - 12:30 p.m. on Friday and is staffed by two HAAD licensed School Nurses. They support the health and well-being of the school population through the delivery of the HAAD (Health Authority Abu Dhabi) School Health Program. This support includes responding to minor injuries on campus, monitoring communicable diseases, undertaking the School Health Screening Program for Grades 1-12, UAE childhood immunization programs (G1+G11), health promotion campaigns, supporting the health needs of students with chronic health issues and ensuring the safety of medications within a school setting. They work within the HAAD and ADEK Standards of practice to ensure the safety and well-being of all our students, staff and parents/guardians.

The American Community School of Abu Dhabi strives to be an allergen aware campus rather than an allergen-free school. An allergen aware campus seeks to create an environment in which children with severe allergies can learn to make appropriate choices to keep themselves safe. Students who have chronic health issues such as allergies, asthma, diabetes will require their parents/guardians to complete a health care plan with relevant supporting medical reports/prescriptions to ensure their health needs are met and considered throughout the school day. If a student requires a course of medication through the school day, parents/guardians are required to complete the relevant consent form.

If a student becomes unwell during the school day they are to visit the Health & Wellness Center where the nurse will document and assess if they need to go home. The nurse will then telephone the parent/guardian as listed under emergency contacts before any student leaves the campus. Depending on the nature of the ill health or

injury the nurse will assess if there is a need to inform parents/guardians or not but will always document their visit.

Students who have a fever of 38 °C or diarrhea/vomiting will need to be free of symptoms for at least 24 hours without the use of medication before returning to school per HAAD directive even if they feel well enough or want to attend school. This precaution reduces the risk of infectious diseases/ill health to our students and staff.

For any inquiries to the health office please email nurses@acs.sch.ae or telephone +97125084412.

***For information and procedures for returning to campus, please see the [Return to Campus Plan](#) on the school website.*

Advisory

The small group setting is designed to provide a safe, caring and nurturing environment for students to help them build a connection to the school, grade level and one another. It can also serve as a vehicle to ensure that every student is connected to one adult in the building. Advisory is used for study hall, assemblies, grade-level initiatives, meetings with counselors, Islamic Studies classes, and additional meetings for IB Higher Level courses.

Co-Curricular Activities

***The High School Co-curricular program this year is based around activities that allow students to be involved while following protocols for physical distancing. Although we will not be able to initially offer athletics, the program continues to be based around student clubs, service clubs, and arts. Students will be able to sign up for activities during the Synchronous “Co-Curricular Fair” at the beginning of the year. Students will continue activities through meeting online during and after school.*

The High School has an extensive co-curricular program, based around student clubs, athletics, and the arts. Some activities take place during the school day and/or after school, while others require participation in a one-time event. Sign up for co-curricular activities occurs during lunchtime “Activity Fair” at the beginning of the year. The athletic and activity teams, who participate in travel and competition, will tryout at the beginning of each season.

Athletics

The High School athletic program endeavors to accommodate all students who wish to participate in individual and team sports, regardless of their level of expertise or experience. ACS currently competes in the Middle East South Asia Conference (MESAC) which consists of the following schools; American School of Dubai, Dubai American Academy, American British School of Oman, American School of Doha and the American Embassy School of New Delhi. In addition, ACS competes locally in the Emirates Athletic Conference (EAC) which consists of six schools from Abu Dhabi and Dubai.

Athletic practices are usually held either after school from 4:00 p.m. - 5.30 p.m. or 5.30 p.m. - 7:00 p.m. school or in the morning before school from 6.15 a.m.- 7.30 a.m. and competitions against other international and local schools are routinely held after school or on weekends.

There are three athletic seasons during the school year:

Season 1 (1st week of September – Mid- November)

Junior Varsity and Varsity Boys and Girls Volleyball
Junior Varsity and Varsity Boys and Girls Swimming
Junior Varsity and Varsity Golf Team
Junior Varsity and Varsity Academic Games

Season 2 (Mid-November – Mid- February)

Junior Varsity and Varsity Boys and Girls Basketball

Junior Varsity and Varsity Boys and Girls Soccer

Middle School, Junior Varsity and Varsity Cross Country

Junior Varsity and Varsity Tennis

Senior Fine Arts

Wrestling Club

Season-3 (Mid-February – Late April)

Middle School, Junior Varsity + Varsity Boys and Girls Track and Field

Junior Varsity and Varsity Boys and Girls Softball

Junior Varsity and Varsity Boys and Girls Baseball

Junior Varsity and Varsity Boys and Girls Badminton

Forensics

Athletic Eligibility

JV and Varsity eligibility rules are set by the Middle East South Asia Conference (MESAC) with further guidelines set by our school to support and align with our athletic program philosophy.

Junior Varsity for MESAC purposes is considered Under 16 as of September 1st of the current school year and in Grade 8 –10. In order for a Grade 8 student to be selected to a JV team at ACS, they must be considered a ‘starter’ or first player off the bench. A Grade 8 student will not take a roster spot from a Grade 9 or Grade 10 student unless this is the case.

Varsity for MESAC purposes is considered Grade 9 –12. In order for a Grade 10 student to be selected to a Varsity team, he/she must be considered a ‘starter’ or ‘first player off the bench’. In order for a Grade 9 player to be selected to a Varsity team, he/she must be considered to be an exceptional player and the best player at their position. The Athletics/Activities Director must approve any Grade 9 students selected to a Varsity team.



Student Council

Student Council is composed of elected student representatives from Grades 9-12 and an Executive Committee chosen by the whole school. The Executive Student Council President, Vice-President, Treasurer and Secretary are elected in April each year. The grade-level Class Officers and President are elected at the beginning of each school year. The Council operates under the ACS Student Council Constitution and ensures that the school is a pleasant and productive place. It acts as a forum for student ideas/ concerns and to work with peers, faculty, and administration to strengthen our community. The Student Council meets once a week. All interested students are invited to attend open meetings.

Clubs

There are many extracurricular clubs for High School students. Students can initiate a club with the support of one faculty sponsor. A sample list of available clubs includes:

- Model United Nations
- National Honor Society
- Green Team
- Stagecraft Club
- Student Council and Student Athletic Council
- Yearbook



Music

The Music department offers musicians of all ability levels the opportunity to participate in both curricular and co-curricular endeavors. There are a variety of classes to choose from including Concert Bands and Choirs. Students interested in combining their love of service learning and music can get involved in the Tri-M Honor Society. Other co-curricular activities included jazz band, Coffee House, open mic performances and recitals.

Students also play and sing in the yearly MESAC Fine Arts Festival. Our most experienced musicians' audition for the AMIS International Honor Band, Choir, Orchestra, and Jazz Band festivals in locations all over the world.

Visual Arts

The Visual Art department provides a variety of opportunities for students to participate in curricular and co-curricular activities. With partnerships with the Louvre Abu Dhabi, we are excited to enjoy trips, visiting artists, and rotating shows. There are art gallery trips and workshops offered periodically as an after school activity that connects to the IB and non-IB Art courses. There is a yearly MESAC Fine Arts Festival which rotates within various venues.

Theater

Drama enthusiasts have the opportunity to flex their talents as actors, dancers, singers, lighting and sound technicians, set builders, make-up artists, publicity and sales promoters, or crew members. There are typically at least two High School productions each year. Recent performances include: *Into the Woods*, *You Can't Take it with You* and *Aida*.

Service Learning

The American Community School of Abu Dhabi believes that students develop empathy and compassion through service. Further, we believe:

- students learn and develop through active participation in thoughtfully organized service that meets the needs of others;
- in a coordinated service program which is accessible to all students;
- that service fosters global awareness and global responsibility;
- and that students should reflect on their service experiences.

At ACS, engagement in service is a graduation requirement that supports the core values. Students are encouraged to care about each other and the local and global community. Service plays a vital role in the development of a student's identity. All students must participate in direct service within the school, the local community and/or beyond during each school year. They must document this involvement in an electronic portfolio.

An extra consideration for IB Diploma candidates (Grades 11-12) is the CAS requirement (over the two-year IB Programme) in each of the areas: Creativity, Action and Service (CAS) as outlined by the IB organization. The CAS/Service Learning Coordinator, with the assistance of a team of teachers, monitors student progress. The Coordinator helps match participants with meaningful projects and supports both students and advisors in developing their portfolios.

The Viper Venture

Purpose

Education is more than the accumulation of knowledge. The ACS vision: *Together we are a compassionate, student-centered community of learners that engages, prepares, and inspires us* to extend learning opportunities outside of our classroom walls. For a designated time every year, all high school courses will be suspended to enable students and teachers to participate in a thoughtfully designed experiential learning program: *The Viper Venture*. This unique opportunity is required and is designed to enhance and extend our curricular and co-curricular offerings.

Guiding Principles

- to engage in rich learning that cannot be replicated in traditional classrooms
- to foster deeper relationships among students and teachers
- to challenge students to take risks and move outside of their comfort zone
- to highlight and develop global competencies that link to community engagement
- to provide students with more authentic challenges

Link to Core Pillars

The Viper Venture is structured around our four pillars: *Academics, Athletics, Arts, and Service*. A long-term goal is that students will engage in experiences that speak to each pillar during their four-year high school experience.

- **Academics:** students further explore a curricular area or extend curricular learning with a hands-on field experience; this would also include pursuing internship opportunities
- **Athletics:** students extend skills in a co-curricular area or explore an interest in new activities while being fully immersed in the natural environment
- **Arts:** students harness creative inspiration and learn more about production and engagement with artistically-driven opportunities
- **Service:** students learn and develop through active contribution in thoughtfully prepared service that meets the needs of a community

Dates and Duration (November 28, 2022 - December 4, 2022)

This week has been selected to leverage the national holidays to minimize the amount of class time missed and ensure a successful start to the development of this program by creating a range of three-day (Mon-Wed), five-day (Mon-Fri) and eight-day (Sat-Sun) options.

Costs

A range of offerings in the UAE and abroad will be available with a cost scale of 100-9000 AED. A long-term goal is that students will engage in experiences that speak to each pillar (Academics, Athletics, Arts, and Service) during their four-year high school experience which will support families in the allocation of resources for the yearly experience.



1:1 Laptop Program

ACS Technology Vision Statement

ACS aims to promote meaningful uses of integrated technology that inspires students to develop critical thinking skills and support continuous inquiry. ACS students will use state of the art technology in a creative and collaborative environment, and model respectful, responsible, and ethical uses of technology in both social and personal contexts.

The following belief statements guide the realization of this vision:

- We believe students and staff must be skilled users of technology, and that acquiring and maintaining skills is a continuing process.
- We believe students and staff must have an understanding of the ethical issues associated with the use of technology.
- We believe students and staff must have access to reliable and efficient technology resources.
- We believe all teachers must be responsible for the appropriate integration of technology across the curriculum.
- We believe parents play a major role in the education of their children and must work actively with teachers to connect formal and informal uses of technology.
- We believe in being leaders in educational technology, and will investigate, ensure, and develop best practices in the integration of technology.

This vision reflects our belief that the appropriate use of technology has the power to transform our teaching/learning processes. For complete information, please review our comprehensive document 1:1 Laptop Program (MacBook) in the High School.

Responsible Use and Policy Guidelines

Being a Responsible User

As a member of the ACS community students and parents need to be familiar with the Responsible Use Policy (RUP). In order to use technology at ACS, students must have read and signed the Responsible Use Agreement (RUA).

The use of technology at ACS focuses on educational purposes. It is important that students are aware of the expectations for the use of technology and their device at school. In some cases, articulated expectations guide students' behavior, but in other cases, they must **make wise decisions about their behavior, dictated by a sense of good citizenship and as a responsible member of the ACS community**. These expectations apply to any technological device used at ACS.

Students are expected to access only classroom-related sites and applications during class time. Computer use during break-time and lunch should be limited to installed or online programs that are directly connected to school-related activities. Recreational games, non-academic use of social networking sites or other activities that disrupt studies, peers or classes are strongly discouraged.

Being Prepared to Learn

Being a good digital citizen and a responsible member of the ACS community means students come to school prepared to learn.

This means bringing a MacBook to school:

- in operating condition and good health.
- that meets the “Laptop Dress Code”.
- with a minimum of 15% empty disk space available at all times.
- with a battery fully charged. Students should not need to use a laptop charger at school.

The Laptop Dress Code

- It is highly recommended that laptops are transported in a hard shell case and a neoprene case.
- Inappropriate media may not be used as a screensaver/desktop or attached to laptop accessories.
- Display of weapons, images contrary to the culture of the UAE and/or inappropriate language (in any language), is not permitted.

Care and Maintenance

Damaged or malfunctioning computers should be brought to the Technology Department as soon as possible for maintenance. A loaner laptop will be provided.

To ensure that a computer remains in good condition students will:

- employ careful battery management techniques to ensure their computer can last through the day.
- care for and transport their laptop responsibly.
- regularly perform software updates.
- regularly restart their laptop on a weekly basis.
- regularly backup data on their laptop.
- keep files and folders organized.

To ensure the security of laptops and to avoid damage:

- When not in use, student laptops must be locked in a locker.
- Laptops should not be left unattended for any amount of time.
- Students may not loan laptops or borrow laptops from other students.
- At home, ensure that laptops are stored in a safe place away from food, drinks, pets and siblings.

Keeping Health & Balance in Mind

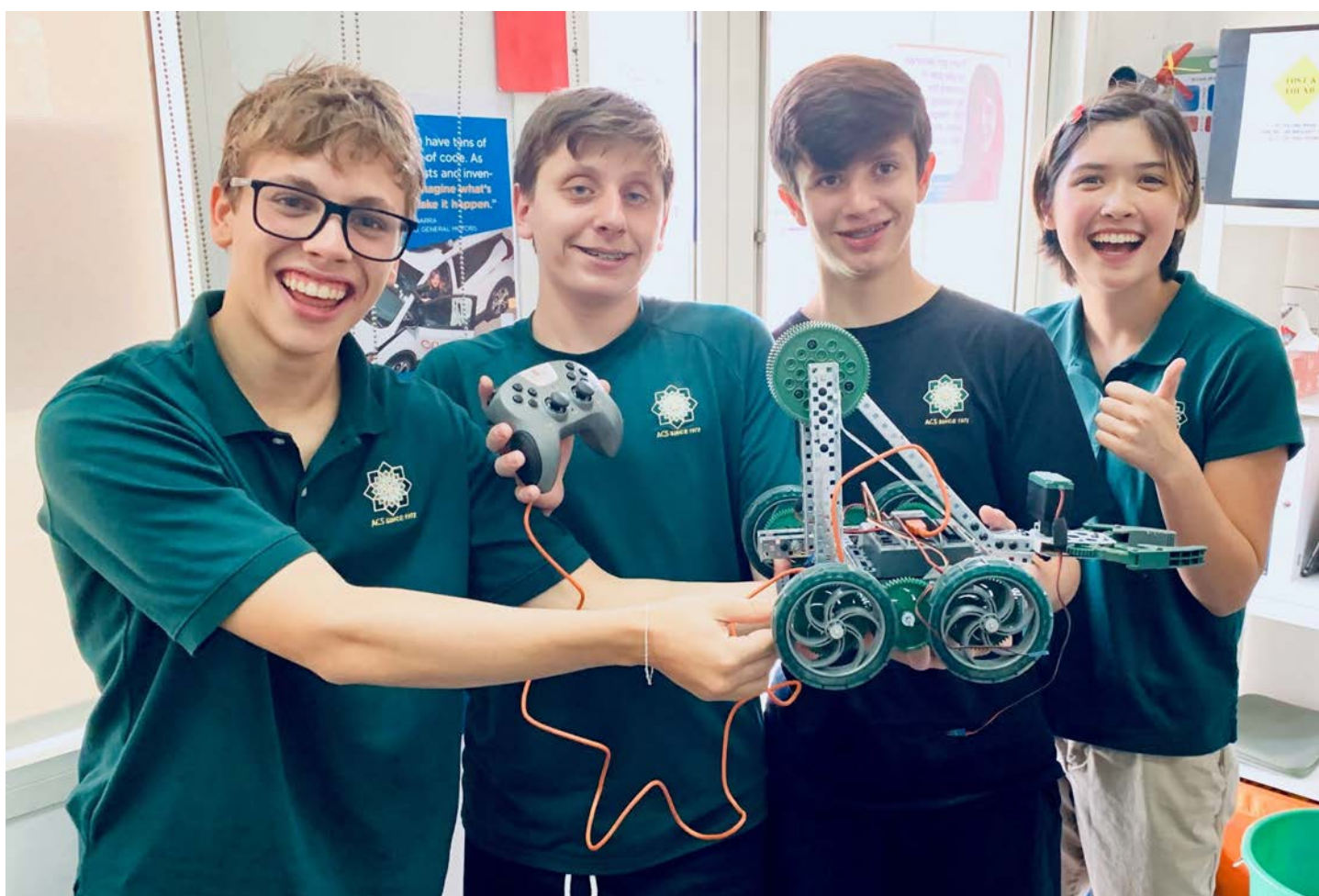
Technology is meant to be a positive, enriching resource to enhance learning and creativity. It is recognized, however, that computers, mobile devices and other technologies can sometimes have a disruptive effect on a person's behavior and well-being. Proper usage of technology should never cause pain, fatigue or other physical or mental ailments. Additionally, while technology can be an engaging way to spend time, it can take up time that could be better used for studying, working with friends or seeking direct help from teachers.

Students should find a comfort zone that strikes a healthy balance between online and offline activity.

Ethical and Respectful Use

Responsible citizenship means practicing good ethical behavior, whether online or offline. **Students are encouraged to model good online citizenship by making sure their actions and choices do not disrupt the learning environment for themselves or others, just like in the classroom.**

- Students should cite any and all use of websites, books, media, etc.
- Students should not share or use others' email accounts or passwords, and not engage in conversation or activities (such as sending pictures) that may inflame, agitate, risk, offend or threaten the privacy or security of others.
- The activities below are prohibited at school:
 - use of peer-to-peer file-sharing software that could jeopardize Internet access for all members of the ACS community
 - use of hacking or installing malicious software on any device used at ACS
 - use tools to bypass network restrictions or LANschool
 - possessing, using or sharing pirated software
 - trespassing into another person's computer, accounts or files
 - removing school installed software
- It is against UAE law and expressly forbidden to record, video or photograph anyone without their knowledge and consent.
- **Using print resources should also be done in a responsible manner.** To conserve paper and ink, students will use "print preview" and print documents only once to reduce unnecessary printing.



Protecting Student Identity & Personal Information

With the ubiquity of information networks, safeguarding personal information has become extremely important. Once information goes on the Internet, it is likely that it will remain there for a very long time. Personal information includes names, phone numbers, student ID numbers, addresses, usernames and passwords. As such, it is important that students treat their own and others' personal information with great care. **Students should never share user accounts or passwords, especially those that are close to their identity (e.g., email, ACS accounts, social networks).** All personal information, such as home addresses, phone numbers and full names, should always be kept private.

Sharing Work Online

Students will be sharing their work in a variety of online spaces and are expected to act safely by keeping personal information private. **When they share their work online, they are expected to treat those spaces as classroom spaces.** Language or images that are inappropriate for class or contrary to the culture and laws of the UAE, are not appropriate online. **If a student's work is shared, only the first name and grade will be included.**

Community Awareness

All students are members of the greater ACS community and have a social obligation to protect community resources, such as bandwidth. Participating in activities that use up excessive bandwidth, such as peer-to-peer file sharing, is strictly prohibited at school. **Computer use should not be disruptive to other students** who are working nearby; students are requested to use headphones when listening to audio. Students should also be aware that individual teachers will have different protocols for classroom use and it is the student's responsibility to be aware of these and adhere to them.

Monitored Use, Misconduct and Free Will

In cases where there are concerns that electronic communications systems and/or technology have been misused, teachers and/or the technology department may restrict and/or monitor student use. Similarly, student use of the school network is not private, and therefore should be no expectation of privacy. **In cases of student misconduct, ACS reserves the right to inspect computers and electronic media and to carry out the appropriate disciplinary action.**

ACS does not take responsibility for personal media or information transmitted to a third party by a student of their own free will, nor does it accept responsibility for any repercussions that may occur from the said action (e.g., posting photos on a social networking website).

ACS reserves the right to make adjustments to these guidelines and expectations throughout the school year if necessary and will be proactive in communicating any changes.

Consequences for failure to adhere to the RUA may result in restricted or complete loss of access to technology and the school's networks and may include suspension, expulsion, and/or notification to the appropriate legal authorities. The school may also remove any software from a student's computer that is causing problems with the ACS network, or interfering with their education or others.

Laptop Use at ACS

Laptop Repairs

Students are expected to have an operational laptop that conforms to minimum specifications established by the Technology Department. These specifications will be updated and made available to the school community each year. ACS has a licensed AppleCare Technician on staff. If a computer is broken or damaged, the student should bring their Macbook to ACS for repairs, not an outside company. Students will be informed of any necessary repairs, and will be charged only for parts not covered under warranty. While student Macbooks are undergoing service, a loaner laptop will be provided. Although ACS has loaner laptops, they are limited. Students undertake the repair procedures and pay as quickly as possible.

Data Backup

Students are responsible for their backup of important files. A recommendation is that students purchase an external hard drive and regularly [complete a Time Machine backup](#).

Loaner Laptops and Chargers

Chargers and laptops are available for checkout on a daily basis from the library. All loaned equipment is returned at the end of the school day. In situations where the loaned equipment is not returned on time, the student may be asked to leave a personal item for collateral the next if they are having difficulty returning equipment on time or their privilege to borrow equipment from the library revoked for the remainder of the year.

For long-term laptop checkout, students should consult with the school technology integrator to arrange permission.

Students will be charged for any damaged or lost equipment.

Lost Laptop

If students lose their laptops, they are expected to report the loss as soon as possible to the Technology Office. If required, the Office will investigate further. If the laptop cannot be located a loaner laptop will be provided for a limited duration until a new laptop is purchased.

Personal Devices in School

In addition to their Mac laptop, some students may choose to bring additional devices such as cell phones, iPads, other computers, etc; however, it is expected that students have and use their Macbook for school. While such use is not discouraged, *ACS does not provide technical support for these devices and will not maintain, troubleshoot, or install software on them.* Additionally, the ACS Responsible Use Policy applies to the use of these devices, including bans on peer-to-peer file-sharing and high-bandwidth activities such as online gaming. Likewise, as ACS provides network access in a controlled educational environment, students are prohibited from making attempts to bypass our network while on campus.

Software Updates

Students will be requested to install updates as needed throughout the year. Any software installed on the laptop in addition to the school's provision must not interfere with these updates. Many of the updates will require up to 800 MB of space, so ensuring there is enough space on the computer to accommodate these updates is important. Also, students may be required to return their laptops once a year to ACS for re-imaging. Before students hand in their computer for imaging, any user data must be backed up.

Installation of Additional Software

All software provided on issued laptops is licensed for use by ACS. If students deem it necessary to augment what is provided, they may do so if the software is licensed correctly and does not interfere with the device at school.

It is the responsibility of the teacher to inform the tech department if students require particular software. The tech department should be advised two days prior to its use. The software will then be available to the student via the ACS "Self-Service" application.

The school Information and Technology (IT) team will only assist with the installation of software programs or devices that are directly related to the student's academic studies.

Printing @ ACS

We encourage the community to use as little paper as possible. But if needed, printers are available for student use in classrooms and the library. Students may not access other printers, including office printers. If color printing is required, print jobs must go through a teacher.

Leaving ACS

Students will be required to turn in their laptops for the removal of school-licensed software when they leave ACS. Much of the software on each laptop is licensed specifically to ACS and, unfortunately, must be restricted to the use of current ACS students only. Laptop computers are the property of the family after the removal of all school-licensed software.

ACS Electronic Community

ACS has several electronic services that support student learning and communication between all members of the ACS community.

At the beginning of the year, students should ensure they can access their ACS account, Veracross and the ACS Google Apps. These services are the core of our electronic school.

Veracross

Veracross is a web-based tool that allows ACS parents/guardians and students to access information such as assignments, calendars, announcements, grade reports, and directories.

Google@ACS

All students receive a Google account when they register for the school. This email address is XXXXXX@acs.sch.ae (with XXXXXX being their firstname and lastname combined.) It is important to note:

- Teachers and the school will only use their ACS Google accounts when communicating with students and parents/guardians.
- Students are expected to only use their ACS Google accounts when communicating with school faculty and staff; personal accounts at Yahoo!/Hotmail, personal Gmail etc. are not acceptable for school purposes.
- Students are expected to check their school email accounts daily in order to receive pertinent class, club, and school information.
- Students can access their email from home using a browser at <https://gmail.acs.sch.ae>.

ACS makes extensive use of Google Apps, including Gmail, Docs, Groups, and Calendar. The username and password are the same as the ACS network password or Gmail login. <https://gmail.acs.sch.ae>

The ACS Online Community <http://acs.sch.ae>

The ACS community website provides an extensive information system for the ACS community, and includes the following:

- Access to the library resources: Library Catalog, EbscoHost, NewsBank, SIRS
- The Channel/Newsletter/Dynamic Calendars/School Announcements
- Student Handbook/Program of Studies
- News of all Clubs/Sports/Service

- Department, Club, and Sports Websites

Internet Access at School

Access to the Internet is available through personal laptops and other devices at any time of the day. The ACS wireless network is limited to laptops and devices registered at the Tech Offices. There are multiple wireless networks available on campus, and each of these networks serves a specific population and purpose. For details and access to these wireless networks, please speak with the staff in the Tech Offices.

Laptop Security

Keeping your laptop safe and secure is essential not only for your education but also for ACS as a whole. Ensuring the operational efficiency of your laptop requires you to safeguard your laptop from any potential cyber threats. An unsecured computer on the ACS network is a danger to the entire network; not to mention that the individual unit is prone to malfunction. It is your responsibility to take precautions against any possible cyber-attacks and intrusion.

You are also responsible for protecting your laptop from damage, theft or malicious use. Never leave your computer unattended or take your computer into environments that may prove harmful. Laptops found unattended should be turned into the Technology Help Desk or the High School Office.

Passwords

You should select secure passwords for both standard and admin accounts. It is OK if both passwords are the same, as long as they are strong passwords.

A strong password is generally 8-10 characters long and includes at least one capital letter and number among lowercase letters. A strong password is important because any individual password that may be compromised can endanger the entire ACS network. It is also good practice to change your password once every 6 months.



How to change your password

Access the "Users and Groups" window from the "System Preferences". Depending on which account password you wish to change, you need to select the account name. Click on the "Change Password" button. You need only enter the old password once, and the new password twice.



Attendance

Learning and understanding gained from classroom instruction, activities and interactions cannot always be replicated independently. Regular attendance and participation are necessary to develop a coherent understanding of a body of knowledge and to develop skills sequentially. As a result, we believe a commitment to school attendance on the part of both students and families is an essential component of a high-quality learning experience and parents/guardians are expected to do everything possible to ensure each student's regular attendance.

Absences

Absence Notification

The High School Office must be notified of absences ahead of time at hsoffice@acs.sch.ae. A student is required to submit a signed Planned Absence Form two days prior to the absence. The Planned Absence Form is downloadable from the Student Portal on Veracross. The Planned Absence Form notifies teachers of a student's impending absence and allows teachers to discuss the assignments that will be missed.

Excused and Unexcused Absences

Generally speaking, there are two main categories of absences.

Category 1: Excused Absences

Students may be allowed to miss school for the following reasons:

- Illness (the school may require a physician's certificate from the parent/guardian for 3 consecutive days of illness and in cases of chronic or extended absences for an illness);
- Physician appointment (when at all possible, families should try to arrange appointments before school, after school or during holidays);
- School sponsored trip;
- Religious holiday;
- Hazardous weather conditions;
- College/University visitation;
- Military Service requirements;
- Passport renewal;
- Visa/immigration appointments;
- Death in the family.

Category 2: Unexcused Absences / Notified Unexcused Absences

An absence that does not fall under one of the above conditions, and occurs without prior notification from parents/guardians, is an Unexcused Absence. Unexcused absences will result in the instructional time being made up before or after school in a supervised study hall, and parents/guardians are notified. Note: Teachers will help students make up work when the absence is excused; however, no such obligation exists when the absence is unexcused.

Request for Student Absence for Family Reasons

It is sometimes the case that families request to remove their child from school for a family trip. As a courtesy, we ask that parents/guardians please notify the Principal in writing at least 7 days prior to the absence for a family trip. While, in most cases, the school does not support these absences, prior notification does allow the student to have a conversation with their teachers and keep up with coursework during the absence.

School Related Absences

Absences that occur due to school sponsored activities (field trips, sport competition) will be counted toward a student's overall absence totals. Students who have incomplete work or whose academic performance raises concern may be denied participation in learning opportunities that require travel and absence from classes.

Absences Related to Illness

If a student is found to be unwell and unable to attend class, the student may rest in the Nurse's Office. If, however, the student is not feeling better within an hour, the student's parents/guardians are contacted. Based on the symptoms, response to treatment, and recommendation of the School Nurse, in conjunction with permission from a parent or guardian, the student will be sent home. If parents/guardians cannot be reached or are working abroad, the alternate emergency contact provided by the parent/guardian is contacted. The emergency contact should be able to provide the necessary care in the absence of parents/guardians. All students must see the nurse and sign out at the High School Office before leaving school as a result of illness.

Absences and Participation in Co-curricular Activities

Students who wish to participate in an co-curricular activity must be in school for the entire day of that activity and attend all of their classes unless:

- The student has received prior approval from the Assistant Principal or Principal;
- An emergency occurs and the student brings a note to the Assistant Principal or Principal that morning and/or the parent/guardian has called the school before 9:00 a.m.;

- The Assistant Principal or Principal has decided that an extraordinary circumstance exists and has granted an exception.

Returning to School After Student Trips and Events

Students traveling out of the country on school-sponsored trips need not report to school until 10 hours after they arrive at ACS following their flight. It is the responsibility of the administrator of the trip to advise the students at the school of the time they must report to school the next day. This trip administrator will also need to inform the High School Office of the designated time. Absence or tardiness beyond this time will be considered unexcused, and may result in a student being ineligible to participate in the next activity.

All students involved in co-curricular activities, including the High School Production and Service Learning Trips, are expected to be in school the day after an event. Unless extenuating circumstances exist, absences on this day will be marked as unexcused. Students are excused from completing summatives, including accrued NTIs (Not Turned In summative policy) for two full days beginning the day they return to school.

Absences During Year-End Assessments

If it is known in advance that an absence from school will be required during the Year-End Assessment window, parents/guardians must contact the Assistant Principal to review the situation as far in advance as possible. Students absent from an assessment due to illness or emergency will be required to take the assessment on a designated make-up day.

Students Who Accrue 10 or More Absences

Regardless of their GPA, students who accumulate more than 10 absences from any class (exclusive of school trips and extenuating circumstances that have been communicated earlier to the HS Office) during a school year may not miss further class time as a result of sports and/or activities related trips. A student who has accumulated 14 absences from any class, whether excused or unexcused, may be denied academic credit, promotion to the next grade, and ultimately may impact their ability to meet graduation requirements.

Tardies

It is the student's responsibility to attend all classes on time. If a student is late for class, they will be marked "tardy." A student will be notified after accruing more three or more tardies in one reporting period.

When tardies become a pattern during a reporting period (one quarter),

- the student will be notified after their **fifth** tardy and assigned a one-hour detention.
- the student will be notified after their **tenth** tardy and assigned a two-hour detention.
- the student will receive an in-school suspension if continuously late and a conference with the student, parent/guardian, and Assistant Principal is necessary and co-curricular activity may be suspended.
- continued lateness will result in an out-of-school suspension and issuing of a social/academic contract.

Credit Recovery Due Absences

Because of the importance of attendance to learning, the school expects students not to miss more than 14 blocks per year in any class. Students and families will be given precautionary notice at 7 absences and again at 10 absences when we recommend that parents/guardians contact administration. When a student reaches 14 absences, parents/guardians will be notified and requested to meet with the administration. In some cases,

students may be denied academic credit and be required to complete a “Credit Recovery” course during the summer holiday.

Closed Campus

ACS has a closed campus. Any student leaving campus during the school day must have specific permission from the office. In cases of sudden illness at school, the school nurse may authorize a student to leave campus after calling the parent/guardian. A student in violation of the closed campus policy is subject to disciplinary action and parent/guardian notification. It is the responsibility of the school to know the whereabouts of students at all times during the school day.

Senior Privilege to Work Off-Campus

Grade 12 students are eligible to leave campus during their Self-Directed class or Independent Study (including online courses such as GOA, Pamoja, and VHS). Early in the school year, Grade 12 students and parents/guardians sign a contract and submit it to the High School Office. By signing the contract, Grade 12 students agree to adhere to the rules stated on the form. The Assistant Principal or Principal can revoke the privilege at any time for any reason.

Students with five tardies or more or fail to sign in and out at the HS Office at on time will have their Senior Privilege revoked for two weeks. Senior Privilege may also be repurposed as needed for academic support.

Community Rights and Expectations

We believe that these rights and freedoms apply to all persons, students, parents/guardians and staff, throughout the entire school day, including travel to and from school. Every member of the school community is entitled to the following:

- Freedom from physical abuse and from mental abuse, such as name-calling, intimidation, or any other form of harassment;
- Freedom from being set apart or mocked;
- The right to privacy;
- The right to be treated respectfully;
- The right to an education which leaves teachers free to teach and students free to learn without being interrupted by inconsiderate or unruly behavior;
- The right to develop their own personality (as long as it does not interfere with the rights of others) without disrespectful criticism or pressure from others;
- The right to have their personal and school property respected; our school community should be a safe place for property as well as people.

A school community depends on everyone’s willingness to respect and act in accordance with certain basic principles of conduct and community rights. These reflect the underlying spirit of the High School rules and are the foundation upon which our community of learning, caring and growing rests. Therefore, we ask students to do the following:

- think about others, respect their rights, and show consideration for their well being;
- remember that your conduct in the local community reflects on yourself and on your school;
- dress appropriately, adhering to the uniform guidelines
- as in the expression of affection;
- help keep the school, the grounds, and the local community clean and free from litter;
- give of your time readily and freely when service to our school and local community is needed and requested.

Behavior Guidelines and Expectations

Together with the Community Rights & Expectations, our Behavior Guidelines and Expectations establish general guidelines for responsible and respectful behavior at school and in public. The school will not condone or tolerate behavior, either during or outside school hours, which is damaging to the school community nor which jeopardizes the reputation of ACS. Specific school rules notwithstanding, all students are expected to adhere to and respect UAE law at all times.

Minor Rule Infractions	Major Rule Violations	
	Category I	Category II
<ul style="list-style-type: none"> – out of uniform – disrespectful and/or disruptive behavior in or out of the classroom; – foul language; – littering; – eating, or drinking in non-designated areas; ordering food on campus; – inappropriate use of technology (off-task behavior) during class time * 	<ul style="list-style-type: none"> – skipping classes; – being off-campus without permission; – more than three minor rule infractions; – the use of inappropriate/illegal material or software. 	<ul style="list-style-type: none"> – verbal, physical, cyber or sexual harassment or bullying; – theft; – vandalism; – academic integrity; – tampering with fire fighting equipment, computer software/hardware, or any other school equipment; – the use, possession or distribution of drugs – the possession or use of alcohol, cigarettes, shisha, dokha, e-cigarette, and vape pens / MODS. – the possession or use of firearms, switchblade knives, or other implements used as a weapon; – three or more Category I offenses.
<p>First offense:</p> <ul style="list-style-type: none"> - a warning; <p>Second offense:</p> <ul style="list-style-type: none"> - reported to parents/guardians - a detention; <p>Third offense:</p> <ul style="list-style-type: none"> - incurs two detentions - a letter home. <p>More than three minor rule infractions will be treated as a Major Rule Violation.</p>	<p>First offense:</p> <ul style="list-style-type: none"> - reported to parents/guardians. - results in the loss of privileges - detention commensurate with the nature of the offense. <p>Second offense:</p> <ul style="list-style-type: none"> - disciplinary probation. <p>Third offense:</p> <ul style="list-style-type: none"> - suspension from school. 	<ul style="list-style-type: none"> - Discussed, documented, and reviewed with the Principal. - the Principal will: <ul style="list-style-type: none"> - notify the parents/guardians, counselor, (or a teacher of the student's choosing) to serve as the student's advocate. - advocate, student, and Principal will meet. - After all issues have been discussed and deliberated, the Principal will meet with the parents/guardians before a decision is made. - the student will be informed of the Principal's decision that is final. <p>*The student's suspension from school for disciplinary reasons is</p>

		not recorded on the student’s transcript; however, if the suspension is classified as an “out of school suspension” we are obliged to report this to universities. The dismissal of a student from school is recorded on the student’s transcript and reads: “Dismissed for disciplinary reasons on”
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Probation

Disciplinary Probation Conditions and behavioral expectations for students on Disciplinary Probation will be detailed in writing.

Suspension or Dismissal

A student who violates the conditions and expectations of their probation is likely to be suspended or dismissed from school.

Appeals

- All students have a right to due process. This includes the right to:
- appeal academic decisions which they perceive to be unfair or incorrect;
 - appeal decisions involving Major Rule Violations (Categories I & II).

Appeals related to academic decisions are made to the Assistant Principal and to the Principal whose decision is final. Decisions resulting in the suspension of a student from school may be appealed to the Superintendent whose decision is final.

Academic Integrity

Students are expected to demonstrate integrity by accepting responsibility for learning and for the accurate evidence of this learning.

Academic dishonesty is defined as:

Plagiarism	the representation of the ideas or work of another person as your own.
Collusion	supporting malpractice by another student, as in allowing your work to be copied or submitted for assessment by another student.
Duplication of work	the presentation of the same work for different assessment components and/or IB diploma requirements.
Misconduct during an examination	including the possession of unauthorized material.
Disclosing information	to another student, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

All incidents of confirmed academic integrity are reported to the Assistant Principal and a conference is held with the student, the Assistant Principal and the teacher. Following the conference, a letter is sent to the student's parents/guardians and a copy of the letter is placed in the student's academic file. This letter remains in the student's file until graduation or withdrawal. At the teacher's discretion, in consultation with the Administration and depending on the severity of the offense, the student may receive a reduced or failing grade for the work in question. Repeated incidents of academic integrity may result in failure in the course for the semester, suspension, or dismissal from school (see Major Rules Violations, Category II).

Dress Code

Learning within a multicultural community offers all individuals the opportunity to become responsible global citizens. At ACS, we seek to understand and respect cultural differences of beliefs and values while ensuring that we are sensitive to the customs and norms of our host country. While we appreciate the role that attire plays in expressing individuality, we expect all members of our community to wear the ACS uniform.

Uniform Tops

Collared polo-style or T-shirts with the ACS logo are options for boys and girls, including both long- and short-sleeved options. Students are not permitted to wear non-uniform tops during the school day. This includes sweaters, sweatshirts, jackets or other outerwear that does not have the ACS logo. If students need an additional layer of clothing, it must be approved ACS uniform outerwear.

Uniform Bottoms

ACS does not mandate a specific article of clothing for the bottoms. As long as bottoms meet the specified guidelines, families can buy them from any store they wish.

- Bottoms need to be plain/solid BLACK or KHAKI in color and meet dress code guidelines (no rips, tears or cut-outs). (Note: Navy blue or gray bottoms are not acceptable. Bottoms may not have white or colored stripes down the legs.)
- For both boys and girls, shorts, skirts, dresses and skorts must come to the knees.
- Leggings are not acceptable in Middle School or High School (unless they are worn under a knee-length skirt or dress).
- Any logo on the bottoms must be the same size or smaller than the logo on your ACS uniform top.

What is the ACS uniform?

The ACS uniform consists of an ACS logo top from Lands' End and a variety of options for bottoms in either khaki or black.

Do I have to buy the bottoms from Lands' End?

Students can wear any bottom in khaki or black. That includes plain khaki or black sweatpants, shorts, jeans, and skirts (to the knee). Bottoms must be in good condition -- no rips.

May I wear black leggings or jeggings?

Leggings and jeggings are not acceptable to wear to school, unless they are under a knee-length skirt or dress. Black or khaki pants, shorts, jeans, skirts, sweatpants are all acceptable.

What shoes do I have to wear?

Students can wear their own shoes, socks, tights and leggings/jeggings (under knee-length skirts or dresses) are all opportunities to express their own style.

May I wear my own sweatshirt over my uniform shirt?

Sweatshirts, fleece jackets and other outerwear with the ACS logo that is purchased from Lands' End or The Viper Pit can be worn on top of, or in lieu of, the normal uniform top. Outerwear purchased from The Viper Pit in evergreen, gray, white, black with the ACS Athletics or ACS Vipers logo on it can also be worn on top of, or in lieu of, the normal uniform top. Sweatshirts and jackets, either plain or with other logos, are not to be worn on campus in hallways and classrooms during the school day.

The only class that will be allowed to create a class sweatshirt or top and wear it in place of a uniform top will be the senior class (i.e. Senior Class of 2022). Club and team shirts are only permitted on designated spirit days or at the end of the school day.

My Nike basketball shorts are black; can I wear those?

If the shorts/pants are solid khaki or black with the exception of a logo smaller than the logo on your uniform shirt, you can wear them. If the logo is larger than your uniform logo and/or there are stripes or lettering along the side of the shorts or pants, then they are not permitted. Please check your school dress code to ensure compliance.

Do I have to order online?

A limited inventory of uniform tops will be available for purchase in the Viper Pit throughout the year. Lands' End orders can be shipped anywhere in the world and if families create an account, they will email special shipping offers and sale events throughout the year.

For all after school events, the students and family members are expected to dress in modest clothing, respecting our host country:

- Leggings must be accompanied with a skirt, dress, long top, sweater or light jacket that extends at least to fingertip length when standing.
- Shorts, dresses, and skirts must be knee-length.
- Clothing cannot be transparent or torn showing skin.
- Hats or shades are not appropriate while in school building, particularly class, library or assemblies.
- Shirts and Tops must:
 - Cover both shoulders, without having to pull it up (nothing sleeveless);
 - Fully cover the back or belly and have a modest neckline;
- Ensure that undergarments are not visible at any time;
- Not include images, words or phrases that are offensive or make reference to alcohol or drugs.

Students who are in violation of ACS dress code will not be admitted to class, will meet with the Assistant Principal and will modify their clothing before going to class.

Instances of dress code violations will be handled as follows:

- A warning: the problem is solved in the office (e.g. change shirts) or students call home for a change of clothes. Parent/guardian notified.
- A detention: the problem is solved in the office (e.g. change shirts) or students call home for a change of clothes. Parent/guardian notified.
- Parent/guardian conference: students call home for a change of clothes.

Further Violations – Will be at the Principal’s discretion and further conversation with parents/guardians, students, and Assistant Principal. The administration reserves the right to make final decisions on the acceptability of student attire. We thank you in advance for your understanding of our school beliefs and for supporting both the specific parameters of the dress code as well as the spirit in which it is intended.

Mobile Devices

The use of mobile devices falls under the school’s Responsible Use Policy (RUP). Mobile devices may be used in a classroom and other teaching spaces at the discretion of the teacher. Devices may be used in recreational parts of the building (courtyard, hallways). For safety and for courtesy reasons, headphones or earbuds must be removed while moving throughout the building. Unless instructed by a teacher, speakers should not be used in the building. If the above expectations are not followed then the following consequences will apply:

- The device will be confiscated;
- The device will be returned at the end of the day and parents may be contacted for repeated incidents.

ACS does not accept responsibility or liability for lost, stolen, or damaged devices, whether on school premises or during travel to and from school.

Ordering Food During the School Day

Due to our healthy selections of food services on campus, ordering take-out and delivery to school during school hours is not permitted. Grade 12 students with Senior Privilege may leave campus for other food options, but it is not allowed to be delivered to campus. The exception is a teacher-initiated delivery for a class function.

School Information and Logistics

Communication

Parent Newsletter

Each Friday the school distributes an e-newsletter, which includes all principals' blogs. This is the primary source of information for parents/guardians from the school, and it is important that parents/guardians take the time to read it each week.

Social Media Channels

Social media channels have been created to help High School students and family members stay connected. Please follow us on Instagram (ACSAbuDhabiHS), Facebook (ACS AbuDhabi HS), or Twitter (@ACSAbuDhabiHS).

Contact Details

Parents/guardians must inform the school promptly of a new address, telephone number and/or e-mail address. Notification can be given via email to hsoffice@acs.sch.ae.

Parent/Guardian Inquiries

Parents/guardians are encouraged to contact the school any time a question or concern arises. Initial contact should always be with the student's teacher or Counselor first.

Emergency Contacts

At the beginning of the school year, families will be asked to provide emergency contact information for their children. Should this information change during the course of the school year, please notify the High School Office immediately.

Building Access

Students are not to be in ACS buildings or classrooms without teacher supervision. The high school hallways and buildings are secured at 5:30 p.m. Unauthorized and/or unsupervised access will result in disciplinary consequences.

Use of Athletic Facilities on Campus

The Fitness Center, swimming pool, "big gym" and fields are open at designated times for community use. These times are published via the Principal's Newsletter and available on the school website. High School students wishing to use the fitness room must sign a liability waiver and complete a fitness room orientation with a supervisor or PE staff. Students cannot work out alone in the fitness room and must have a training partner. Students in breach of this rule will have their membership suspended for one week and any further violations will result in an extended ban from the facility.

ID Cards – Staff and Parents/Guardians

All teachers, students and parents/guardians must obtain an ACS ID card, and present it to the guard at the main gate when entering the campus. It is important to keep this ID with you at all times. Replacement cards will be available, but a replacement fee will apply.

Campus Areas Off Limits to Students

The High School is one of three divisions at ACS. Students are only permitted in instructional areas or identified passageways. The following areas of campus are off-limits for high school students:

- Faculty lounge
- Elementary School faculty workroom
- Elementary School playgrounds
- Department offices
- MS courtyard
- Unsupervised classrooms

Off-Campus Etiquette

A school community depends on everyone's willingness to respect and act in accordance with certain basic principles of conduct and community rights. These reflect the underlying spirit of the High School rules and are the foundation upon which our community of learning, caring, and growing rests. Therefore, when off campus, we ask students to do the following:

- think about others, respect their rights, and show consideration for their well being;
- remember that your conduct in the local community reflects on yourself and on your school;
- exercise courtesy, demonstrate good manners and cultural sensitivity

School Visitors

All visitors during the school day are required to report to the High School Office and receive a Visitor's Pass. Former students or alumni are welcome to visit during the lunch hour. A designated visitation time will be determined after discussion with the Administration.

Lockable Storage

Students should not bring valuables, expensive items, or large sums of money to school. However, in the event that lockable storage is needed, students may access the lockables in their grade level hallway or in the High School Office.

Textbooks and Resources

When textbooks or resources are required to be taken home, the course teacher will loan them to the student. All textbooks and resources are expected to be returned by the end of the year unless prior arrangements are made with the teacher. If the textbook or resource is not returned, the students must pay a fee at the Business Office and return the receipt to the teacher. If the student does not pay for the missing or lost text or resource, the student's access through Veracross to their final digital report card will be turned off. The price list for all resources is available with the teacher or at the Business Office.

Food Services

ACS has three food service outlets:

- The Cafeteria, located adjacent to Cramer Field. The cafeteria serves hot whole food, and a variety of cold salad options.
- The Kiosk, located in the HS Courtyard. The kiosk serves pre-prepared and freshly prepared grab-and-go food options.
- The Nectar bar, located in the MS Courtyard. The Nectar bar offers specialty/healthy food and beverage options.

Each of these three food service outlets offer food al la carte. There are no options for meal plans, or the pre-purchase of meals.

The Library Media Center

The Middle and High School Library Media Center offers a variety of resources for research and recreational reading to support the school's curriculum and students' interests. The Library provides a variety of tech equipment for check out, access to databases, news sources and research tools. In the Library, students have places to read, quiet study rooms as well as spaces for collaborative work. The Library's goal is to promote a love of reading, learning and provide a place for collaboration.

The library is open Sundays through Thursdays from 7:30 a.m. to 5:00 p.m.

Students have access to the Library Media Center before school, during break and lunch periods, after school and during class time as deemed appropriate by their teachers.

Library Expectations:

- Treat the library and all materials with respect.
- When working in the library, respect the learning environment of others.
- Cell phones are on silent.
- When listening to audio/video headphones should be worn as a courtesy to others.
- Leave food outside the library.
- Water bottles and drinks must be in sealable containers.

Print Material Checkout Policy:

- Print materials may be checked out for two weeks. Books may be renewed, unless there is a waiting list.
- Students are responsible for all borrowed materials. A replacement fee will be charged in the case of a missing, lost or damaged item.

Technology Equipment Checkout Policy:

- Tech Equipment is a one day check out. Checked out items must be returned by the end of the school day (4:00 p.m.).
- Students are responsible for all borrowed materials. A replacement fee will be charged in the case of a missing, lost or damaged item.
- Check out of equipment for more than one day must be approved by the Library or Tech Department Staff.
- If your laptop is damaged it should be brought to the Tech Office for assessment and repair, after which a loaner can be issued if necessary.

Lost and Found

Students should not bring valuables, expensive items, or large sums of money to school. If personal property is missing or vandalized, students should immediately notify a faculty member or the Assistant Principal. Lost and Found items will be displayed in a cabinet outside of the Auditorium. Any items that are not collected will be donated. Lost textbooks should be reported to the teacher; found textbooks should be returned to the appropriate teacher.

Emergency Procedures

Periodically, and without warning to faculty or students, fire drills will occur. Every drill must be taken seriously and approached as if the situation were real. When the alarm sounds, everyone must leave the building and report to the designated area as quickly and quietly as possible. Students and faculty will be able to re-enter the building only after an “all-clear” signal is given by the Administration.

Directory

High School Leadership Team

Amy Greene	Principal
Bobbi Donison	Assistant Principal / AP Coordinator
Jonathan Diaz	IB DP Coordinator

High School Learning Leaders

Charles, Jason	Science
Emery, Debbie	English
Gaelber, Casie	Social Studies
Derby, Jenny	Innovation Coach
McGarrigle, Juanita	Creative Arts
Mapstone, Becky	Mathematics
Paterson, Lisa	Physical Education
Reuckert, Jean	World Language

High School Counseling Team

Tao, Stephanie	HS Counselor
Weiser, Andrew	HS Counselor
Abraham, Phil	HS Counselor
Cadogan, Brian	HS Counselor (Grade 9)
Jamal, Naveen	HS Counseling Assistant
Murray, Jennalee	School Psychologist

High School Administrative Support

Cleckley, Adrian	HS Executive Assistant
Mostafa, Nour	HS Office Assistant
Elshear, Jasmine	HS Academic Registrar

High School Teaching Faculty

Bettin, Juan Lopez	Mathematics
Bowling, Nathan	Social Studies
Bradford, Tara	English
Broeseker, Lauren	English
Altidor, Rebecca	Learning Lab
Charles, Jason	Science
Luna, Nilsa	Science
Collins, Kevin	Science
Daraiseh, Amy	Learning Lab
Diaz, Hanny	World Languages
Diaz, Jonathan	IB Core

Drahos, Jason	Creative Arts
Pons, Lluco	Computer Science
Emery, Debbie	English
Emery, Todd	Social Studies
Cleckey, Ashley	English
Gaebler, Casie	Social Studies/Science
Ghannam, Ma'an	World Languages
Gibson, Andrew	Mathematics
Girdner, Randy	Film
Griffiths, Neil	Physical Education
Jimenez, Valia	World Languages
Kempe, Andrew	Social Studies
Loulou, Radia	World Languages
Marraccinni, Carolina	World Languages
Winter, Zach	Physical Education
MacDonald, Paige	Science
Mapstone, Becky	Mathematics
Mapstone, Kip	Science
Mazzuchin, Loretta	Creative Arts
McGarrigle, Juanita	Creative Arts
McGrady, Matthew	Design Innovation
Mikati, Hanya	World Languages
Moog, Jordan	Social Studies
Muhammad, Sumera	Islamic Studies
Nedellec, Françoise	World Languages
Paterson, Lisa	Physical Education
Pubil, Melisa	Social Studies
Ramsey, Tracey	Creative Arts
Shrestha, Liz	Mathematics
Silverman, Josh	Social Studies
Cross, Adam	Mathematics
Syrenne, Peter	Science
Teague-Bowling, Hope	English
Gibson, Drew	English

Administrative Offices

Flickinger, Monique	Superintendent
Al-Tamimi, Waheeda	Superintendent's Executive Assistant
Guthrie, Victor	Assistant Superintendent
Karasz, Zoltan	Director of Finance
Mawlawi, Mona	Accountant
Pradeep, Nija	Accountant
Rajasree, Nimmi	Accountant/Cashier
Bafagih, Mahmoud	Director of Government Relations
Jama, Faiza	Government Relations Admin Assistant
Salem, Saleh Ali	Government Relations Assistant
Al Hashemi, Omar	Government Relations Assistant
Philip-Jayendran, Marise	Director of Human Resources
Lefort, Jodi	Director of Admissions
McColgan, Mia	Admissions Assistant

Ricks, Jen	Director of the Office of Learning
Hanson, Natalie	Executive Assistant in the Office of Learning
Shelby, Aaron	Secondary Curriculum Coordinator
Campbell, Yvette	Director of Institutional Advancement
Wills, Joni	Director of Communications
Manola, Anthi	Institutional Advancement Associate
Cottin, Kim	Board & Communications Coordinator
Reuckert, Jean	World Language Coordinator
Stanicole, Adi	Library Assistant
Wellborn, Erinn	Library Assistant
Gietz, Preben	Director of Athletics and Activities
Dreyer, Shaun	Athletics and Activities Executive Assistant
Pubil, Melisa	Service Learning / CAS Coordinator
Zuhdi, Randa	Service Learning / CAS Coordinator Assistant
Al Nobani, Karen	School Nurse
Kellaway, Fiona	School Nurse
Obraztsova, Anna	Health Office Administrative Assistant
Onvlee, Jannah	Health Office Administrative Assistant
Kunnanoth, Manoj	Facilities Manager
Devitt, Christina	Director of Learning Innovation & ELearning
Sfeirova, Sandra	Technology Manager
Balakrishnan, Rajanish	Systems Administrator/Technician
Nelliyullathil, Suhail	Systems Administrator

Assistants

Kalluveetil, Ayisha	IT Department
Welborn, Erinn	Assistant Library
Farhat, Samar	Music and Drama Department
Manoj, Seema	Creative Art
Rajanish, Deepthi	Science Department