

High School Student-Family Handbook

2023-2024



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 400 High School students to our campus who represent more than 45 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-referenced, 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 and students in Grades 10-12 can enroll in 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 *Sand Vipers* travel to and compete in academic, arts and athletic events throughout the region. 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 (IB DP Coordinator) or myself know and we will assist you in any way we can.

On behalf of the High School faculty, welcome to the 2023/24 school year!

Enthusiastically,
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 2023-24



AMERICAN COMMUNITY SCHOOL
OF ABU DHABI SINCE 1972

2023-2024 SCHOOL CALENDAR

JULY 2023

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JUNE 2024

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AUGUST

- Aug. 8-11, 14 Professional Learning Day
- Aug. 14 New Student Orientation
- Aug. 15 First Day of Classes

SEPTEMBER

- Sept. 1 Professional Learning Day
- Sept. 29 Prophet's Birthday

OCTOBER

- Oct. 6, 9-10 MS/HS Parent/Teacher Conferences
- Oct. 9-10 ES Parent/Teacher Conferences
- Oct. 11-13 Fall Break

NOVEMBER

- Nov. 23 Half Day
- Nov. 24 Professional Learning Day
- Nov. 30 Commemoration Day

DECEMBER

- Dec. 1-2 UAE National Day
- Dec. 15 Professional Learning Day
- Dec. 18-19 Teacher Moving Days
- Dec. 20-Jan. 9 Winter Break

JANUARY

- Jan. 10-12 Teacher Moving Days
- Jan. 26 Professional Learning Day

FEBRUARY

- Feb. 9 Professional Learning Day

MARCH

- March 7-8 School Holiday
- March 11-April 8 Ramadan

APRIL

- April 1-12 Spring Break
- April 9-12 Eid Al Fitr

MAY

- May 16-17 Professional Learning Days

JUNE

- June 14 Last Day of Classes

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)
- Teacher Moving Days
- Half Day (school releases at noon)

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.
- 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.

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 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 our 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*.

SAFEGUARDING AND CHILD PROTECTION HANDBOOK

We are committed to:

- Protecting students against any physical abuse, emotional abuse, sexual abuse and exploitation, neglect and/or peer on peer abuse.
- Identifying at-risk students and taking action to prevent reasonably foreseeable harm.
- Reporting when there is reasonable suspicion of harm or risk of harm to students.
- Applying Safer Recruitment and hiring practices, including staff training (as defined in the Child Protection Handbook).

Every suspicion or disclosure of abuse from within or outside the school will be taken seriously. Action will be taken by members of the Child Protection team and as appropriate may include referral to an external agency.

Please take the time to review the contents of the [Student Safeguarding and Child Protection Procedures Handbook](#) and let your Counselor, Principal or Superintendent know if you have any questions about our commitment to work in partnership to protect children.

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 and course credit requirements. Under extenuating circumstances only, the Principal, in consultation with a student's Counselor may waive a graduation requirement.

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	
Electives	5.0	
Total	25.0	

ACADEMIC PROGRAM

A full description of the High School academic program is contained in the [Program of Studies](#). Students in Grades 9-12 must complete a rigorous and balanced standards-referenced 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
- Mathematics
- Science
- Social Studies
- Physical Education / Health
- World Language
- Elective 1
- 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;
- 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](#). For more information about the IB Diploma Programme visit the [IB website](#).

Courses Offered by Institutions Other than ACS

After consulting with their Counselor and with the prior approval of the 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 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 Assistant Principal / Principal. All schedule changes are contingent on the availability of an appropriate alternative course.

Student-Initiated Schedule Changes

- Requests must be discussed and form submitted to the counseling office in the two weeks.
- The form must be completed by student, parent/guardian and teachers.
- The change is then approved by the IB Coordinator or Assistant Principal/Principal.
- 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 timetable 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:

- A conversation occurs between teacher and student, teacher and counselor, counselor and student. The student is provided the add/drop form to be signed by the student, parent/guardian and teacher.
- The change is then approved by the IB DP 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.
- Makeup work will be determined on a case-by-case basis by the teacher.

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

Overview

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

Standards-Referenced Learning System

A standards-referenced learning system is designed to ensure transparency in all elements of the teaching and learning process: *curriculum, instruction, assessment* and *reporting*. In a standards-referenced learning environment, teachers articulate clear learning goals that identify what students should know and be able to do, develop instructional activities that help all students achieve those learning goals, identify what evidence best reflects students' achievement, and assess students against an established set of criteria that highlights what quality looks like.

Reporting Timeline

The academic calendar is divided into two semesters and students and parents receive feedback throughout the school year on AtLs and academic achievement. However, official academic achievement levels (those recorded on a student's transcript) **are not finalized until June**.

- First Quarter (October): Progress Reports (AtLs and Conferences)
- First Semester (January): Report Cards (AtLs and Mid-Year Achievement Levels)
- Third Quarter (April): Progress Reports (AtLs, Narrative Comments, Conferences)
- Second Semester (June): Reports Cards (AtLs and End-of-Year Achievement Levels)

Narrative Comments

Narrative comments are composed for all students in each subject at the end of the third reporting period. 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 approaches to learning and academic progress. 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.

Year-End Assessments

Year-end assessments are used to identify students' progress and achievement over the course of the academic year. They do not count toward a certain percentage of a student's grade, nor do they have a different weighting than other summative assessments. Year-end assessments are designed to be the last

summative of the school year and serve as a final data point. They are also designed to provide opportunities for students to review material, make connections, and cement their understanding of what they have learned throughout the year. Students in Grades 9 and 10 will have a different approach to year-end assessments than students in Grade 11; this is intentional and designed to meet the needs of each grade level.

Veracross Electronic Gradebook

Veracross is our student information system. Teachers use Veracross to take attendance, enter assessment data, and record ongoing feedback. All parents have access to a secure Veracross Parent Portal, which includes access to your child's classes and electronic gradebook. To learn more about how to follow your child's academic progress in Veracross, [watch this short screencast](#).

Assessment Practices

1. *Emphasize growth over time and the most consistent level of performance*

Students begin a learning journey in August that continues until June. During the journey, teachers focus on giving students regular feedback on their learning. Feedback helps set a path for students, directing their attention to areas for growth and improvement, and connecting them with future learning opportunities. As the journey unfolds, teachers emphasize student growth over time and look for the most consistent level of performance. Official letter grades (those recorded on the transcript) are not finalized until June.

2. *Separate Academic Achievement from Approaches to Learning (AtLs)*

The primary purpose of grades is to communicate student achievement of learning goals. Historically, teachers have combined achievement grades with behaviors that support learning. This entanglement has resulted in less accurate and meaningful grades. As a result, we separate academic achievement (summative assessments) from behavior and attitudes toward learning (Approaches to Learning or AtLs).

What are the Approaches to Learning (AtLs)?

AtLs are behaviors that support learning: **collaboration, responsibility, self-directed learning, and citizenship**. Approaches to Learning (AtLs) are taught and learned, improve with practice, and develop incrementally. They provide a solid foundation for learning independently and with others and a common language that students and teachers use to reflect on and articulate the process of learning.

A common [Grade 6-12 rubric](#) with descriptors are used by teachers and students to ensure common understanding of behaviors. All students in Grades K-12 receive feedback on the same AtLs. The expectations are developmentally based on the age of the student, but all center around the same four big questions:

- *How does the student work with classmates?*
- *How does the student maximize learning opportunities?*
- *How does the student reflect on learning in order to become more self-directed?*
- *How does the student demonstrate open-mindedness and global awareness?*

AtL Skill	Specific Performance Criteria
Collaboration <i>How does the student work with classmates?</i>	<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 <i>How does the student maximize learning opportunities?</i>	<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 <i>How does the student reflect on learning in order to become more self-directed?</i>	<ul style="list-style-type: none"> • Awareness 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 <i>How does the student demonstrate open-mindedness and global awareness?</i>	<ul style="list-style-type: none"> • Shows respect for people and the classroom 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.

How do teachers determine Approaches to Learning (AtLs)?

Teachers record evidence on the four AtLs throughout the school year and are encouraged to ask students to frequently self-assess and have conversations following self-assessment opportunities. Feedback on AtLs are given on Progress Reports and Report Cards.

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. Each student is provided with an indication of the consistency to which each skill is demonstrated independently or with support.

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

1. Assess students against an established set of criteria

Traditional grading often emphasizes a process where students are judged in comparison to their peers. In a standards-referenced learning system, teachers use scoring tools (rubrics) to ensure gradations of quality are articulated as clear success criteria and judge each student's performance on its own merits.

2. Collect evidence of learning by strand

Strands are core components of a course identified in the curriculum framework. Teachers collect evidence by strand to offer students and parents more information about a student's learning. For example, in Integrated Mathematics, teachers will collect evidence using three strands: *Concepts and Procedures*, *Communication and Reasoning* and *Problem Solving* while in AP Comparative Government,

teachers will collect evidence using four strands: *Concept Application, Data and Source Analysis, Country Comparison and Argumentation*.

Some strands may be emphasized more within a course; as a result, teachers may assess those strands more often. In addition, there may be strands that are assessed more often in one semester than another. Within a two-year IB DP course, some strands may only be assessed in one year.

3. Use formative and summative assessments

Teachers will collect evidence of a student's learning journey using both formative and summative assessments.

Formative Assessment

Formative assessment is akin to practices and rehearsals before an athletic game or musical performance. The formative assessment process is:

- For students to practice
- 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

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

After an athletic or musical practice we do not ask, "What was the score?" We accept the concept of practice as an integral activity on the road to development. The same is true when students engage in the formative process. Students receive feedback on formative assessments through specific comments written by the teacher and the proficiency descriptors outlined below. **Neither letter grades (A-F) nor numbers are linked to formative feedback;** instead, teachers record the abbreviations for the proficiency language in Veracross.

Emerging Proficiency (Em Pro)	Developing Proficiency (DevPro)	Demonstrating Proficiency (Pro)	Extending Proficiency (ExtPro)
The student attempts to demonstrate understanding of the standard. The student is able to demonstrate skills in isolation of each other and are not yet making connections between the skills and concepts.	The student demonstrates partial and inconsistent understanding of the skills within the standard. The student may have some conceptual misunderstandings.	The student demonstrates a thorough and consistent understanding of the standard.	The 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

A summative assessment is a moment in time where a teacher examines evidence to determine the degree to which the students have met the learning goals or standard. For athletes, a summative assessment is akin to a game and for musicians, a summative assessment is a performance or recital.

Summative assessments are:

- To determine student performance at a particular time
- Important for providing student feedback
- Administered regularly
- Varied in strategy and method
- Aligned with strands (which are made clear through the use of rubrics, exemplars and models)
- Aligned and tightly connected to previous formative practice
- Indicators of achievement levels and include descriptors
- 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 1-4 on their summative assessments. For IB DP and AP classes, teachers use the IB and AP scoring tools and then convert the score to 1-4 before recording it in Veracross.

4. Offer re-assessment opportunities

Under certain conditions and in specific circumstances, students will be able to reassess to demonstrate what they know and are able to do. Each department in the High School has a re-assessment policy (outlined on course syllabi) that explains under what conditions re-assessment is permitted.

How do teachers determine achievement levels in January?

At the end of Semester 1, teachers will produce a Mid Year Report for each student. This report will include a letter grade for each class, performance by strand, and feedback on Approaches to Learning (AtLs). **This report offers progress to date; official letter grades (those recorded on a student's transcript) are not finalized until June.**

In most classes, teachers will not have assessed all strands by January nor are they likely to have collected enough evidence (per strand) to determine the most consistent level of performance. As a result, to create Mid Year Reports, **teachers identify the mean of each strand and the mean of the combined strands.** Then, using the Grade Boundary Chart (see below) determine final letter grades (A-F). *Note: Teachers will enter N/A next to any strand that has not yet been assessed.*

Example from World Language

Strands	Mean of the Strand
Reading - 3, 4	3.5
Writing - 2, 3	2.5
Speaking - 3	3.0
Listening	N/A
Mean = 3.0 (B+)	

How do teachers determine achievement levels in June?

At the end of the school year, teachers meet in their teaching teams to review the complete body of evidence collected for each student. Looking carefully at the summative assessments in each strand and using their professional judgment as they examine growth over time, teachers **identify the most consistent level of performance** by strand. Next, teachers determine the mean of the combined strands. Then, using the Grade Boundary Chart (see below) determine final letter grades (A-F).

*Note: *Within a strand, if teachers do not have five or more data points or cannot easily identify the most consistent level of performance, they will determine the mean of the strand. See example below.*

Example from World Language

Strands	Most Consistent Level of Performance
Reading - 3, 2, 4, 4, 4, 3, 4	4
Writing - 2, 3, 3, 4, 4, 3	3
Speaking - 2, 3, 2, 3	2.5
Listening - 4, 3, 4, 3, 4	4
Mean = 3.37 (A-)	

Grade Boundary Chart for Achievement Levels

A	3.6-4.0	C	1.7-1.99
A-	3.2-3.59	C-	1.4-1.69
B+	2.9-3.19	D+	1.1-1.39
B	2.6-2.89	D	1.01-1.09
B-	2.3-2.59	F	1.0
C+	2.0-2.29		

How AP and IB DP Courses are Assessed

The IB Diploma Programme and AP Program use different grading scales to assess student achievement levels. The IB program uses a 7-point scale and the AP program uses a 5-point scale. Teachers will assess summative work in both programs using four levels (1-4). In addition, IB DP teachers will indicate how students performed on the IB DP scale by using the conversion tables below. AP teachers will indicate how students perform by using the AP scoring tools and conversions specific to each course.

ACS Score	IB DP Score
4	6-7
3	5
2	3-4
1	1-2

Other Assessment Terms as Seen in Veracross

“Not Meeting Expectations” (NME)

Not Meeting Expectations indicates a student has not achieved the minimum level of proficiency on the rubric or scoring tool.

“Insufficient Evidence” (IE)

Insufficient Evidence 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 reconciled within two weeks following the end of the reporting period.

“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.

Assessment in a Modified Program

Students who have a modified academic program will have coursed denoted/listed as *modified* on their transcript (Example: Integrated Mathematics *modified*), and will be graded based on the requirements listed in their Student Support Plan (SAP).

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 and credits 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. Below is the chart ACS uses to calculate Grade Point Averages (GPA) for transcripts.

	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-	1.667	1.917	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	Withdraw Fail
AU	Audit	WP	Withdraw Pass
IE	Insufficient Evidence	NC	No Credit

*Grades of WF or WP are not calculated in the GPA.

*Courses and credits earned from other High Schools are not calculated in the cumulative GPA but are reported (and credits awarded) on the ACS transcript.

- Student's Grading Period GPA: This is the student's weighted GPA for that specific grading period (semester).
- Student's Unweighted GPA: This is the cumulative unweighted GPA (up to date)

Student's Weighted GPA: This is the cumulative weighted GPA (up to date)

AP AND IB DP EXAMINATIONS

Registration and Payment

AP and IB DP examination fees are paid for by the students. Students are not automatically registered for examinations. IB DP Year 2 and AP registration take place in October. Students need to be sure to meet registration and payment due dates. Unless extenuating circumstances exist, students are required to sit external examinations.

Examination Dates and Study Leave

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

Mock Examinations

A formal mock examination period takes place in the second semester for IB Year 2 courses. The purpose of mock exams at this particular time is to:

- Simulate exam conditions, protocols and procedures designated by the IBO
- Enable students to experience the stamina required for multi-day examinations with no additional responsibilities or deadlines
- Offer students meaningful feedback to guide their final preparation for May

Mock exams are not a requirement by the IBO, but some schools create this opportunity for students and teachers. ACS intentionally schedules mock exams to allow time for teachers and students to cover most of the content and ensure there is time for students to receive feedback and review specific topics prior to May.

Predicted Grades for Universities

As a part of the admissions process, many universities and colleges require Predicted Grades for IB courses. These Predicted Grades are collected from teachers in Year 2. Counselors will send Predicted Grades to universities that request them. If there are any changes to Predicted Grades, updated Predicted Grades will be sent with Mid-Year Transcripts. Students are not permitted to negotiate with teachers for higher Predicted Grades, nor will changes be made between these collection dates.

Year-End Examinations

Students are encouraged to register and write the IB DP and AP exams at the end of their courses. Students recommended by their teacher not to take the external exam will maintain the AP and IB DP “GPA bump” (refer to page 21).

IB DP and AP External Examinations

Students who are enrolled in an IB DP course and choose to write the correlating AP external exam in May instead of the IB DP exam, are not required to write an ACS exam.

ACS Exams

Because of extenuating circumstances, students who do not sit for the IB DP or AP external exams will be expected to write an ACS exam. This is a culminating experience for the students to demonstrate their learning. The exam is written during the May external exam schedule.

Arabic and Islamic Ministry Examinations and UAE High School Equivalency

UAE Equivalency

The UAE Equivalency is a certification given by the Abu Dhabi Education & Knowledge (ADEK) to students of any nationality, graduating from a school in the UAE. The Equivalency allows students to attend universities in Middle Eastern countries and is required for those who wish to seek employment in the UAE or other countries in the Gulf region. **Arab nationals are strongly encouraged to seek the UAE 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.

Requirements

High School coursework and external exam requirements for the UAE Equivalency are often updated by the Ministry of Education. However, there are fixed requirements based on a student's nationality and religion.

- **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.

Arabic and Islamic Ministry Exams

As part of the UAE Equivalency, students must successfully complete an examination in Arabic (if Arab passport holder) and Islamic Studies (if Muslim). These examinations are scheduled by ADEK to students in Grade 12 on two separate days during the Spring. Our Arabic and Islamic Studies Departments help students prepare for these examinations.

Individualized Support

Ms. Jasmine Elshear, a member of our High School Counseling Team, works closely with students who intend to apply for the UAE Equivalency. High School coursework and external exam requirements for the UAE Equivalency are frequently updated by the Ministry of Education. However, there are fixed requirements based on a student's nationality and religion. Ms. Jasmine meets with all students (and their parents) beginning in Grade 10 to review the latest requirements and determine whether students will pursue the Equivalency.

Not Turned In (NTI) Policy

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 criterion 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, Assistant Principal, Counselor, and Advisor.

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

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. Emails are generated at 12:00 p.m. and 3:10 p.m. Monday - Thursday. If a student has an unexcused absence from a class on the day a summative is due, the student earns a 0.

What happens if a student arrives later in the day, after the summative has been given?

The student will complete the summative in the HS Office that day after school. This information is tracked by the HS Office and shared with the Assistant Athletic Director before the end of the school day so coaches/activity sponsors can be informed; **completion of summative assessments take priority over co-curricular activities or meetings.**

What happens if the student returns to school one or more days later?

The teacher will meet with the student to determine a deadline by which the summative must be submitted.

Make-up assessments may be completed during:

- WIN Time (as available on Monday or Wednesday)
- Self-Directed (Grades 11-12)
- Wednesday afternoons between 3:40-5:00 p.m.
- Before or after school

What if a student does not submit a project on the date that it is due?

Students must submit the work that they have as it exists at the time of the due date and that is the work that will be assessed.

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

If a student does not attend the agreed-upon session to complete the NTI-S, the teacher must notify the Assistant Principal, who will contact the parents. The student will receive a 0 for the assessment.

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

If 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, CAS Deadlines

Teachers will contact our IB DP Coordinator when a student misses an important deadline related to IAs, Extended Essay or CAS. The IB DP Coordinator will contact the parents to inform them of the missed deadline and the consequences.

On the Monday before a Professional Learning (PL) Day, the IB DP Coordinator will contact all teachers to determine who needs to attend school during the Professional Learning Day. Students who have missed a deadline will be expected to come to school on the PL Day to complete their work.

- Saturday, September 16
- Friday, October 6, 9, and 10
- Friday, November 24
- Friday, December 15
- Friday, January 26
- Friday, February 9
- Thursday and Friday, May 16 and 17

MESAC Tournaments, MUN, School Musicals / Plays / Concerts:

No summative assessments are due during the first two full days of school back from MESAC or any other co-curricular event, such as MUN, theatre productions, etc.

Before departure, students are asked to speak to each of their teachers to inform them they will be away and to initiate conversations about what will be missed. The Planned Absence Form is required for trips longer than a half day (Friday is considered a half day). The purpose of this form is to make sure that students have a face-to-face conversation with each of their teachers before departure.

The HS Office and the Assistant Athletic Director will work with students and teachers to organize a make-up schedule.

Options for Makeup Summatives

Coaches or an Administrator-in-Charge (AIC) can proctor summative assessments for students who travel for athletic competitions. The teacher must contact the Assistant Athletic Director about organizing the summative to be written while the students are traveling.

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

Office Hours

Office Hours is a protected part of the school day created in coordination with the Athletics and Activities Office and takes place 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.

Academic Assistance and Contracts

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

EXTERNAL STANDARDIZED TESTING

ACS is a test center for the AP, IB, PSAT, and SAT. With the exception of the PSAT, families are responsible for the costs associated with all external examinations (e.g. SAT, AP and IB). 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, contact the High School Counselors.

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 the [PSAT website](#).

SAT Test

The SAT Test is a widely used admissions test among universities. 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 the [SAT website](#).

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 the [ACT website](#).

Advanced Placement (AP Exams)

The Advanced Placement Program (AP) enables willing and academically prepared students around the world to pursue university-level studies while still in high school, with the opportunity to earn credit (points toward an undergraduate degree) or advanced placement (the opportunity to skip an introductory-level university course) in North American universities. AP examinations are given each year in May. Please refer to our [Program of Studies](#) for more information.

International Baccalaureate Diploma (IB DP Exams)

The International Baccalaureate Diploma Program (IB DP) is a rigorous pre-university program leading to assessments in six subject areas. The IB offers a challenging curriculum noted for its depth and its international perspective. The two-year IB Diploma provides a coherent and demanding educational experience across the full curriculum. Beyond completing university-level courses and examinations, IB DP students are also required to engage in community service, individual research, and an inquiry into the nature of knowledge. IB DP examinations are given each year in May. Please refer to our [Program of Studies](#) for more information.

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.

Department Excellence Awards

At the end of the school year, teachers reflect on students' growth and performance and formally recognize students with *Department Awards for Excellence* and *Learner Profile Awards*. The description of these awards can be found [here](#). These awards are distributed during the last week of school.

The Haitham Zamzam Al Hammadi Medal of International Friendship

Launched in 2018, the Haitham Zamzam Al Hammadi Medal of International Friendship is an annual award given to one Grade 11 ACS student for their contributions related to productive and positive global citizenry and for their commitment to our school's core values: Curiosity, Courage, Compassion and Integrity. Click [here](#) to learn more about the award and the submission process.

The Harvard Alumni for Global Women's Empowerment Essay Contest

The GlobalWE Essay Contest was established to invite students to think critically about the status and rights of women. The contest is open to Grade 11 students and submissions are facilitated by the English Department. Generally, GlobalWE chooses one winner per school and winners receive recognition on the Global WE website, the GlobalWE Book Award, and the opportunity to have their essays published online. All essays are saved by GlobalWE for future use including potential publication. The GlobalWe Essay Contest prize is unrelated to Harvard College recruiting efforts.

Graduation Awards

There are a number of awards presented to students during our graduation ceremony. 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 for Leadership

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 Global Citizenship Award in Recognition of Saif Ghobash

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 Board of Trustees. His life and distinguished career 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 who is a good representative of their own country, has a positive attitude toward the life and culture of others, is able to converse in at least two languages, has been a contributing force in the life of the school, and has the ability to bring different people together into a sense of community.

Academic Pillar Award

Our Academic Pillar Award honors a student who has achieved a minimum grade point average of 3.3, has been active in one of the following areas: music, drama, art, student government, and/or athletics. In addition to being balanced, this student also best exemplifies the other essential qualities of an ACS student: a critical thinker who is creative, open-minded, reflective and a leader in the classroom.

Athletic Pillar Award

The Athletic Pillar Award is presented to one male and one female student-athlete who has competed on two Varsity Teams in their Grade 12 year, served as exemplary role models, embodied the spirit of competition and sportsmanship and displayed outstanding leadership skills.

Arts Pillar Awards

The Visual Arts Pillar Award recognizes an artist who has a deep passion for artistic expression, has demonstrated exceptional skills in various art mediums, and made substantial contributions to celebrating visual art on our campus. This student has enriched and inspired others by creating and exhibiting artwork that illustrates her unique perspectives and creative visions.

The Performing Arts Pillar Award is given in honor of a student who has exhibited a profound love for artistic expression in performance, along with an unwavering commitment to honing her craft and mastering performance techniques. This student has shown an unparalleled work ethic, collaborative nature, and compassion for her peers.

The Service Pillar Award

The Service Pillar Award is given in honor of a beloved ACS High School Principal, John Hackworth who served our community between 1990-1999. The recipient of this award has demonstrated 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 benefit others or to benefit a cause that improves our community and the world.

Valedictorian and Salutatorian Awards

The Valedictorian and Salutatorian are the students with the two highest cumulative unweighted Grade Point Averages (GPAs) during their High School careers at ACS.

To determine the winners, all Grade 12 student GPAs are carefully reviewed by the Registrar, Counselors, Assistant Principal and Principal. Using this data, if the highest GPA belongs to a student who has only attended ACS for Grades 11 and 12, the committee recalculates all student GPAs over the last two years.

The GPA is rounded to the nearest hundredth. If more than one student has the same highest cumulative unweighted GPA, then they will all be awarded Valedictorian.

End of Year Athletic Awards

Rookie of the Year

In honor of Chandra Edson / Kekati

This award is given to a male and female athlete who competed on any of the Junior Varsity sports teams for the year. The criteria for this award are:

- They must be a grade 8 or grade 9 student.
- This must be their first year of competing on an ACS athletic team.
- Show a desire to work hard and play fair.
- A coachable athlete.
- A responsible team player.
- Maintain a positive attitude whether winning or losing.

- Represents 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 a male and female athlete who competed on any of the JV athletic teams for the year. He / she will be the outstanding athlete in terms of athletic ability. Other criteria for this award are:

- The athlete may be in any grade level.
- Is a positive team leader.
- Contributes significantly to the team's success.
- Represents our school positively and is a positive member of our community.
- Wins with honor, loses with dignity.

Outstanding Athlete Award

In honor of Mel Stanton

This award is given to a male and female athlete who competed on any of the Varsity sports teams for the year. The criteria for this award are:

- He / she will be the outstanding athlete of the school in terms of athletic ability.
- Is considered by his / her coach(es) to be the "best player / athlete" on the team.
- The athlete may be in grades 10-12.
- The athlete has an excellent work ethic and has performed at a consistently high level throughout.
- Represents our school positively and is a positive member of our community.

Senior Scholar Athlete Award

This award is presented to one senior. The criteria for this award are:

- Competed on at least two varsity athletic teams in their senior year.
- Has the highest GPA for the first three quarters of their senior year.
- Represents our school positively and is a positive member of our community.

The Macaulay Athletics Award

This award recognizes the model athlete citizen who has demonstrated integrity and dignity in competition and who values sportsmanship above winning the game. Other criteria include:

- The athlete may be in grades 9-12
- Passionate about athletics
- Outstanding work ethic, attitude and commitment
- Contributed significantly to the success of the athletics program at ACS
- Demonstrated exemplary sportsmanship and has served as a true ambassador for our school
- Displayed all ACS Core Values: Courage, Curiosity, Compassion and Integrity

STUDENT SUPPORT SERVICES

Learning Support

Our Learning Support program provides direct support to students who will benefit from targeted interventions and/or accommodation needs. Students receive support based on their level of need and are expected to meet curricular objectives and standards, with appropriate accommodations, as determined by the Student Support Team. A Student Support Plan (SSP) is developed which outlines the support services provided, to include accommodations.

Learning Student Support may include:

- In-class support
- Learning Lab: individual or small group support

- Consultative support
- Monitoring implementation of accommodations

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 via Universal Design of Learning (UDL), and accommodations 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 Learning Support Teachers, in partnership with the counselors and school psychologist, will assist the family in the referral process. Learning Support teachers serve as a liaison between parents/guardians and classroom teachers, in an effort to help develop a full understanding of the students' ability level, progress, and support needed to fully access the curriculum.

Accommodations

Students who have been diagnosed with learning disabilities or health concerns (physical health and/or mental health) that impact their ability to access the curriculum are eligible to receive accommodations at ACS. As part of the Student Support Team (SST) process, students' needs are assessed, and a student accommodation plan (SAP) 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 formative and summative assessments.

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. Students may also qualify for accommodations with a documented health concern (physical health or mental health), that impedes their ability to access the curriculum. If students wish to seek approval for accommodations for College Boards: ACT, SAT, AP and/or IB DP 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, contact our Director of Student Support Services, MeMe Spurgeon.

Counseling

Our Counseling Program is aligned with American and International Standards in School Counseling.

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

Our Counselors believe:

- Every student has the right to have a caring adult advocate
- Every student should feel safe, supported, and accepted
- Every student is unique, capable, and developing as an individual
- Every student, with support, possesses the ability to advocate for themselves and generate solutions to problems
- Students learn through a variety of learning styles, depth and comprehension
- Students should maintain balance with their academic and non-academic lives

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.

Recommendations and Transcript 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, 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. 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.

Advisory

The purpose of the High School advisory program is to personalize each student's learning environment so that all students are known well by at least one adult as well as to provide a clear line of communication between students, parents and teachers. The advisory program includes regularly scheduled meetings designed to foster a sense of community, build students' capacity to monitor their academic progress and achievement, assist them with the particular needs and core challenges of a grade level and strengthen social and emotional competencies. 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.

Health Services

The Wellness Office is open 7:45 a.m.-4:30 p.m., Monday to Thursday and 7:45 a.m.-12:30 p.m. on Friday and is staffed by two Health Authority Abu Dhabi (HAAD) licensed school nurses. They support the health and well-being of the school population through the delivery of the HAAD 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, 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.

Physical Education Excuse Policy

If a student is unable to participate in PE, parent(s) / guardian(s) must email the PE teacher. For PE absences lasting more than two classes, a physician's note must be submitted to the High School Office and shared with the Nurse and PE teacher.

Medication During School Hours

The Wellness Office routinely stocks basic over the counter medications. Parents / Guardians must sign the consent for treatment found on the health form which grants permission to administer medications during the school day. If a student needs to take prescription medication during the school day this medication needs to be brought to the Wellness Office in the original container, and whenever possible, with a copy of the prescription from the doctor/physician. 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.

Allergen Aware

We strive 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 Become Unwell at School

If a student becomes unwell during the school day, they must visit the School Nurse 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.

CO-CURRICULAR ACTIVITIES

The High School has an extensive co-curricular program, based around 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 “Club and Activity Fair” at the beginning of the year. The athletic and activity teams, who participate in travel and competition, will have tryouts at the beginning of each season.

Athletics

ACS currently competes in the Middle East South Asia Conference (MESAC) which consists of the following schools; American School of Dubai, Dubai American Academy, ABA Oman, American School of Doha and the American Embassy School of New Delhi.

Athletic practices are usually held either after school from 4:00-5:30 p.m. or 5:30-7:00 p.m. school or in the morning before school from 6:15-7:30 a.m. and competitions against other international and local schools are routinely held after school or on weekends. There are three seasons during the school year:

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

Junior Varsity and Varsity Volleyball
Junior Varsity and Varsity Swimming

Junior Varsity and Varsity Golf Team
Junior Varsity and Varsity Academic Games

Season 2 (Mid-November – Mid- February)

Junior Varsity and Varsity Basketball
Junior Varsity and Varsity Soccer
Junior Varsity and Varsity Cross Country

Junior Varsity and Varsity Tennis
Senior Fine Arts
Wrestling

Season-3 (Mid-February – Late April)

Junior Varsity and Varsity Track and Field
Junior Varsity and Varsity Girls Softball
Junior Varsity and Varsity Boys Baseball

Junior Varsity and Varsity Badminton
Speech & Debate

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 1 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, they 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, the student 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.

All details pertaining to the Athletics Program can be found in the [Athletics Handbook](#).

Student Leadership Council (SLC)

The purpose of the Student Leadership Council (SLC) is to empower and support student leaders in fostering a vibrant and inclusive school community that prioritizes student voice, engagement and positive change around our Four Pillars: *Academics, Athletics, Arts and Service*. There are four students chosen in each grade level to represent each pillar and one faculty appointed Grade 12 student for each pillar for a total of 20 student representatives who serve the community for one school year. Students meet twice a week with their Faculty Advisor.

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, Service, Leadership, and Character. Students in Grades 10 and 11 are eligible for selection into the ACS chapter of NHS and an induction ceremony is held each Spring. Students who transfer from other schools and NHS chapters will be recognized and welcomed into our chapter. Each chapter is required to publish its qualifications for membership, which is based on the four pillars of NHS:

- **Scholarship:** Per national guidelines, at a minimum, students must have a cumulative GPA of 85, B, 3.0 on a 4.0 scale, or equivalent standard of excellence (Each school chapter is allowed to require a higher cumulative GPA).
- **Service:** This involves voluntary contributions made by a student to the school or community, done without compensation.
- **Leadership:** Student leaders are those who are resourceful, good problem solvers, and idea contributors. Leadership experiences can be drawn from school or community activities while working

with or for others.

- **Character:** The student of good character is cooperative; demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and generally maintains a clean disciplinary record.

Students who meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in and commitment to service, leadership and character.

Clubs & Activities

There are many co-curricular clubs and activities and students can initiate a new club or activity with the support of a faculty sponsor. A sample list of clubs and activities includes:

Model United Nations	Student Leadership Council
National Honor Society	Yearbook
Green Team	Doctors Without Borders
Palestinian Children's Relief Fund	Human Rights Club
Biology Club	Investment Society
Black Student Union	Rocketry Club
Chess Club	Tri-M Music Honor Society

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 enjoy trips to galleries and exhibitions, 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 rotate to 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. The 2022 performance was the musical *The Addams Family* and the 2023 performance will be *Clue*.

Service Learning

We believe that students develop empathy and compassion through service. Further, we believe:

- students learn and develop through active participation in thoughtfully organized experiences in the areas of research, advocacy, indirect, or direct service;
- 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 part of our school culture and 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. Students are empowered to participate in all types of service (research, advocacy, indirect, and direct) and are encouraged to document their experiences and reflect on their learning in an electronic portfolio.

An additional consideration for IB Diploma candidates (Grades 11-12) is the CAS requirement (over the two-year IB DP Programme) in each of the areas: Creativity, Activity 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.

EXPERIENTIAL LEARNING: VIPER VENTURE

Purpose

For a designated time every year, all High School courses are suspended to enable students and teachers to participate in an experiential learning program called *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

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, Duration and Cost

Local experiences in/around Abu Dhabi will take place March 4-6, 2024 while international experiences will take place March 1-9, 2024. A range of activities in the UAE and abroad will be available with a cost scale of 100-10,000 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 allocating resources for the yearly experience.

TECHNOLOGY POLICY

Technology as an essential component of a contemporary learning environment and we believe digital tools can make a student's learning journey more personal and engaging. By prioritizing purposeful, thoughtful and responsible use of technology, we aim to empower students with skills and opportunities to become better critical thinkers, innovators and global collaborators in our digitally connected world. To learn more about the Technology Policy, [click here](#).

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 a planned 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 will be notified.

Note: Teachers will help students make up work when the absence is excused; however, no such obligation exists when the absence is unexcused.

Skipping Class

When a student is on campus and fails to appear for class without a pass or verifiable excuse from a faculty member/nurse, the student will be considered skipping class. If a student leaves a class without permission or leaves a class with permission and then remains outside of class for an extended period of time, this will

also be considered a skipped class. This will result in the instructional time being made up before or after school and parents/guardians notified.

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 seven days before 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 concerns 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 Wellness 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, the student will be sent home in conjunction with permission from a parent or guardian. 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 a 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 parent/guardian has called the Assistant Principal / Principal, 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 who arrive after 11:00 p.m. may arrive after lunch. The administrator of the trip is responsible for advising the students on what time they must report to school the next day. This trip administrator must also inform the High School Office of the determined 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 a High School Drama production and Service Learning Trips, are expected to be in school the day after an event. Absences on this day will be marked as unexcused unless extenuating circumstances exist. Students are excused from completing summatives, including accrued NTIs (Not Turned In) 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 must 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." Students and parents will be notified after accruing more than three tardies in one reporting period.

Tardy to School (arriving to class after 8:30 a.m)		
Situation	Consequence	Notification
Student arrives before the end of the first 30 minutes	Marked as tardy in Veracross	Student, Parent and Teacher
Student arrives after 30 or more minutes have elapsed (Mon-Thur) Student arrives after 20 or more minutes have elapsed (Fri)	Marked as absent in Veracross	Student, parent(s), Counselor and Assistant Principal
If a student is late three times at the start of the day	Serve a 1-hour detention	Student, parent(s), counselor and Assistant Principal
If a student is late six or more times at the start of the day	<ul style="list-style-type: none"> • Serve a 2-hour detention • Grade 11 and 12 students will lose off-campus privileges for two weeks • An unexcused absence is recorded in Veracross • Student and parents meet with the Assistant Principal and an Attendance Contract is created • Student may be denied further participation in school-related or co-curricular events 	Student, parent(s), counselor and Assistant Principal

Tardy to Class (arriving after the bell rings)		
Situation	Consequence	Notification

Step 1	Teacher has a conversation student: <i>"When you come late to class, it impacts our learning environment because... I expect that you..."</i>	Student
Step 2	Teacher has a conversation with student and contacts parent <i>"We recently spoke about ... and I reminded you that an expectation in our learning community is ... Since this issue has happened again, I need to involve your parents in the conversation..."</i>	Student and Parent
Step 3	Teacher has a conversation with the student and contacts the Assistant Principal <i>"We recently spoke about ... and I reminded you that an expectation in our learning community is ... I have also communicated with your parents; however, this behavior has continued. At this point, I will involve Ms. Donison and Ms. Greene because a pattern of tardiness has been established."</i>	Student, Parent and Assistant Principal
Following a meeting with the student, parent and administrator	<ul style="list-style-type: none"> • Serve a 2-hour detention • Grade 11 and 12 students will lose off-campus privileges for two weeks. • Student and parents meet with Assistant Principal and an Attendance Contract is created. • Student may be denied further participation in school-related or co-curricular events. 	Student, Parent and Assistant Principal

Credit Recovery Due Absences

Because of the importance of attendance to learning, the school expects students not to miss more than 14 classes per year in any course. 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 is a closed campus. Any student leaving campus during the school day must have specific permission from the High School 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 violating 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. Students with three tardies or more or who fail to sign in and out at the High School Office 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 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 discrimination based on identity, including but not limited to, gender, race, color, ethnicity, caste, religion, national origin, citizenship status, age, and language;
- Freedom from physical abuse and 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.
- The right to bodily autonomy and the right to set personal boundaries for oneself
- The right to support and compassion within our school community
- The right to be treated as a whole, unique, worthy individual
- The right to reflect on, explore, and develop one’s own identity

A school community depends on everyone’s willingness to respect and act in accordance with certain basic expectations. Therefore, we expect all community members to adhere to our core values: *Courage, Curiosity, Compassion* and *Integrity* by:

- | | |
|--|---|
| <ul style="list-style-type: none">• Treating others the way we expect to be treated• Valuing diversity of thought and experience• Taking ownership of words and actions• Fulfilling our obligations to ourselves and to others• Helping others | <ul style="list-style-type: none">• Being honest• Making the right choices even when no one is watching• Having the courage to speak up for ourselves and for others• Taking positive action to maintain a strong learning community |
|--|---|

Inappropriate Behaviors and Consequences

This chart is not exhaustive but serves as a guide to help establish consistency and understanding across the school. Each incident will be dealt with on an individual basis and consequences will be assigned based on the severity, the impact of the infraction on others and the school community, and the repeated nature of the behavior.

Categories	Inappropriate Behaviors	Consequences
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<p>Category 1</p> <p><i>Low-level, minor, infrequent behaviors that are not aligned with our core values and indicate a need for reflection and correction.</i></p>	<ul style="list-style-type: none"> • not wearing uniform; • disrespectful and/or disruptive behavior in or out of the classroom; • arriving late to class; • using foul language; • inappropriate phone usage; • incomplete or missing formative work; • 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"> • Verbal warning • Incident reported to parents • Detention • Loss of privileges <p>More than three Category 1 infractions will be treated as a Category 2 infraction</p>
<p>Category 2</p> <p><i>Behaviors that violate our core values, disrupt teaching and learning, disturb others, and/or compromise our learning environment.</i></p>	<ul style="list-style-type: none"> • skipping classes; • being off-campus without permission; • unsafe behavior/play • not meeting the conditions of a contract established by the Assistant Principal • not using a school ID card properly • the use of inappropriate/illegal material or software; • inappropriate behavior on bus • irresponsible use of technology resources including network bandwidth • more than three Category 1 offenses 	<ul style="list-style-type: none"> • Meeting with Administration • Incident reported to parents • Loss of privileges • Detention • Disciplinary probation • Suspension
<p>Category 3</p> <p><i>Repeated Category 2 behaviors or the most serious behaviors that violate our core values, impact others, compromise our learning environment and/or violate UAE law.</i></p>	<ul style="list-style-type: none"> • ridicule, bullying, harassment and violence or failure to report (see above) • vandalism; • academic dishonesty; • tampering with fire equipment school equipment; • possession, use or distribution of drugs; alcohol, cigarettes, shisha, dokha, e-cigarettes, vape pens / MODS; • possession, use or distribution of firearms, switchblade knives, or other implements used as a weapon; • three or more Category 2 offenses 	<ul style="list-style-type: none"> • Meeting with Administration • Incident reported to parents • Incident reported to counselor • Loss of privileges • Suspension • Expulsion / Withdraw

Note: All behavior infractions will be noted in Veracross. These entries are private records for the Administration and Counseling Team. When it is necessary to inform the student's teachers or advisor, the student's right to privacy is respected by limiting the dissemination of information and only disclosing pertinent and necessary information.

The school will not condone or tolerate behavior, either during or outside school hours, that is damaging to the school community nor jeopardizes the reputation of ACS. Specific school rules notwithstanding, all students are expected to adhere to and respect UAE law at all times.

Explanation of Behavioral Consequences

Warning

A written or verbal warning issued by faculty or administration that future incidents will incur more serious consequences.

Loss of Privileges

Students may lose their right to attend or participate in certain school activities, such as field trips, sporting events, or special events. In addition, students may be required to attend school during a Professional Learning Day.

Detention

Students may be required to attend detention supervised by a member of the faculty before or after school or during a Professional Learning Day. Students may not defer detention for personal reasons or for participation in extracurricular activities. In detention, students will either work on assignments or be assigned a service task appropriate to the infraction.

Disciplinary Probation

After a family meeting with the Assistant Principal and/or Principal, students placed on disciplinary or attendance contracts will receive a letter stating the period of the contract and its conditions. Violating the conditions may result in further disciplinary measures, withdrawal, or disqualify students from re-enrolling the following academic year.

In-School Suspension

This consequence is reserved for serious or repeated offenses of our Behavioral Expectations (see above). Students on in-school suspension report to the HS Office at the beginning of the school day and may not attend classes, engage in social interaction with peers or attend co-curricular activities. In-school suspension is logged in Veracross but is not recorded on the student's official transcript. Future disciplinary infractions could result in out-of-school suspension or expulsion.

Out-of-School Suspension

This consequence is reserved for more serious or repeated offenses of our Behavioral Expectations (see above). During an out-of-school suspension, the duration of which will be determined by the Administration, students are not allowed access to the campus or school grounds, may not attend classes or participate in co-curricular activities. Students must submit assignments that are due and must make up missed assessments upon their return. An out-of-school suspension will be reported to universities that ask whether a student has faced disciplinary issues.

*Suspension from school for disciplinary reasons is 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"

Indefinite Suspension

The Principal, in conjunction with the Superintendent, may determine to suspend a student indefinitely. This means that the student may not attend classes for an extended period. Students may be allowed to submit work from home or enroll in distance learning/online courses to earn credit toward graduation. An indefinite suspension will be reported to universities that ask whether a student has faced disciplinary issues.

Expulsion or Withdrawal

The Principal, in conjunction with the Superintendent, may determine to expel the student or provide the option for a student to withdraw from ACS for the most serious or repeated violations of our Behavioral Expectations. Both will terminate the student's enrollment. The student may not attend school co-curricular activities nor access the campus or school grounds. Withdrawal and dismissal are noted on the student's transcript.

Note: None of these consequences entitle the students or their parent(s)/guardian(s) to reclaim part or all of the tuition paid or not to pay the tuition due. Further details are described in the Financial Regulations.

School-Wide Approach for Category 1 Behaviors in the Classroom

We use incremental interventions to address minor rule infractions with the ultimate goal of teaching pro-social behavior. All faculty members follow the three steps below when working with students to address minor rule infractions in the classroom.

Step 1: Conversation with Student

Teacher has a one-on-one conversation with student using the following sentence starters: *"When I see ... I feel ...because an expectation in our learning community is ... I expect that you..."*

[The behavior occurs again]

Step 2: Conversation with Student and Parent/Guardian

Teacher has a one-on-one conversation with student using the following sentence starters: *"We recently spoke about ... and I reminded you that an expectation in our learning community is ... Since this issue has happened again, I need to involve your parents in the conversation..."*

[The behavior occurs again]

Step 3: Conversation with Student and Referral to Administration

Teacher has a one-on-one conversation with student using the following sentence starter: *"We recently spoke about ... and I reminded you that an expectation in our learning community is ... I have also communicated with your parents; however, this behavior has continued. At this point, I will involve Ms. Donison and Ms. Greene because a pattern of behavior has been established."*

Category 3 Behaviors: Ridicule, Bullying, Harassment, Intimidation, Violence

We prohibit any form of ridicule, bullying, harassment, intimidation, or violence directed at a member of our community. Such behavior will not be tolerated under any circumstances.

If a student believes they have been subjected to any of the aforementioned actions, or if they witness these actions happening to others, it is crucial that they promptly report the incident to a trusted adult. Our school administration takes all reports seriously and will conduct thorough investigations and take actions against the individuals responsible, as well as those who may have supported or witnessed the incident, and providing support to the victims. Ridicule, bullying, harassment, intimidation and violence are deliberate actions:

- by an individual or a group that are an ongoing and deliberate misuse of power, of verbal, physical and/or social behavior intended to cause physical, social and/or psychological harm
- targeting characteristics including, but not limited to, race,, religion, physical strength, size, features, friendship
- groups, age, culture, (dis)ability, financial status, clothing, or classroom performance
- implicitly or explicitly expressed non-verbally or verbally in person, or in written, graphic or audiovisual form, online via digital platforms

Incidents involving ridicule, bullying, harassment, intimidation, and violence are considered Category 3 violations (see above). Anyone found initiating, perpetrating, condoning, or supporting such incidents may face disciplinary consequences as outlined above. Furthermore, failure to report may lead to disciplinary actions.

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 Category 3 violations

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.

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 your school;
- exercise courtesy, demonstrate good manners and cultural sensitivity.

Academic Dishonesty

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.
Use of Artificial Intelligence and/or Machine Learning	Unless given permission to use these tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. If such tools are used, they must be properly documented and credited. If not cited properly, it is considered plagiarism (see above).
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 dishonesty 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 Veracross. 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 dishonesty may result in failure in the course for the semester, suspension, or dismissal from school.

DRESS CODE

The UAE Ministry of Education requires students to wear a school uniform. All ACS students, KG1 - Grade 12, wear the official ACS uniform to school every day. The ACS uniform is a top that is embroidered with the ACS logo, paired with an appropriate bottom in either solid khaki or black. All uniform tops must be purchased from the school store. This includes outerwear purchased from the school store in evergreen, gray, white, and black with the ACS Athletics or ACS Vipers logo. Additionally, students in KG2 - Grade 12 are required to wear the ACS PE uniform for PE / gym classes. Please visit our [Uniform page](#) on the ACS website for detailed information.

Note: As part of the transition to the new uniform (2023/24), students are permitted to wear uniforms and PE kits from the previous suppliers (Lands' End, Zaks or Kukri) or the new supplier (Trutex) for the entirety of the 2023-24 school year. Beginning August 2024, only Trutex uniforms will be allowed.

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 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.

Students who are in violation of the dress code will meet with the Assistant Principal and will modify their clothing before going to class. The Assistant Principal / Principal reserves the right to make final decisions on the acceptability of student attire.

SCHOOL COMMUNICATION

Parent Newsletter

Each Friday the school distributes an e-newsletter from each Divisional Principal. 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.

Student Newsletter

Each Sunday the Assistant Principal distributes an e-newsletter called *Viper Hype* to call students. This is the primary source of information for students about the week ahead. It is important that students take the time to read it each week.

Morning Announcements

Each morning, members of the Student Leadership Council (SLC) read announcements to students and faculty immediately after the National Anthem. This is the primary source of information for students about the day ahead.

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).

Communication Protocol

This protocol is designed to promote direct, open and respectful communication so questions and concerns can be addressed efficiently and effectively.

Step 1: Communicate with the Teacher

As a first step, students are encouraged to raise questions or express concerns directly to their teacher. Parents are also welcome to contact teachers directly via email to schedule an appointment. Teachers are asked to respond to all inquiries within 24 hours.

Step 2: Communicate with the Counselor

As a second step or follow-up, students and/or parents are encouraged to speak to their Counselor about their questions or concerns.

Step 3: Communicate with the Assistant Principal / Principal

Most questions or concerns will be resolved by this point; however, do not hesitate to contact Ms. Donison or Ms. Greene if a question or concern remains.

GENERAL INFORMATION

School Hours

Students are expected to be at school and prepared for classes on time. School is in session from 8:30 a.m. - 3:30 p.m. Monday to Thursday and 8:30 a.m. - 12:00 p.m. on Friday. When school is in session, the High School Office is open from 7:45 a.m. - 4:30 p.m. Monday to Thursday and 7:45 a.m. - 12:30 p.m. on Friday.

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.

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.

Searches

ACS reserves the right to conduct physical searches of students, student bags, and lockers when there is reasonable concern that there may be a danger to self or others or there is a violation of our Behavioral Expectations.

Textbooks and Resources

When textbooks or resources are required to be taken home, teachers will loan them to students. 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.

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 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.

e-Scooters

Every day there are more than three dozen scooters on campus. Students are strongly encouraged to make sure scooters are:

- Clearly labeled with your name to alleviate confusion over who owns which scooter – consider unique stickers, labels or colored tape, as well as keeping a record of the scooter serial number.
- Has a small lock on their back wheel to alleviate the issue of taking a scooter that does not belong to you.

In addition, students are strongly encouraged not to loan or share their scooters with other students. If damage occurs while a scooter has been loaned to another student, the students' families, rather than the school, must work together to find a solution. We strongly encourage all students to wear helmets and other safety gear while riding scooters (and bicycles) and maintain safe riding habits, abiding by the UAE's Integrated Transport Centre (ICT) while on the roads

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

Evacuation Drills

Periodically, and without warning to faculty or students, evacuation 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.

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.

FOOD SERVICES

Outlets on Campus

ACS has three food service outlets:

1. Cafeteria, located adjacent to Cramer Field. The cafeteria serves hot food and a variety of salad options.
2. Kiosk, located in the High School Courtyard. The kiosk serves pre-prepared and freshly prepared grab-and-go food options.
3. Nectar Bar, located in the Middle School Courtyard. The Nectar Bar offers specialty / healthy food and beverage options.

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

Ordering Food During the School Day

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 food is not allowed to be delivered to campus. The exception is a teacher-initiated delivery for a class function.

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, and learning and provide a place for collaboration.

The Library is open Monday through Thursday from 7:30 a.m. to 5:00 p.m. and Friday from 7:30 a.m. to 12:30 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.

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 checkout. Checked-out items must be returned by the end of the school day (4:00 p.m. Monday-Thursday and 12:30 p.m. on Friday). Check-out of equipment for more than one day must be approved by the Library or Tech Department Staff.
- Students are responsible for all borrowed materials. A replacement fee will be charged for a missing, lost or damaged item.
- 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.

BUILDING ACCESS

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.

Students are not to be in ACS buildings or classrooms without teacher supervision. The high school hallways and buildings are secured at 5:00 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 posted at Gate 1. To access athletic facilities during published hours, parents must complete a membership form for their children. This form is also published in the newsletters, and hard copies are available with the security guards.

High School students wishing to use the Fitness Center must have the membership form on file and complete an orientation with a supervisor or PE staff. Students cannot work out alone in the Fitness Center 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.

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 students:

- Faculty Lounge
- Elementary School faculty workroom
- Elementary School playgrounds
- Middle School faculty workroom
- Unsupervised classrooms in all divisions

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.

Thank you for taking the time to read the High School Handbook. We use this document to guide our daily work and ensure we are living our core values of Courage, Curiosity, Compassion and Integrity. If you did not find what you are looking for, or if the information in these pages needs greater explanation, please let Ms. Donison (Assistant Principal), Mr. Diaz (IB DP Coordinator) or myself know, and we will assist you in any way we can. We look forward to a wonderful school year!

In partnership,
Amy Greene
High School Principal

DIRECTORY

High School Leadership Team

Amy Greene Principal

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

High School Learning Leaders

Arabic	Hanadi Dayyeh
Creative Arts	Dan Last / Courtney Harden
Design Innovation	Jenny Derby
English	Ashley Cleckley
Mathematics	Becky Mapstone
Physical Education	Lisa Paterson
Science	Jason Charles
Social Studies	Casie Gaebler
Student Support	MeMe Spurgeon
World Languages	Jean Rueckert

High School Counseling Team

Phil Abraham	HS Counselor
Kia Berguesse	HS Counselor (Grade 9)
Jasmine Elshear	HS Counselor
Patrick Stenger	HS Counselor
Stephanie Tao	HS Counselor
Naveen Jamal	HS Counseling Assistant

High School Administrative Support

Klara Sjodin	HS Executive Assistant
Nour Mostafa	HS Office Assistant
Jasmine Elshear	HS Academic Registrar

High School Teaching Faculty

Abed, Selam	Mathematics
Altidor, Rebecca	Learning Lab
Bettin, Juan Lopez	Mathematics
Bowling, Nathan	Social Studies
Broeseker, Lauren	English
Brown, Terrell	English
Charles, Jason	Science
Cleckly, Adrian	Social Studies
Cleckley, Ashley	English
Collins, Kevin	Science
Daraiseh, Amy	Learning Lab
Diaz, Hanny	Spanish
Diaz, Jonathan	Theory of Knowledge / IB Core
Elgebaly, Ahmed	Arabic
Emery, Debbie	English
Emery, Todd	Social Studies
Gaebler, Casie	Social Studies/Science
Ghannam, Ma'an	Arabic
Gibson, Andrew	Mathematics
Girdner, Randy	Film Studies
Jimenez, Valia	Spanish
Kriel, Bryan	Physical Education

Kempe, Andrew	Social Studies
Langlands, Robert	Design Innovation
Luna, Nilsa	Science
MacDonald, Paige	Science
Mapstone, Becky	Mathematics
Mapstone, Kip	Science
Mazzuchin, Loretta	Visual Arts
Miller, Martha	Theater / Dance / Theory of Knowledge
Moog, Jordan	Social Studies / Assistant Athletic Director
Muhammad, Sumera	Islamic Studies
Nedellec, Françoise	French
Paterson, Lisa	Physical Education
Pons, Lluco	Computer Science
Pubil, Melisa	Service Learning Coordinator / Social Studies
Ramsey, Tracey	Creative Arts
Roberts, Shabre	English
Shrestha, Liz	Mathematics
Shelby, Aaron	Secondary Curriculum Coordinator
Silverman, Josh	Social Studies
Syrenne, Peter	Science
Teague-Bowling, Hope	English
Winter, Zach	Physical Education

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
Thivianandan, Joy	Executive Assistant in the Office of Learning
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	Librarian
Wellborn, Erinn	Technology Systems Analyst
Gietz, Preben	Director of Athletics and Activities
Moog, Jordan	Assistant Athletics Director
Dreyer, Shaun	Athletics and Activities Executive Assistant
Pubil, Melisa	Service Learning / CAS Coordinator

Zuhdi, Randa
Al Nobani, Karen
Stenger, Chiho
Onvlee, Jannah
Kunnanoth, Manoj
Devitt, Christina
Sfeirova, Sandra
Balakrishnan, Rajanish
Nelliyullathil, Suhail

Service Learning / CAS Coordinator Assistant
School Nurse
School Nurse
Health Office Administrative Assistant
Facilities Manager
Director of Learning Innovation and eLearning
Technology Manager
Systems Administrator/Technician
Systems Administrator

Assistants

Farhat, Samar
Manoj, Seema
Rajanish, Deepthi
Whitaker, Andi

Design Tech Innovation
Music and Drama Department
Creative Arts
Science Department
Grade 12 and Trip Coordinator