

**MIDDLE AND HIGH
SCHOOL
STUDENT-PARENT
HANDBOOK**



Purpose

To inspire the world's next global thinkers and doers

Vision

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

Identity Statement

ACS Doha is a vibrant, inclusive international school community where students are known, challenged, and supported. Through our rigorous American curriculum, enriched by the International Baccalaureate and strengthened by international accreditation, we cultivate curiosity, integrity, and purpose, empowering learners from Early Childhood through Grade 12 to imagine better futures for themselves and the world around them. Grounded in high expectations, global perspective, and meaningful relationships, we prepare students to thrive in university and lead lives of character and impact.

Core Values

Imagine Better

At ACS Doha, Imagine Better means approaching challenges with curiosity, creativity, and a commitment to growth. We encourage students to think critically, seek solutions, and envision positive possibilities for themselves and their community. This value reflects our belief that improvement is always possible and that learning is an ongoing journey.

Welcome Everyone

Welcome Everyone reflects our commitment to inclusion, belonging, and respect. We value diverse identities, cultures, perspectives, and experiences. Every member of our community deserves to feel safe, seen, and supported. We actively foster an environment where differences are honored and everyone has a voice.

Aim High and Make It Happen

At ACS Doha, Aim High and Make It Happen means setting ambitious goals and taking responsibility for achieving them. We challenge students to pursue excellence with perseverance, integrity, and resilience. Success is not only about outcomes, but about effort, accountability, and the determination to follow through.

Work Together

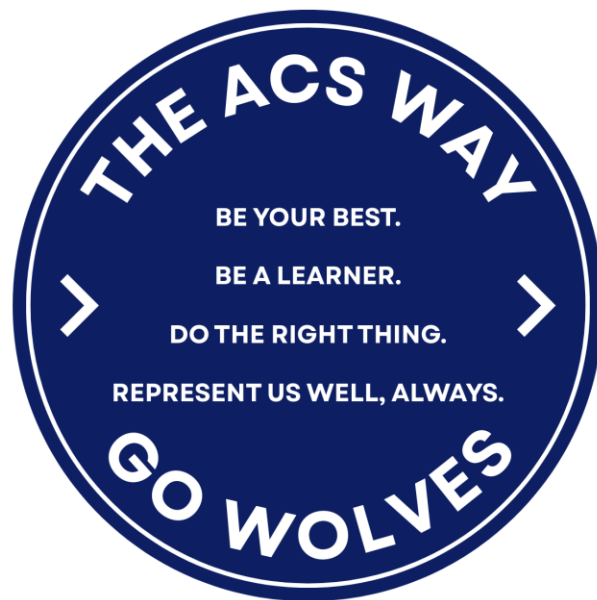
Work Together emphasizes collaboration, communication, and shared responsibility. We believe that learning and growth are strengthened through teamwork and mutual support. By listening respectfully, resolving conflicts constructively, and valuing collective effort, we build a strong and connected community.

Act with Kindness

Act with Kindness calls us to lead with empathy, compassion, and integrity. We expect members of our community to treat others with dignity and care, both in person and online. Kindness at ACS Doha means recognizing the impact of our words and actions and choosing behaviors that strengthen relationships and promote well-being.

The ACS Way

In middle and high school, students' expectations are summarized in the four points of the ACS Way: Be Your Best, Be a Learner, Do the Right Thing, and Represent Us Well, Always. These simple and clear expectations provide guidance and reminders for our students about how we behave, interact, and show up every day at ACS. When students follow these expectations, our school is safe, our days are great, and our community stays vibrant!



The Academic Day

At ACS Doha, the Middle and High Schools (MHS) operate on a semester-based schedule. The academic year is divided into two semesters, which are divided into two quarters.

The regular school day runs from 7:30 a.m. to 2:20 p.m. All students are expected to arrive on time and be in their classrooms ready to learn at 7:30 a.m. Students can be dropped off beginning at 7:10 a.m. Prior to 7:10 a.m., ACS staff are not available for supervision and are not responsible for students dropped off prior to that time.

Students attend 7 class periods per day, with a morning break and an afternoon lunch. The schedule is designed to support depth of learning across all subjects and provide consistency and predictability during the school day.

Academic Programs

At ACS, the Middle and High School curriculum is designed to provide a rigorous and holistic educational experience grounded in the US High School Diploma framework, while offering access to the International Baccalaureate Diploma Programme (IBDP) in Grades 11 and 12, and the Middle Years Programme (MYP) in Grades 6-10. The curriculum is aligned with the Common Core State Standards and the American Education Reaches Out (AERO) standards, ensuring academic excellence and global relevance.

ACS is committed to developing well-rounded, globally minded learners through the Artemis Promise—our school-wide commitment to service learning and sustainability. This commitment is embedded at every grade level through Service as Action in the Middle Years Programme (MYP) and through Creativity, Activity, Service (CAS) in the Diploma Programme (DP). These experiences empower students to connect their learning to real-world challenges and meaningful action.

Through interdisciplinary learning, student agency, and authentic application, students are inspired to lead lives of purpose, compassion, and contribution. The curriculum encourages inquiry, critical thinking, creativity, and collaboration, while supporting the development of responsible global citizens who are prepared to thrive in university and beyond.

Middle School: Grades 6–8

At ACS, students in Grades 6 through 8 take part in a cohesive and engaging learning experience grounded in the International Baccalaureate Middle Years Programme. This program prepares students for the academic expectations of both the US High School Diploma pathway as well as the IB Diploma Programme while supporting their growth as curious, confident learners.

The Middle School curriculum is guided by internationally recognized North American standards, including AERO and Common Core State Standards, ensuring consistency, academic quality, and global relevance. Students learn through an inquiry-based, student-centered approach that encourages questioning, problem-solving, creativity, and meaningful connections across subjects and develop the approaches to learning skills (ATL's).

Teachers collaborate closely across grade levels and subjects to ensure a well-sequenced learning journey. Instruction is thoughtfully aligned with benchmarks such as AERO, CCSS, and Next

Generation Science Standards (NGSS), helping students build strong foundations as they progress toward high school.

Learning at ACS extends beyond the classroom. Through the Artemis Promise, students explore real-world issues, engage in service, and develop a sense of responsibility toward their communities and the environment. This approach encourages students to act with purpose and see themselves as thoughtful contributors in an interconnected world.

Early High School: Grades 9–10

Grades 9 and 10 at ACS mark an important transition into high school. During these years, students continue learning within the IB MYP while gradually being introduced to the academic rigor and expectations of the US High School Diploma pathway and the IB Diploma Programme. All courses are aligned to Common Core State Standards and AERO standards, ensuring continuity from middle school while maintaining internationally recognized benchmarks for learning. This alignment helps support students who may transition between educational systems while preparing them for future academic success.

As students progress through Grades 9 and 10, the focus shifts toward greater academic independence, deeper subject understanding, and increased responsibility for learning. Instruction continues to emphasize inquiry, interdisciplinary connections, and real-world application, with higher expectations for performance, organization, and critical thinking and further developing ATL's.

Through MYP core elements such as service as Action and the Grade 10 Personal Project, students actively apply their knowledge, skills and understanding in meaningful ways that positively impact the community. These years provide essential preparation for the advanced demands of Grades 11 and 12. Students build strong study habits, research skills, and academic discipline, laying the foundation for success in the US High School Diploma program and the option to pursue the IB Diploma Programme. The curriculum also allows for increased student choice and differentiation, giving students opportunities to explore interests, consider future pathways, and begin planning for diploma-level coursework and potential career goals.

Senior High School: Grades 11–12

In Grades 11 and 12, students at ACS enter the final phase of high school, engaging in challenging and purposeful coursework aligned with the US High School Diploma. At this stage, students may choose to pursue the full IB DP or follow a customized pathway that includes individual IB courses alongside the US Diploma requirements.

Students who do not pursue the full IB Diploma may still take IB courses at either Standard Level (SL) or Higher Level (HL). These courses follow the same internationally recognized curriculum

standards and contribute toward the US High School Diploma. Where applicable, IB courses may also fulfill external examination requirements established by the Ministry of Education.

All senior high school courses are designed to meet the academic expectations of the IB framework while remaining aligned with Common Core and AERO standards. These courses provide academic rigor, flexibility, and continuity while preparing students for university-level study across a wide range of international higher education systems. Graduates of ACS leave well prepared to succeed in college and beyond, equipped with the skills, knowledge, and confidence to thrive in a global context.

ACS US High School Diploma

All high school students are enrolled in the ACS US High School Diploma Program. This program spans Grades 9 through 12 and overlaps with Years 4 and 5 of the IB MYP in Grades 9 and 10. To earn the ACS High School Diploma, students must successfully complete a minimum of 24 credits. As part of the program, students may enroll in IB courses during their high school years, including courses offered through the IBDP at either Standard Level (SL) or Higher Level (HL). HL courses are considered Honors-level coursework within the ACS High School Diploma framework.

The ACS High School Diploma is awarded upon successful completion of graduation requirements and meets admission expectations for colleges and universities in the United States and many institutions worldwide. The diploma is accredited by the New England Association of Schools and Colleges (NEASC), ensuring that the program meets internationally recognized standards for academic quality and rigor.

The IB Diploma Programme

The IB Diploma Programme is a broad-based, two-year course of study for students in Grades 11 and 12. The IBDP focuses on six academic subject groups and three core elements. Students who successfully complete the program will earn an IB Diploma, which is recognized in more than 70 countries by thousands of universities.

The six academic subject groups are:

1. Language Literature (English)
2. Language Acquisition (Arabic, French, Spanish)
3. Individuals and Societies (History, Philosophy, Psychology, Economics, Business Management, Government & Politics)
4. Sciences (Environmental Systems and Societies, Biology, Chemistry, Physics, Computers, Exercise)
5. Mathematics (Math Analysis, Math Applications)

6. Arts (Music, Performing Arts, Visual Arts, Film)

The three core elements are:

1. The Theory of Knowledge (TOK) challenges students to explore how we know what we know. The course invites them to examine the nature of knowledge, reflect on their learning across all subject areas, and draw meaningful connections between different disciplines within the IBDP.
2. The Extended Essay (EE) is an independent research project of up to 4,000 words. It gives students the opportunity to explore a topic they are genuinely interested in, develop strong academic research skills, and experience the process of producing a substantial scholarly paper.
3. Creativity, Activity, Service (CAS) encourages students to learn through experience by engaging in artistic pursuits, physical challenges, and service projects within the community. Through CAS, students grow as individuals, develop social responsibility, and explore interests beyond the classroom.

In the IBDP, students choose courses from each of the six subject groups, allowing them to build a personalized and balanced academic program. Courses are offered at two levels: Standard Level (SL), which requires about 150 hours of study, and Higher Level (HL), which requires 240 hours to complete. All HL courses last two years, while SL courses may be one or two years long. This comprehensive range of subjects and levels makes the IBDP a demanding course of study that effectively prepares students for college. In each of the academic areas, students have flexibility in making their choices, enabling them to select subjects that they may wish to study during their college careers.

Grade Level Classification

Grade level classification in High School is determined by the number of credits a student has earned toward graduation. The following credit ranges are used to determine grade classification:

- Freshman: 0–6 credits
- Sophomore: 6–12 credits
- Junior: 12–18 credits
- Senior: 18–24 credits

Students who do not meet the minimum credit requirement are at risk for not graduating in four years. Students will not be allowed to graduate until they have fulfilled the graduation requirements and will be asked to repeat their 12th grade year until the requirements are met. Grade classification reflects accumulated credits but does not, on its own, guarantee promotion or graduation. Students must also meet course completion requirements and fulfill all graduation expectations outlined by ACS Doha.

Students transferring to ACS Doha will be placed in courses that most closely align with their previous academic program and transcript. Official records from the prior school will be reviewed to determine credit equivalency and appropriate grade placement. In some cases, previous coursework and grades may be considered when determining grade level placement.

Credits

Credits are the units used to measure a student's progress toward graduation in high school. Students must earn a minimum of 24 credits in Grades 9 through 12 to qualify for the ACS Doha US High School Diploma.

Credit is awarded for courses successfully completed while enrolled in high school (Grades 9–12). In certain circumstances, credit earned outside of ACS may be recognized with approval from the High School Counseling Office and school leadership.

A full-year course earns 1.0 credit, while a semester course earns 0.5 credit. A quarter long class earns 0.25 credit.

IB Courses and Credit

Students enrolled in the IB MYP and the DP continue to earn credits toward the ACS US High School Diploma.

IB courses, whether taken at Standard Level (SL) or Higher Level (HL), earn credit based on the length of the course rather than the level of difficulty. A full-year IB course typically earns 1.0 credit, while a semester course earns 0.5 credit, consistent with other high school courses.

HL courses are more academically demanding and may be considered Honors-level coursework; however, they do not carry additional credit beyond the standard credit awarded for course completion.

Students pursuing the full IB Diploma must also complete the Extended Essay, Theory of Knowledge class, and Creativity, Activity, Service requirements in addition to meeting ACS graduation credit requirements.

Course Load

Students at ACS Doha are required to enroll in and successfully complete a full course load each academic year in order to remain on track for promotion and graduation.

- Students in Grades 9 and 10 are expected to enroll in 7 subjects.
- Students in Grades 11 and 12 are expected to enroll in 7 subjects, but enrollment in 6 courses may be permitted pending approval of the school leadership team.

One credit is awarded for the successful completion of a full-year course in Grades 9–12. Students must earn a minimum of 24 total credits to graduate.

In Grades 6–8, students study:

- English Language and Literature
- Language Acquisition or Language and Literature (English, Spanish, French, Italian or Arabic)
- Individuals and Societies (including Qatari History)
- Sciences
- Mathematics
- Music and Visual Arts
- Design
- Physical and Health Education
- Islamic Studies or Alternatives

In Grades 9–10, students study:

- English Language and Literature
- Language Acquisition (Arabic, Spanish, or French) or Language and Literature Arabic
- Individuals and Societies (with specific emphasis on specialties such as Economics, History, Geography and Business)
- Sciences (Emphasis on Biology, Chemistry and Physics)
- Mathematics
- Physical and Health Education
- Electives: Music, Arts or Design
- Islamic Studies or Alternatives

In Grade 10, students are expected to complete, in addition to the school's internal assessments, at least one external MYP assessment, which include moderated portfolios and online eAssessments. Completion of the MYP Personal Project is a capstone requirement, emphasizing independent inquiry, research, and reflection—a bridge into the demands of Grades 11 and 12. Grade 10 students are also required to meet the Service as Action requirements.

Students must pass one or more onscreen e-assessment of the following subjects:

- English Language and Literature
- Arabic Language and Literature
- Language Acquisition
- Individuals and Societies
- Mathematics
- Integrated Sciences
- Interdisciplinary
- or complete an external portfolio in Design, Music or Design

Students pursuing the full IB Diploma select six subjects across the following IB groups:

- Studies in Language and Literature: English for all & Arabic for Arab nationals
- Language Acquisition: French, Spanish, Italian or Arabic
- Individuals and Societies: Economics, Business Management, Psychology, History
- Sciences: Biology, Chemistry, Physics, Environmental Systems and Societies, Design
- Technology
- Mathematics: Applications and Interpretations, and Analysis and Approaches
- The Arts: Visual Arts

Of these six subjects, three must be taken at Higher Level (HL), which includes 240 hours of instruction, and three at Standard Level (SL), requiring 150 hours. Assessment for the IB courses includes both internal components and externally moderated examinations taken in the second year of the program.

Additional Requirements:

- All students with Arab nationality are required to take Arabic language classes.
- All Muslim students are required to take Islamic Studies, regardless of nationality.
- All students in Grades 6–9 are required to take Qatari History.

Students are expected to maintain enrollment in a full course load unless otherwise approved by school administration. Any request to reduce or modify a course load must be reviewed by the High School Counselor and approved by the Principal, based on the student's academic plan and graduation requirements.

Enrollment in IBDP courses must also comply with IB subject requirements and program regulations.

Course Registration

ACS Doha offers a wide range of courses within the US High School Diploma framework and the IB MYP and DP. Careful course selection is essential to ensure students are appropriately placed and able to meet graduation and IB requirements.

Course registration takes place in the spring for the following academic year. During this process:

- Students receive guidance from counselors and school leadership.
- Information sessions are provided to support informed decision-making.
- Parents and students are encouraged to discuss selections carefully before submission.

Course selections are used to determine staffing, scheduling, and section availability. Because the master schedule is built around student requests, changes after registration are limited.

Students who do not complete course registration by the stated deadline will have courses selected on their behalf based on graduation requirements and academic needs.

Course Change Requests (Add/Drop Period)

Students may request a schedule change within the first 10 school days of a semester. Course changes are considered only for valid academic reasons and are subject to space availability and administrative approval.

Approved reasons for schedule changes may include:

- A prerequisite requirement has not been met
- A required graduation course is missing
- An error in the student's schedule
- Placement in a course not originally requested
- The need to retake a previously failed course
- Academic level adjustment recommended by administration

Requests based on personal preference, teacher preference, or change of interest in an elective will not be approved.

All schedule change requests must be submitted through the High School Counseling Office using the designated form. Requests are reviewed in the order received and in accordance with established criteria.

Level Changes and IB Considerations

Because IB courses require sustained commitment and continuity, changes to IB courses (including SL and HL selections) are carefully reviewed.

- Level changes may be considered within the add/drop window if space is available and if supported by academic evidence. The add/drop window for level changes in IB courses for the 2026-2027 school year is prior to September 24th, 2026.
- After the add/drop period, changes will be considered only in exceptional circumstances and with administrative approval.
- The grade earned in the original course will carry forward when a level change is approved.

Students enrolled in the full IBDP are expected to remain committed to their selected subjects, as changes may affect diploma eligibility.

Administrative Discretion

ACS reserves the right to:

- Adjust student schedules to ensure appropriate placement
- Cancel or combine courses due to insufficient enrollment or staffing
- Make placement decisions in the best academic interest of the student

Final decisions regarding schedule changes rest with school administration.

Independent Study

Independent Study may be approved in limited and exceptional circumstances when a student's academic needs cannot be met through the school's scheduled course offerings. Independent Study is intended to provide a structured, supervised learning experience aligned with ACS graduation requirements and, where applicable, IB program regulations.

Requests for Independent Study must be submitted in writing and will be reviewed by the school administration. Approval is granted on a case-by-case basis and is not guaranteed. Decisions are based on the academic merit of the request, alignment with the student's graduation plan, staffing capacity, and compliance with IB and accreditation requirements.

Independent Study is not intended for schedule convenience, to avoid required coursework, or to replace available core courses. Students approved for Independent Study must demonstrate the ability to work independently, meet established deadlines, and maintain consistent communication with the assigned supervising teacher.

All expectations related to academic integrity, attendance, and assessment remain in place. Credit will be awarded only upon successful completion of all approved course requirements.

Distance and Online Learning

In the event that on-campus learning is temporarily suspended due to circumstances beyond the school's control, ACS Doha will transition to Distance and Online Learning to ensure continuity of instruction. All students will be expected to participate in remote learning as part of the regular instructional program.

Distance learning may include a combination of live virtual classes, independent learning tasks, collaborative work, and teacher feedback. Expectations for attendance, engagement, academic integrity, and timely submission of work remain in place during remote learning periods.

Students are expected to access school platforms regularly, participate actively in scheduled sessions, and communicate with teachers if support is needed. Families play an important role in supporting routines and providing a suitable learning environment at home.

All school behavior expectations continue to apply in virtual settings. Students must use school platforms appropriately, communicate respectfully, and follow safeguarding guidelines for online interaction. Recording, photos/screenshots of virtual classes or participants without permission is not permitted and will result in disciplinary action.

If Distance and Online Learning is activated, specific procedures, schedules, and guidelines will be communicated to families.

Withdrawal from School

Families who plan to withdraw a student from ACS Doha must submit a written Notice of Withdrawal to the Admissions Office. Whenever possible, this notice should be provided at least two weeks prior to the student's final day of attendance. The official online Notice of Withdrawal form must be completed to initiate the process.

Before departure, students must complete the school checkout process. This includes obtaining required signatures, returning all school-issued materials (including textbooks, library books, devices, and ID cards), and settling any outstanding financial obligations. Students should coordinate with the MHS Office to ensure all required steps are completed prior to their final day.

Official transcripts and school records will be released to the receiving school upon request once the withdrawal process is complete and all materials and fees have been cleared.

Students remain subject to all school policies and attendance expectations until their final approved day of enrollment.

Homework

Homework at ACS is designed to support learning in meaningful and purposeful ways. It provides students with opportunities to practice skills, review concepts, prepare for upcoming lessons, conduct research, read independently, and deepen their understanding. Homework is not assigned as busy work or as a substitute for assessments. The amount of homework varies by grade level and is developmentally appropriate. In the MYP, homework reinforces and extends classroom learning. Teachers strive to balance assignments across subjects, and all homework is communicated through Toddle.

If homework or formative tasks are not completed, teachers will address the concern in alignment with the school's Academic Behavior guidelines. This may include direct conversations with the student and, when appropriate, communication with families. If a student demonstrates ongoing difficulty in meeting academic expectations, additional support may be recommended, which may include collaboration with counselors, program coordinators, or school leadership.

Completion of Major Work

To successfully complete a course, students must meet the required criteria for all major assessments as outlined by the teacher. These assignments are essential demonstrations of learning and contribute significantly to overall course achievement. For seniors, completion of all required major assignments is a condition for earning course credit and fulfilling graduation requirements.

Homework and Absence from Class

Because learning plans and assignments are shared through Toddle, students are expected to take responsibility for checking missed work during absences and completing assignments within a reasonable timeframe. When needed, students and teachers will work together to create a plan that supports timely completion of missed work.

Homework Over Vacation

ACS recognizes the importance of student well-being and maintaining a healthy balance. Middle School students should not expect regular homework during school holidays and extended breaks, while high school students may have some studying or project work, but due dates should correspond with school days.

Late Work

Meeting deadlines is an important part of academic responsibility and preparation for future study. Students are expected to submit assignments on the due date communicated by the teacher.

If an assignment is submitted late without prior approval, the teacher may apply appropriate consequences in alignment with divisional guidelines. These may include loss of feedback opportunities, reduced credit, required completion during supervised time, or other academic interventions.

Students who anticipate difficulty meeting a deadline should communicate with their teacher in advance. Extensions may be granted at the teacher's discretion when requested proactively and for valid reasons.

Repeated late submissions will result in additional consequences, including parent/guardian contact and referral to the Grade Team Leader or academic leadership for further support. All summative assessments and major assignments must be completed to receive course credit, even if submitted late.

Assessments

Assessment in the Middle and High School is continuous, criterion-related, and designed to authentically reflect student growth and allow students to demonstrate what they know and are able to do. Teachers assess student work using a variety of assessment types. IB MYP subject-specific criteria, and feedback is aligned with program objectives. Each course is graded on a 7-point scale, with 3 as the minimum passing grade.

Formative Assessment

A formative assessment is an activity completed while students are still learning new material. It helps both students and teachers understand how learning is progressing. For students, this may mean reviewing a topic, practicing further, or building confidence before moving on. For teachers, it may mean adjusting instruction, offering additional support, or deciding when the class is ready to continue.

Summative Assessment

A summative assessment is an activity completed at the end of a unit or period of learning. It evaluates how well students have understood the material and met the learning goals. These assessments may include tests, projects, presentations, performances, or other major assignments. Summative assessments often contribute significantly to a student's overall course grade.

Absences During Assessments

Procedures for assessment absences vary depending on the type of assessment and the reason for the absence.

Formative Assessments

If a student is absent from a formative assessment without prior communication or a medical note, there is no obligation to provide a makeup opportunity. At the teacher's discretion, the missed work may be reassigned as independent practice.

If a student misses two formative assessments, parents will be informed and the incident will be logged in the school's learning management system.

If a student arrives more than 20 minutes after the start of a formative assessment, the teacher may determine whether the student will complete the task.

Summative Assessments (Tests and Exams)

Attendance during summative assessments is mandatory.

If a student is absent due to illness, a medical certificate must be submitted to the school. Upon return, the teacher will assign a new date and provide an alternate version of the assessment. The assessment will be completed under comparable exam conditions. Parents will be informed, and the incident will be logged in the school's learning management system.

If a student arrives within the first 20 minutes of a scheduled summative assessment, the student may complete the assessment, but no additional time will be granted.

If a student is absent from a summative assessment without an approved medical excuse, the assessment will be initially recorded as a zero. Parents will be notified, and the incident will be logged. The student will have no automatic right to complete the exam or to the same assessment. Students who are unexcused from an assessment (including skipping class to avoid an assessment) will be required to meet with the teacher and school leadership to determine the appropriate action. The student may be given a zero, or made to complete an alternate assessment. The maximum score for this assessment will be capped at 85% or equivalent proficiency level. The school principal will make the determination at their discretion based on the evidence of academic dishonesty, intentional skipping, faking an illness etc.

Repeated unexcused absences during assessments, particularly when combined with low academic performance, will result in academic probation as determined by the school administration.

For IB external examinations, IB regulations apply and may limit alternative arrangements.

Summary of Missed Assessments

Students are expected to be present for all scheduled assessments.

- Students with an excused absence will be provided an opportunity to complete a comparable make-up assessment within a specified timeframe.
- Students with an unexcused absence, or a pattern of excused absences during assessments, including those who miss an assessment to avoid participation, may be given a zero, or may be required to complete an alternate assessment. The maximum score for this assessment will be capped.

- Make-up assessments must be completed during designated times within a window defined by the teacher and school leadership and scheduled by the student for a time that works with the teacher. Failure to do so may result in a zero.
- All missed assessments may also result in attendance or disciplinary consequences in accordance with school policy.

These procedures are designed to ensure fairness, uphold academic integrity, and support student learning.

ACS School Leadership reserves the right to determine whether an absence at the time of an assessment is to be excused or unexcused.

Exam Academic Integrity

At ACS Doha, academic integrity is a shared responsibility and an essential part of learning. During tests, quizzes, semester exams, mock exams, eAssessments, and all IB assessments, students are expected to complete work honestly and independently so that results accurately reflect their understanding.

Academic misconduct includes any deliberate or accidental behavior that gives a student (or another student) an unfair advantage. This may include cheating, using unauthorized materials, sharing information, impersonation, or violating exam rules.

Expectations During Exams

Students are expected to:

- Follow all instructions given by teachers and invigilators
- Bring only approved materials into the exam room
- Keep phones, smartwatches, earbuds, and other electronic devices put away as directed
- Work independently at all times unless collaboration is explicitly permitted
- Communicate concerns immediately to an invigilator if something is unclear or if an issue arises.

What Is Not Allowed

Examples of exam misconduct include (but are not limited to):

- Using notes, devices, translation tools, or other aids that are not explicitly permitted
- Communicating with other students during an exam (verbally, visually, digitally, or by passing materials)
- Sharing exam content before, during, or after an assessment
- Attempting to access assessment materials in advance
- Disrupting the testing environment or distracting others
- Bringing prohibited materials into the exam room, even if they are not used
- Taking pictures of exams or answers, whether shared or not

Social Media and Exam Confidentiality

Students must not post, message, or discuss the content of any summative exams or IB external assessment. If a student becomes aware of exam content being shared online or through messaging, they must report it immediately to the MYP or DP Coordinator (or a member of school leadership). Delayed reporting may be treated as academic malpractice and disciplinary actions may be applied.

Artificial Intelligence and Authentic Work

ACS recognizes that AI tools are part of modern learning, and students may use them when permitted by the teacher. However, during assessments and exams, students must follow task-specific rules. Submitting text, images, or responses generated by AI tools as if they are the student's own work violates academic integrity and may be treated the same as plagiarism or other forms of misconduct.

Teachers may require evidence of a student's process (planning notes, drafts, checkpoints, conferences) to confirm authenticity in addition to the used references, including any AI prompts.

Consequences

Academic misconduct is taken seriously. Consequences depend on the nature and severity of the incident and may include:

- The opportunity to correct referencing errors as part of learning (when appropriate)

- The student will have no automatic right to the same assessment. Students who have acted with academic misconduct may be required to complete an alternate assessment. The maximum score for this assessment will be capped at 75% or equivalent proficiency level.
- A score of zero or a canceling/removal from an assessment (when appropriate and with approval of school leadership)
- Detention or restorative follow-up
- Parent/guardian notification and meeting
- In-school suspension or academic probation
- For IB assessments, consequences may include removal from an assessment component or loss of eligibility for an IB certificate or diploma, in accordance with IB regulations

Academic Skills and Research

ACS teaches academic integrity as part of the learning process. Students receive guidance on ethical use of sources, proper citation, and responsible use of tools. Subject teachers, the MHS Library and Student Support Services provide help with research skills, referencing, and understanding expectations. ACS uses MLA 9 as the school's referencing style in Middle and High School.

Project and Test Days

To support balanced workloads and student well-being, teachers coordinate major assessment dates using the school's assessment calendar. This helps ensure that assessment demands are distributed as evenly as possible across grade levels.

Students should not be scheduled for more than two major in-class summative assessments or major project due dates on the same day. Teachers are expected to consult the assessment calendar before scheduling significant assessments. If a student finds that more than two major assessments are scheduled on the same day, the student should speak with the relevant teachers in advance so that a reasonable solution can be determined.

Quizzes or shorter formative assessments may be given on non-designated days, provided they do not require the equivalent of a full class period.

All assessments are designed to be completed within the scheduled class time unless otherwise communicated in advance.

Semester Final Assessments and Exams

Final assessments and examinations are part of the academic program in Grades 9 through 12. Students complete end-of-semester or end-of-year exams according to course and program requirements. Some grade levels also participate in mock examinations to help prepare for external assessments.

Grade 10 students complete the MYP Personal Project and sit for at least one eAssessment as part of the culmination of the Middle Years Program. Successful completion of these components is required.

Grade 12 students sit for a minimum of two external examinations within their selected program pathway. DP students must also complete the Extended Essay and Creativity, Activity, Service requirements. These components are part of the minimum graduation requirements.

To support student well-being and balanced workloads, teachers coordinate assessment schedules to help ensure students do not have more than two in-class summative assessments on a given day. If a student is scheduled for more than three major timed assessments in one day, they should speak with their teachers in advance to determine a reasonable solution.

DP and Senior Final Examinations

All Grade 12 students are required to complete the examination requirements associated with their selected academic pathway.

Students enrolled in the full IBDP must complete all required DP components, including external examinations, the Extended Essay, and Creativity, Activity, Service, in accordance with IB regulations.

Students who are not enrolled in the full DP must complete the required senior-level assessments and meet all ACS US High School Diploma graduation requirements.

Completion of required examinations and program components is a condition of graduation.

Grading

The primary purpose of grading at ACS Doha is to communicate a student's level of academic achievement and progress toward clearly defined learning outcomes. Grades reflect what a student knows, understands, and is able to do in relation to course standards and assessment criteria.

Course grades are based on demonstrated mastery of curriculum standards and approved course objectives. Teachers of the same course collaborate to apply grading practices consistently and fairly across sections. Students should refer to individual course syllabi for specific information regarding assessment weighting, grading scales, late work expectations, and calculation of final grades.

Academic achievement is reported separately from behavior, effort, or participation. While responsibility, engagement, and positive learning habits are highly valued and contribute to student success, academic grades reflect achievement of learning outcomes rather than compliance or conduct.

Grades are not determined using a bell curve or relative ranking. Each student is evaluated against established criteria and standards.

Promotion and credit toward graduation are based on successful completion of course requirements and fulfillment of academic expectations.

Grading Scale and GPA

ACS Doha reports grades for High School (HS) and IBDP courses using an unweighted Grade Point Average (GPA) system. All grades are calculated on a 4.0 unweighted scale and are recorded on the official transcript.

For purposes of transcript reporting, Ministry of Education equivalency, and university applications, IB and HS grades on the 1–7 scale are converted to percentage ranges and corresponding GPA values as follows:

IB / HS Grade	Percentage Range	US Unweighted GPA
7	96–100	4.0
6	90–95	3.8
5	80–89	3.4
4	70–79	3.0
3	60–69	2.0
2	Below 60	0.0
1	Below 60	0.0

Grades are awarded based on demonstrated mastery of course standards and IB criteria. ACS does not use a bell curve or relative ranking system; students are evaluated against established academic standards.

GPA is cumulative across Grades 9–12 and is calculated using final course grades. Because ACS operates on an unweighted system, IB Higher Level (HL) and Standard Level (SL) courses are included in the GPA calculation without additional weighting.

Students enrolled in the full IBDP will receive both:

- An ACS Doha transcript reflecting converted grades and GPA
- An official IB transcript issued directly by the International Baccalaureate Organization

Promotion and Credit Recovery

Student promotion is based on a combination of the following factors:

- Academic performance
- Attendance
- Behavior and conduct
- Participation and engagement

ACS Doha operates on a cumulative credit system for Grades 9 through 12. Students are promoted based on the successful accumulation of credits each year and must complete the required total number of credits in order to graduate at the end of Grade 12.

Students who do not earn sufficient credits in a given academic year may be required to complete additional coursework, approved credit recovery options, or examinations to meet graduation requirements. Failure to earn the required credits will delay graduation until all credit requirements are fulfilled.

In rare cases, continued failure to meet academic, attendance, or behavioral expectations may result in grade retention or a recommendation for alternative educational arrangements.

Students experiencing significant academic concerns will be restricted from participation in activities, including international trips and other extracurricular activities in order to prioritize academic improvement and responsible standing.

Credit Recovery

Students who do not earn a passing grade in a course may be required to complete a credit recovery assessment or approved alternative recovery plan at the end of the academic year or during the following academic year.

If a student does not successfully complete the required credit recovery process prior to graduation, the student will not be eligible to graduate until all credit requirements have been met.

Graduation Requirements

To graduate from ACS, students must complete the required credits during Grades 9 through 12. Students in Grades 9 and 10 typically enroll in seven subjects per year. In Grades 11 and 12, students study six or seven subjects as part of their Senior High School program. One credit is awarded for the successful completion of each yearlong course in Grades 9–12.

In addition to credit requirements, students pursuing the full IBDP must earn a Satisfactory (S) grade in CAS, complete the EE, and complete TOK requirements in order to meet graduation expectations.

As a result of Ministerial Decision 11 (2021), the ACS Doha transcript will:

- Reflect the GPA of Grades 9, 10, 11, and 12 individually
- Reflect a Cumulative GPA with an unweighted 4.0 scale for all subjects
- Require a minimum of two external exams SAT, AP, or IB
- Require 24 credits (minimum) for all students to graduate

Class of 2027 – 2029 may graduate with either set of grad requirements.

Class of 2030 and beyond will need to meet the updated grad requirements.

	Current ('27-'29)		Class of 2030 +
English	4	English	4
Mathematics	4	Mathematics	3
Sciences and I&S	8	Sciences	3
		Individuals & Societies	3
World Language	3	World Language	2
PE	1	PE	1
Arts or Elective	2	Elective (from any subject group)	8
Elective	2		
	Total: 24		Total: 24

- 8 semesters of high school with full schedules are required for graduation.
- 4 credits in Mathematics, Science, Individuals & Societies, and World Languages are highly recommended.
- Full IBDP candidates may substitute a PE credit with a different course, if the requirement is not met by grade 11.

Service as Action

Requirements (MYP)

Service as Action is a core component of the Middle Years Programme (MYP). Students are expected to engage meaningfully in service experiences that connect learning with real-world impact and demonstrate growth through the seven IB learning outcomes.

To earn the MYP Certificate at the end of Year 5 (Grade 10), students must demonstrate achievement of all seven Service as Action learning outcomes.

Expectations increase progressively each year as students develop independence and depth of engagement. At least one service experience must be completed each year, even if the required outcomes have already been achieved.

Annual Service Expectations

Year	Service Requirements
Year 1	Demonstrate 1–2 learning outcomes through one sustained experience or 2–3 different service experiences
Year 2	Demonstrate 2–3 learning outcomes through one sustained experience and/or 2–3 different service experiences
Year 3	Demonstrate 3–4 learning outcomes through one sustained experience and/or 3 different service experiences
Year 4	Demonstrate 4–6 learning outcomes through 1–2 sustained experiences and/or 3–4 different service experiences
Year 5	Demonstrate all 7 learning outcomes through 1–2 sustained experiences and/or 3–4 different service experiences

By the end of Semester 1 in Year 5, students are expected to have completed and documented at least five of the seven required learning outcomes.

All service experiences must be recorded, reflected upon, and approved according to school procedures.

Academic Awards and Recognition

Honor Roll

ACS Doha recognizes students each semester through Honor Roll and High Honor Roll distinctions. These awards acknowledge consistent academic achievement and the successful completion of grade-level program requirements.

Eligibility is based on subject grades, overall academic performance, and fulfillment of required program components appropriate to each grade level. These may include completion of the Grade 10 MYP Personal Project, IBDP requirements such as the Extended Essay and Creativity, Activity, Service, as well as grade-level service expectations.

To qualify, students must earn a minimum grade of 5 out of 7 in all subjects and meet the total point requirement for their grade level. As some students may take less subjects due to individual schedules, etc, the following point system will be used.

Honor Roll

Total Points Required	Number of Subjects
48 out of 56	8 subjects
42 out of 49	7 subjects
36 out of 42	6 subjects

High Honor Roll

Total Points Required	Number of Subjects
54 out of 56	8 subjects
47 out of 49	7 subjects
40 out of 42	6 subjects

Valedictorian and Salutatorian Selection

Each year, ACS Doha recognizes the graduating senior with the highest cumulative academic achievement as Valedictorian and the student with the second-highest cumulative academic achievement as Salutatorian.

Selection is based on cumulative Grade Point Average (GPA) calculated at the conclusion of the first semester of Grade 12.

To be eligible, a student must:

- Be enrolled as a full-time student in good standing
- Complete graduation requirements at ACS Doha
- Have attended ACS Doha for a minimum of 8 consecutive semesters prior to graduation

The student with the highest cumulative GPA will be named Valedictorian, and the student with the second-highest cumulative GPA will be named Salutatorian. The Valedictorian and Salutatorian will be recognized at graduation and may be invited to deliver a speech at the graduation ceremony.

In the event of a tie in cumulative GPA, the following criteria will be applied in order:

1. Length of continuous enrollment at ACS Doha
2. Academic rigor of course load (e.g., IB Higher Level courses, full DP participation)
3. Final determination by the High School Principal, if necessary

Students who have completed credit recovery courses may remain eligible; however, final eligibility determinations rest with school administration.

Academic Concerns

ACS Doha is committed to high academic standards and to supporting students in meeting those expectations. When concerns arise, we address them through structured guidance, clear communication, and defined interventions.

Excessive Late Work

Timely submission of work is an essential academic responsibility and reflects the IB Learner Profile attributes of being Principled, Balanced, and Reflective.

When late submissions become excessive or impact academic performance:

- Teachers will communicate concerns to the student and parents/guardians.
- Work may receive reduced credit in accordance with course policies.
- Students may be required to attend supervised study sessions or academic support.
- A pattern of late work across multiple subjects may trigger a formal academic review.

Chronic late work will lead to Academic Probation if it significantly impacts progress toward course completion.

Incomplete Courses

A course may be considered incomplete when a student has not submitted required summative assessments or has not met minimum course requirements by the end of a grading period.

In cases of incompleteness:

- The student may be given a defined timeline to submit outstanding work.
- A completion plan will be established by the teacher in consultation with the Grade Team Leader, Department Lead, or the Principal.
- Failure to meet completion deadlines will result in a final grade being issued based on work submitted.
- If credit requirements are not met, the student will be required to participate in credit recovery at the expense of the student/parent.

Incomplete courses will delay promotion or graduation if not resolved.

Academic Probation

ACS Doha provides a rigorous academic program supported by structured guidance and high expectations. Students are expected to demonstrate consistent effort, responsibility, and engagement in their learning.

Students who are not making satisfactory progress toward course completion or graduation requirements will be placed on Academic Probation.

A student will be placed on Academic Probation when there are significant academic concerns, including but not limited to:

- Failing one or more core subjects
- A pattern of missing or incomplete summative assessments
- Excessive late or missing work across multiple subjects
- Repeated unexcused absences during assessments
- GPA falling below the minimum standard for promotion/graduation.

Academic Probation is a structured support process designed to help students return to good standing. During this period, students may:

- Be assigned structured academic support or supervised study
- Participate in regular check-ins with a counselor, Grade Team Leader, or the Principal
- Receive increased progress monitoring and parent communication
- Follow a formal Academic Improvement Plan

Participation in extracurricular activities, athletics, leadership roles, or international trips will be reviewed during the probation period.

Parents/guardians will be notified in writing when Academic Probation is assigned.

Failure to demonstrate sufficient improvement within the designated timeframe will result in continued probation, grade retention, denial of re-enrollment, or requirement to seek alternative educational arrangements.

Academic Probation reflects the school's commitment to accountability, growth, and student success.

Students who do not satisfactorily complete the conditions of their academic probation will not be allowed to re-enroll for the next academic year at ACS Doha.

Academic Support

ACS Doha is committed to ensuring that all students are supported academically, socially, and emotionally as they progress through the Middle and High School years. Academic support is proactive, structured, and designed to promote independence, responsibility, and growth.

Counseling Services

The MHS Counseling Department supports students' academic success, personal development, and future planning during these formative years. Counselors serve as advocates for students and work in partnership with families, teachers, and school leadership to promote student well-being and achievement.

Counseling services focus on three interconnected areas:

Academic Counseling

Counselors assist students with course planning, academic goal setting, monitoring progress toward graduation requirements, and navigating transitions between grade levels or academic pathways. They collaborate with students to ensure alignment with both ACS graduation requirements and, where applicable, IB program expectations.

College and Career Counseling

Counselors guide students in exploring post-secondary options, including universities, career pathways, and international opportunities. Support includes course selection planning, university application guidance, transcript requests, recommendation coordination, and advising on global admissions processes. Students and families are encouraged to engage early in conversations about future planning.

Social and Emotional Well-Being

Counselors provide support related to personal growth, peer relationships, stress management, adjustment, and decision-making. The counseling program promotes resilience, self-advocacy, and responsible citizenship aligned with the IB Learner Profile. When appropriate, counselors may recommend additional external support in partnership with families.

Counseling conversations are handled with respect and care. While confidentiality is maintained whenever appropriate, counselors are required to report concerns related to student safety or well-being in accordance with safeguarding policies.

Parents and guardians are encouraged to contact the Counseling Department with questions or concerns regarding their child's academic progress, future planning, or well-being.

Academic Accommodations

Learners with identified learning support needs supported by relevant official documentation may require reasonable adjustments to help them access the curriculum successfully. The Student Support Services Department works closely with teachers to plan and implement appropriate accommodations that support student learning while maintaining consistent learning goals. Any accommodations or modifications are developed collaboratively and communicated clearly with families.

Extended Time Testing

ACS offers extended time for assessments to learners who are eligible, as determined through established support documentation and review processes. The MHS follows consistent eligibility criteria, ensuring continuity of support as students transition between divisions. This approach allows learners to experience a smooth progression without changes to their eligibility status, while maintaining fairness and alignment with program expectations.

Where additional time is requested for externally moderated assessments, parents must ensure that current supporting documentation, issued within three years of the assessment date, is submitted by the deadlines set by the relevant coordinator.

Tutoring and Coaching

At ACS Doha, we believe that high-quality teaching and learning take place within the classroom. Our instructional program is designed to meet the needs of students during the school day, and additional private tutoring should not normally be necessary.

Tutoring, defined as one-to-one academic instruction outside the school day, is considered an extension of instructional delivery. As such, paid tutoring by ACS staff for ACS students is generally not permitted.

In certain circumstances, short-term academic support may be appropriate, such as when a student has experienced extended absence due to illness, is transitioning between programs, or has identified learning needs. In these cases, support may be provided through school-based

intervention, catch-up programs, or as outlined in an Individual Education Plan (IEP), with approval from school leadership.

ACS does not routinely recommend private tutoring. Families who independently arrange tutoring outside of school do so at their own discretion.

Coaching in sports and activities is considered part of the school's cocurricular program. Staff may participate in approved school-based activities, provided these do not interfere with their professional responsibilities during the school day.

The well-being of students and staff is a priority. We value balance, family time, and meaningful engagement beyond the school day.

Learning Support

ACS Doha provides learning support services for students with identified learning needs that can be supported within the school's inclusive academic framework.

The goal of Learning Support is to:

- Identify areas of academic concern
- Develop targeted interventions and accommodations
- Support students in accessing the curriculum
- Promote independence and self-advocacy

Support may include:

- Classroom accommodations
- Small-group or targeted intervention support
- In-class collaboration between Learning Support and subject teachers
- Individualized support plans
- Progress monitoring and review meetings

Students are referred through a structured review process that may involve teachers, counselors, parents/guardians, and school leadership.

ACS provides support for students with mild to moderate learning needs that can be addressed through accommodations and differentiated instruction. The school does not offer modified curriculum pathways that alter graduation credit requirements.

Learning Support services are designed to ensure equitable access to the curriculum while maintaining academic standards aligned with the IB and US High School Diploma programs.

Students identified as requiring additional support, and their parents, are expected to engage fully in the support process. This includes cooperating with school staff, attending support sessions as required, and, for parents, attending review and support meetings when requested.

A collaborative partnership between the school, the student, and the home is fundamental to the provision of effective support and accommodations. Without this partnership, the school will not be able to implement or maintain appropriate support measures.

English as an Additional Language (EAL)

ACS Doha provides English as an Additional Language (EAL) support for students whose first language is not English and who require additional assistance to access the curriculum.

Philosophy

We believe that students acquire English most effectively through immersion in a rich academic environment while receiving targeted language support. EAL students participate fully in the IB curriculum while developing the language skills necessary for academic success.

Language development is supported across all domains: listening, speaking, reading, and writing. We also encourage students to continue developing their home language, recognizing that multilingualism is a strength and an important part of international mindedness.

EAL Support Model (Secondary)

In Grades 6–8, students identified as needing language support may receive:

- English Language Acquisition classes (for Beginner to Intermediate learners)
- In-class support within subject areas
- Differentiated instruction from subject teachers
- Small-group or targeted support sessions

Where a student's English language proficiency is determined to significantly impact their ability to access learning, they may be withdrawn from mainstream classes for up to two lessons per week, at the discretion of the Support Department, to participate in targeted English language acquisition support. This provision will continue until the student is able to engage more effectively with the curriculum within the mainstream classroom.

In Grades 9–12, students are expected to demonstrate a higher level of English language proficiency, consistent with the academic demands of the curriculum. This expectation is reflected in the school's admissions process. Where additional language acquisition support is required, students may access support through after-school office hours provided by the school's language support teachers, enabling them to receive targeted assistance and guidance tailored to their individual needs.

EAL teachers collaborate closely with MYP and High School subject teachers to ensure instruction, assessment, and expectations are appropriately adapted to support language development while maintaining academic rigor.

Learners may receive accommodations such as additional time or approved language tools when recommended through Student Support Services.

Placement and Exit

Students receiving EAL support are regularly assessed in reading, writing, speaking, and listening. Progress is monitored collaboratively by EAL specialists, subject teachers, and school leadership. When a student demonstrates grade-level proficiency across language domains, they may be transitioned out of specific skill classes or the EAL program entirely. Students exiting EAL are placed on a monitoring period to ensure continued academic success in mainstream classes.

IB Alignment

EAL support ensures that students can access and engage fully in the IB MYP, DP, and the US High School Diploma pathway.

Academic Honesty

Academic honesty is fundamental to personal integrity and respect for the work of others. At ACS, students are expected to act with honesty and responsibility, ensuring that all submitted work is authentic and accurately reflects their own understanding and abilities. As access to information and emerging technologies, including artificial intelligence, continue to evolve, students must develop age-appropriate skills in responsible research, citation, collaboration, and independent work. Academic honesty expectations apply across all grade levels and in all learning contexts, not only during external assessments or examinations.

Violations of academic honesty may include malpractice, plagiarism, collusion, and falsification.

Malpractice

Malpractice is described as behavior that results, or may result, in a candidate gaining an unfair advantage in an assessment component.

The component may be a(n):

- piece of independent learning
- quiz
- test
- practical
- essay
- artefact e.g., painting, sculpture, model
- exam

Plagiarism

Plagiarism is the representation of the ideas or work of another person as your own.

Examples include, but are not limited to:

- Non-original work that is not cited and appropriately referenced in submissions. This includes the use of generative AI (see AI Policy)
- Copying information from a book or website
- Misuse of quotation marks, paraphrasing, and in-text citations making authorship unclear

- Failure to identify source elements of nonverbal work (e.g. painting, dance, photo, proof, musical composition, etc.) from which you have derived your work
- Using online language translators, unless explicitly allowed

Collusion

Collusion is supporting malpractice by another candidate, such as allowing your work to be copied or submitted for assessment by another candidate.

Examples of collusion include, but are not limited to:

- Helping someone else cheat both deliberately and through support
- Allowing your work to be copied and/or submitted by another student, including homework assignments
- Using the “divide and conquer” approach in which you are not the author of the entire assignment given by the instructor unless collaboration is part of the assignment
- Representing significantly unequal work as an equal collaboration
- Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future
- Sharing information about assessment content and questions with other students
- Sharing passwords

Falsification

Falsification is changing information for unfair gain. Falsification examples include, but are not limited to:

- Falsifying data
- Altering grades
- Adding one’s name to work in place of another

Attendance

Regular attendance is essential to academic success, personal responsibility, and community accountability. Consistent presence in class supports continuity of learning, collaboration, and student well-being.

ACS Doha expects students to attend school daily and to arrive on time prepared to engage fully in their learning.

Attendance is reported on mid-year and end of year reports, and is part of the student's official record and transcript. All absences from school are reported, including both excused and unexcused absences. Tardies and early dismissals are also part of the official school record.

Attendance Expectations

Students are expected to attend at least 90% of the academic year or their enrollment period. This means a student may miss no more than 18 school days per year. 18 days of missed school is a significant amount of lost instructional time and this negatively impacts students and our school community.

Course/Period Attendance: In Middle and High School, each class period takes attendance each day. Students are required to attend 90% of their enrollment period for each class period. While ACS Doha distinguishes between excused and unexcused absences, it is important to note that all absences—regardless of reason—can negatively impact a student's academic progress, as well as the overall culture and climate of our school.

We strongly encourage families to partner with us to ensure students are present to the greatest extent possible. If a student is experiencing academic or social-emotional challenges, attendance will be one of the first areas we review together.

Whenever possible, families are asked to avoid taking students out of school during scheduled school days. For example, purposefully scheduling doctors' visits outside of school time, and not picking up students early from school goes a long way to helping students attend school consistently.

Absences exceeding 10% of the academic year or absences exceeding 10% of an individual class/course will result in consequences, up to and including:

- Attendance Probation/Contract
- Retention (must repeat the grade level)
- Loss of course credit for 9-12th grade
- Denial of re-enrollment

All absences, both excused and unexcused count toward the 10% threshold. School-related absences (e.g., competitions, school teams, field trips, school-sponsored events) are considered excused and do not count toward the 10% threshold.

Attendance is monitored regularly. Families will be notified if attendance concerns arise so that appropriate supports may be implemented.

Reporting Absences

If a student will be absent, a parent or guardian must notify the school before 8:00 a.m. on the day of the absence.

Absences may be reported by:

- Email to the MHS Attendance Office (MHAttendance@ACSDoha.School)
- Submission through Toddle

Failure to report an absence will result in the absence being recorded as unexcused until documentation is received. Parents will be notified when a student has been marked unexcused. Parents have one week following the absence to provide documentation, otherwise the absence will be marked as unexcused. The school will not go back over unexcused absences that are older than two weeks regardless of documentation provided. They will remain on the system as unexcused absences.

The school may request additional documentation when absences are frequent or prolonged. ACS School Leadership reserves the right to determine whether an absence is to be marked as excused or unexcused. In cases of severe illness and other unique circumstances, ACS School Leadership reserves the right to determine the proper course of action.

Excused Absences

Excused absences include:

- Illness (with medical documentation when requested)
- Medical or dental appointments
- Family emergencies

- Nurse Clinic (with valid reason)
- Religious observances
- School-sponsored activities
- Other circumstances approved by school administration

Students are responsible for contacting teachers to obtain and complete missed work within established timelines.

While the absence will be marked as excused, it is important to remember that all absences count toward the 10% attendance threshold and may result in academic and other consequences. Repeated excused absences will lead to administrative review, attendance contracts, parent meetings, loss of credit and or denial of re-enrollment.

Unexcused Absences

Unexcused absences include:

- Failure to notify the school of an absence
- Absences without valid reason
- Oversleeping
- Not feeling like coming to school
- Just not feeling well when no symptoms exist and without medical documentation
- Abusing the Nurse Clinic
- Travel not approved by the school
- Skipping class or leaving campus without permission
- Students who miss more than 50% of a class
- Students who are more than 10 minutes late to a class without a valid written excused pass
- Other reasons per school leadership discretion

All absences count toward the 10% attendance threshold and may result in academic and disciplinary consequences. Repeated unexcused absences will lead to administrative review, attendance contracts, parent meetings, loss of credit or denial of re-enrollment.

ACS Administration reserves the right to determine the category of all absences, and stresses that all absences, regardless of being labeled as excused or unexcused count toward the 10% maximum absence rule.

Late Arrivals

Students are expected to arrive at school and to each class on time.

Any student arriving after 7:30 a.m. must report to the MHS reception to be marked tardy by the receptionist. Patterns of repeated tardiness are monitored by the MHS Leadership Team.

Tardies – Late to School or Late to Class

Excused Tardy

An excused tardy may be granted for unavoidable circumstances such as illness, medical appointments, vehicle breakdowns, or documented emergencies.

Faculty and staff may also issue an excused tardy when appropriate (e.g., a student completing an exam). In these cases, communication between staff is required, and the student must be provided with a pass.

Unexcused Tardy

An unexcused tardy is recorded for avoidable reasons such as oversleeping or delays due to traffic, or when a student is simply late to class

- Students are allowed five minutes to pass between classes and must be in the classroom before the final bell. Students arriving after the bell without a pass for an approved reason will be marked tardy.
- A student arriving more than 10 minutes late to a class will be marked absent (unexcused) unless documentation is provided by a staff member or the school office.

Consequences for Tardiness

- Every three tardies in a single class will result in a one-hour after-school detention.
- Students who demonstrate a pattern of persistent tardiness may be required to attend a meeting with school administration and parents to develop an improvement plan.

Failure to attend a scheduled detention may result in:

- Additional detention
- Parent/guardian contact
- Loss of school privileges
- Suspension for repeated noncompliance
- Denial of re-enrollment

Skiping Class

Skiping class or being out of class without permission disrupts learning and creates safety concerns. Regular attendance and being present in class are essential to academic success and community accountability.

Students are expected to:

- Arrive on time
- Remain in class for the full period
- Use hallways during class time only with a signed pass that includes date and time
- Not remain in hallways more than five minutes after the start of class without approved permission

The following behaviors constitute violations of the school's attendance policy and Code of Conduct:

- Skiping class
- Leaving class without permission
- Being in the hallway without a valid pass
- Using the bathroom/nurse or other office to avoid class
- Remaining in the hallway beyond the approved time

Each incident will result in a one-hour after-school detention.

Failure to attend assigned detention will result in:

- Additional detention
- Parent/guardian contact
- Loss of privileges
- Suspension for repeated noncompliance
- Denial of re-enrollment

Early Dismissal Procedures

To ensure student safety and minimize disruption to learning, the following procedures apply when a student needs to leave school early.

Requesting Early Dismissal

Parents or guardians must submit a written request before 10:00 a.m. on the day of the early dismissal. Requests may be submitted by:

- Email to the MHS Attendance Office (MHSattendance@ACSDoha.School)
- Toddle (absence or early leave request submission)
- Early dismissal requests are not accepted by phone. Parents or guardians may come to the school in person at any time to sign out their child if necessary.

Early Leave Process

When written notice from a parent or guardian is received before 10:00 a.m., the student will receive an Early Leave Pass indicating the approved dismissal time. Students are permitted a maximum of three (3) Early Leave Passes per semester.

After three Early Leave Passes have been used, students may leave early only if a parent or legal guardian comes to the MHS Reception desk to sign them out in person. In these cases, students must leave campus with their parent or legal guardian. Students may not leave with siblings, relatives, drivers, nannies, or friends.

Students who receive prior approval from the principal for early dismissal due to medical, athletic, or other approved reasons are not subject to this limit. Early dismissals due to illness, as determined by the school nurse, also do not count toward the three-pass limit. In these situations, the nurse will contact the parent or guardian directly to arrange dismissal.

Early Leave Pass Process

- Parent/guardian notifies the school before 10:00 a.m., providing the reason for early dismissal, the pickup time, and the name of the person signing the student out.
- The office issues an Early Leave Pass (maximum of three per semester).
- The student presents the pass to their teacher at the approved time.
- The student reports to the MS/HS Office or Reception to sign out.
- The student exits campus through the security gate.

Early Dismissal After 1:30 p.m.

Early dismissals after 1:30 p.m. are strongly discouraged to protect end-of-day routines and ensure campus safety.

If a student must leave after 1:30 p.m., a parent or legal guardian must sign the student out in person at the office. Early Leave Passes will not be issued after 1:30 p.m. based on phone calls, email, or Toddle requests.

Students who leave campus without following these procedures will be subject to disciplinary action in accordance with school behavior guidelines.

Excused Absence for Athletic Competition

Students participating in school-sponsored athletic competitions or events will be marked excused.

Students are responsible for:

- Communicating with teachers in advance
- Completing missed work within agreed timelines

Repeated failure to complete academic responsibilities may affect eligibility for future participation.

Senior Attendance Requirement

Senior students are expected to maintain attendance consistent with school policy throughout the academic year.

Failure to meet the 90% attendance requirement may impact:

- Eligibility for graduation ceremonies
- Participation in senior events
- Award recognition

All seniors must remain in good academic and attendance standing to participate in commencement-related activities.

Attendance and Academics

Attendance directly impacts academic performance. Students who attend school regularly do better than those who have frequent absences. Frequently leaving school early or arriving late is disruptive to the school environment and often results in poor academic performance.

Students who are absent are responsible for:

- Obtaining missed assignments
- Completing summative assessments within established timelines
- Scheduling make-up work promptly

Unexcused absences may result in:

- Reduced credit for missed assessments
- Inability to make up certain in-class activities
- Loss of credit
- Being dropped from a course
- Being placed on an attendance contract
- Denial of re-enrollment

Teachers will provide reasonable opportunities to complete missed work for excused absences while maintaining consistent academic standards.

Communication

At ACS Doha, strong communication supports student success, builds trust, and strengthens our school community. We are committed to keeping families informed in ways that are clear, timely, respectful, and supportive of student learning and well-being. We value two-way communication and encourage open dialogue between families and the school. Our communication reflects our commitment to international-mindedness and respect for the diverse cultures represented in our community. We ask all members of our community—students, parents, and staff—to use official channels and to communicate in a professional and solution-focused manner.

Parent–School Communication

Clear and consistent communication between home and school is essential to student learning and wellbeing. ACS Doha provides structured communication channels and regular updates to ensure families stay informed and connected.

Official Communication Channels

ACS Doha uses the following approved platforms for school communication:

Toddle (PK3–Grade 12)

Toddle is our core learning platform and provides:

- Weekly learning updates
- Digital portfolios
- Messages between teachers and families
- Unit and assessment information
- Homeroom/classroom announcements
- Calendar entries
- Attendance tracking and reporting

Parents receive guidance on accessing and using Toddle at the start of the academic year or upon joining the school.

PowerSchool (Grades 1–12)

PowerSchool is our Student Information System (SIS) used to access:

- Timetables
- Grade reports
- Attendance records
- Academic progress snapshots

Email

The primary method for individualized communication between staff and parents.
Used for:

- Academic or behavioral concerns
- Scheduling meetings
- Clarifying questions
- Formal notices

Please use official school email addresses only. Staff aim to respond within 24–48 working hours. Staff are not expected to respond outside of working hours.

Telephone

Used for urgent, sensitive, or confidential matters that require immediate discussion. All calls should come via the school switchboard whenever possible.

SMS Alerts (Emergency Only)

Used for:

- School closures
- Weather alerts
- Emergency instructions
- Urgent health or safety updates

Please ensure your contact information is always up to date.

School Website

Our website (www.acsdoha.school) provides:

- Key policies
- Academic calendars
- Event announcements
- Admissions information
- School-wide updates

Social Media

Official ACS Doha social media accounts share celebrations, achievements, and public-facing school news.

No student-specific concerns or confidential matters may be communicated through social media.

Instagram: @acsdohaschool

Facebook: @acsdoha

TikTok: @acsdohaschool

LinkedIn: ACS Doha School

WhatsApp (PSO Grade-Level Groups)

Grade-level WhatsApp groups are coordinated by Parent-School Organization (PSO) representatives for:

- Reminders
- Community announcements
- Non-confidential updates

Participation is optional. These groups are not official school communication channels for academic, behavioral, or student-specific matters.

Scheduled School Communications

ACS Doha provides consistent, predictable communication throughout the year:

Weekly Updates (Toddle)

Homeroom and classroom updates are shared through Toddle and include key reminders and important information related to day-to-day learning.

Newsletter

A newsletter from Senior Leadership provides whole-school updates, upcoming events, and highlights from academic and co-curricular programs.

Academic Reports

Formal academic reports are issued according to the annual academic calendar. These reports provide a clear overview of student progress and achievement.

Parent-Teacher-Student Conferences

Conferences are held at least twice per year to support ongoing communication about student learning.

- PK3–Grade 5: Parent–teacher conferences
- Grades 6–12: Student-led or parent-teacher conferences

Families may request additional meetings as needed. On conference days, learning may follow an alternative schedule or asynchronous format.

Parent Workshops

Throughout the year, ACS Doha offers workshops to support families in areas such as:

- Teaching and learning approaches
- Digital safety
- Positive behavior strategies
- Well-being and counseling
- Curriculum and assessment

Parents may request workshop topics by contacting the Head of School or relevant Coordinator.

Communication Expectations

Student

Students are expected to:

- Check school email, Toddle, or assigned communication channels regularly
- Share important school communications with parents/guardians
- Communicate respectfully with teachers, peers, and staff
- Use school-sanctioned tools (e.g., email, Toddle) for academic questions and communication
- Seek clarification appropriately when unsure about homework, deadlines, or expectations

Parent/Guardian

Parents/guardians are expected to:

- Keep contact information current (email, phone, emergency contacts)
- Read weekly and monthly updates
- Communicate respectfully and professionally
- Use official school channels rather than personal messaging applications
- Schedule meetings in advance (teachers cannot meet unannounced during class or supervision duties)
- Raise concerns promptly through appropriate pathways
- Support their child's learning by attending conferences and following up on feedback
- Follow our Communication Pathway

Staff

Staff members are expected to:

- Communicate clearly, professionally, and respectfully
- Respond within 24–48 working hours
- Keep records of significant communications
- Maintain confidentiality and appropriate boundaries
- Use only school-approved channels and accounts
- Ensure accurate, timely updates on Toddle and PowerSchool
- Notify parents promptly about significant academic, behavioral, or well-being concerns

Parent-School Organization (PSO)

The PSO is a valued part of our school community. It supports family engagement through:

- Organizing community-building events
- Supporting new families
- Sharing nonconfidential reminders

PSO does not handle individual student concerns or disciplinary matters. Those must go through official school channels.

Volunteering

Volunteering is a wonderful way for parents to engage with the school community and contribute to student learning experiences.

Parents are warmly encouraged to volunteer. Opportunities include:

- Assisting with events
- Library support
- Classroom visits when invited
- Reading programs
- Field trip chaperoning (subject to background checks)

All volunteers must:

- Sign in at reception
- Wear visitor identification
- Follow safeguarding protocols
- Avoid unsupervised one-on-one contact with students

Communication Pathway

ACS Doha follows a Tiered Escalation Model to ensure issues are resolved efficiently and at the appropriate level. Before a meeting at a higher tier will be scheduled, parents will need to first meet with the tier most appropriate to the particular issue.

Tier 1 – Classroom/Homeroom Teacher

For:

- Academic concerns
- Classroom behavior
- Homework, assessments, and general progress

Tier 2 – Coordinator, Counselor, or MHS Leadership

For:

- Repeated or ongoing concerns
- Behavioral/Pastoral/well-being issues
- Academic program concerns
- Multiple or ongoing teacher issues

Tier 3 – Senior Leadership Team

For:

- Unresolved concerns from Tiers 1–2
- Serious unresolved behavior or well-being matters
- Policy-related issues

Tier 4 – Head of School

For:

- Unresolved concerns from Tiers 2-3
- Complex, sensitive, or unresolved matters requiring executive decision-making

All formal complaints follow the ACS Doha Complaints Policy, accessible on the school website and outlined below:

Complaints Policy

ACS Doha has a clear, robust Complaints Policy that reflects our commitment to transparency and accountability.

- Concerns must first be raised through the school's Communication Pathway
- Issues should follow the Communication Pathway
- The Ministry of Education requires school-level resolution before external escalation
- Unresolved matters may be reviewed by the Complaints Committee

We take all complaints seriously and aim to resolve them promptly and fairly. For details, please refer to the full Complaints Policy.

Complaints and Grievance Procedure

ACS Doha believes that open communication and strong partnerships between families and the school are essential to student success. Most questions or concerns can be resolved quickly through respectful and timely communication.

Parents are encouraged to address concerns using the following communication pathway:

1. Teacher or Staff Member – Concerns regarding classroom learning, assignments, behavior, or daily routines should first be discussed directly with the teacher or staff member involved.
2. Assistant Principal or Coordinator – If the concern is not resolved, or if additional support is needed, families should contact the appropriate Assistant Principal, Coordinator, or Counselor.
3. Principal – Matters that remain unresolved may be referred to the Division Principal.
4. Head of School – Concerns involving school-wide issues or those that have not been resolved through the previous steps may be referred to the Head of School.

We ask that all concerns be raised respectfully and professionally. The school is committed to investigating concerns fairly, listening to all parties involved, and responding in a timely manner. Anonymous complaints will be reviewed when sufficient information is provided, although they may limit the school's ability to investigate fully.

The school reserves the right to conclude a matter once it has been appropriately reviewed and a final decision has been communicated.

Emergency Communication

In emergencies, ACS Doha may use:

- SMS alerts
- Email updates
- Website announcements
- Direct phone calls (when required)

Parents should not come to campus during emergencies unless specifically instructed to do so. All emergency procedures follow Qatar MOEHE regulations and the school's Crisis Management Plan.

Digital Communication and Social Media Standards

ACS Doha promotes safe and responsible digital conduct. Digital communication should reflect the same respect and professionalism expected in face-to-face interactions.

- Staff do not communicate with students or parents through personal social media accounts
- Families should not post confidential school matters or images of other students online
- Student image consent is collected annually

Student Expectations

Dress Code

ACS Dress Code and Uniform Expectations (2026–2027)

The personal appearance of ACS students should reflect respect for the school community, the learning environment, and the cultural context of Qatar. Beginning in the 2026–2027 school year, ACS will enforce a mandatory school uniform.

Importantly, this is not a traditional, restrictive uniform. Students will have significant flexibility in how they meet expectations, choosing from a wide range of approved ACS-branded items, including polos, T-shirts, sweaters, athletic wear, club apparel, and specialized class shirts. All clothing should be neat, modest Dress, and aligned with school expectations, with ACS colors—navy, red, and white—providing a unified look.

Students may also choose to wear approved national dress in accordance with Ministry guidelines. In these cases, students who chose to wear national dress must wear their current ACS photo ID on an ACS-issued lanyard, displayed outside of their clothing and clearly visible. Students will need to purchase any replacement lanyards or ID's.

Student Identification (ID) Cards: All ACS Students in grades 6–12 will be issued a school student identification card. Students who are in ACS uniform do not need to carry the ID card with them as the uniform identifies them as an ACS Student. Students who choose to come to school in national dress must wear the ID on a lanyard worn around the neck to identify them to all staff on campus as an ACS Student. The ID card must be the school-issued ID and will have the student's most recent school photo and their name and graduation year. Students who lose their ID must purchase a replacement from finance at their expense. Students in national dress who fail to wear their id badge on a lanyard around their neck on the outside of their clothes will not be allowed to enter the campus, and will receive disciplinary consequences, including but not limited to detention, suspension, and denial of re-enrollment.

Students must show ID or give their name at the request of staff. Staff are allowed to photograph the Student Identification Card only (not the student themselves) for the purposes of identifying or reporting the student if needed. Students who do not comply will be subject to a serious disciplinary action (level 3 behavior infraction, including out of school suspension), as this is a school safety and security issue. If the student persists in not showing ID or carrying/wearing ID, the student will not be allowed to re-enroll for the next academic year.

At all times while at school students are expected to be in proper attire—either wearing the ACS uniform correctly or approved national dress with ID. Students who violate the dress code will be required to change or will be sent home and subject to disciplinary action.

Student dress becomes a school concern if it disrupts the educational environment, compromises safety, is offensive or inappropriate to others, or goes against the Code of Ethics for Qatar. Students should dress in a way that supports a focused, safe, and respectful learning atmosphere. This dress code applies to all students and is enforced equitably. Clothing and uniform items must be neat, clean, in good condition, and appropriate for school activities.

The following guidelines apply to students in Grades 6 through 12, in line with MOEHE Circular No. (18) of 2024:

- Clothing must cover the body from shoulders to knees. Tops must have short or long sleeves (half-length or full-length).
- Clothing must be modest, appropriately fitted, and not transparent.
- **Grade 6 (girls):** Long trousers, or a knee-length skirt/dress. If a skirt, or dress is worn, it must be paired with opaque socks ("Hula Hoop").
- **Grade 6 (boys):** Trousers or shorts, not higher than the knee.
- **Grades 7–12 (girls):** Trousers, or a knee-length skirt/dress worn with opaque socks ("Hula Hoop"), or an ankle-length skirt/dress (which does not require socks underneath).
- **Grades 7–12 (boys):** Trousers must be worn for regular school classes. Shorts are permitted for PE and swimming only and must be knee-length.
- Ripped or torn clothing is not permitted, regardless of where the tear is located.
- Shoes must be safe and appropriate for a school environment; open-toed shoes are not permitted.

If there is uncertainty about whether an item meets expectations, students should refer to the full ACS Uniform Guidelines or consult the MHS office or Principal.

Failure to comply with the dress code will result in progressive disciplinary action. Students who repeatedly fail to adhere to expectations, despite interventions and consequences, will jeopardize their continued enrollment at ACS and will not be allowed to re-enroll.

Physical Education (PE) Dress Code

To support safety, hygiene, and active participation in Physical Education classes, all students in Grades 6–12 are required to follow the ACS PE dress code, in line with MOEHE Circular No. (18) of 2024.

- **ACS PE Uniform:** Students have the opportunity to purchase and wear the official ACS-approved PE uniform during PE classes. Students who wish to purchase their own PE-appropriate attire may do so, but it must follow the PE uniform guidelines and have the ACS logo affixed.
- Students who choose to wear alternative PE attire must ensure that it complies with the ACS PE uniform guidelines, applicable Ministry requirements, and has the ACS logo affixed, where required.
- **Tops:** A sports shirt is required for all students.
- **Bottoms for Boys (Grades 6–12):** Sports trousers or shorts, which must not be higher than the knee.
- **Bottoms for Girls (Grade 6):** Sports trousers or shorts, which must not be higher than the knee.
- **Bottoms for Girls (Grades 7–12):** Wide sports trousers or shorts, not higher than the knee, worn together with sports tights.
- PE shorts must be at least knee-length for all students.

Swimming Attire (Grades 6–12)

- **Boys:** Swimming clothing (long or short sleeve), which must not be higher than the knee.
- **Girls:** Swimming clothing (long or short sleeve), which must not be higher than the knee.

Changing

Requirement:

Students need to change into their PE uniform at the start of each class and change back into their regular school uniform after class. Students will be allowed to wear their PE kit as part of their school uniform as long as it conforms to the ACS Dress code and the Code of Ethics of Qatar.

- **Preparedness:**
Students who do not have the proper PE uniform will not be permitted to participate fully in class activities and will be subject to follow-up actions.

If there is uncertainty about whether an item meets expectations, students should refer to the full ACS Uniform Guidelines or consult the MHS office or Principal.

Adhering to this expectation helps ensure a safe, respectful, and productive learning environment for all students.

Failure to comply with the PE dress code will result in progressive disciplinary action. Students who repeatedly fail to adhere to expectations, despite interventions and consequences, will jeopardize their continued enrollment at ACS and will not be allowed to re-enroll.

Driving/Parking

Students who drive to school are expected to follow all traffic laws and school guidelines to help keep our campus safe. Students who wish to park their car on campus must apply for and be approved to obtain a student parking pass. Students should park responsibly and with consideration for others. Safe, courteous driving is expected at all times on campus, including during arrival and dismissal. The school is not responsible for vehicles or personal belongings left in cars. Students who do not exhibit responsible and safe driving or parking will lose their parking privileges and be subject to further disciplinary action.

Bus Behavior

School buses are an extension of the school campus, and students are expected to follow the same standards of respectful behavior while riding the bus. Positive bus behavior helps ensure a safe and comfortable ride for all.

Bus Rules:

- Be on time to help keep the bus on schedule
- Board and depart from the bus in a safe and orderly manner
- Follow the driver's instructions at all times
- Remain seated and keep aisles clear while the bus is in motion
- Do not distract the driver
- Do not engage in behavior that endangers yourself or others
- Do not bring food, beverages, animals, tobacco, chemicals, weapons, or hazardous objects on the bus
- Speak and act courteously
- Help keep the bus clean and safe

Assembly Behavior

Assemblies are an important part of school life and provide opportunities for learning, celebration, and community connection. All students are expected to attend assemblies and represent ACS with respect and maturity.

Students should enter and exit assemblies in an orderly manner, remain seated unless directed otherwise, and give their full attention to speakers or performers. Courtesy toward guest presenters, staff, and fellow students is expected at all times. Disruptive behavior, inappropriate use of devices, or actions that distract from the program are not permitted.

Participation in assemblies reflects our shared responsibility to maintain a respectful and positive school environment. Students who disrupt or fail to adhere to expectations and staff directions will be subject to disciplinary actions and will not be allowed to participate in assemblies, activities, and events.

On-Campus College Representative Visits

On-campus college representative visits provide students with valuable opportunities to learn about universities and ask questions in an informal setting. Students are encouraged to take advantage of these visits and to engage with representatives in a respectful and professional manner.

Students should be polite, attentive, and considerate of others who are waiting to speak. Conversations and conduct should reflect maturity and good judgment. As these visits are a privilege, students are expected to represent themselves and ACS positively. Respectful participation helps ensure that universities continue to visit and connect with our school community. Students who fail to meet these expectations will not be allowed to attend future events.

Cell Phones

ACS maintains a no-phone policy during the school day. Students who choose to bring a phone to campus do so at their own responsibility. The school cannot and will not assume responsibility for the loss, theft, or damage of personal belongings, including cell phones. Cell phones may not be in a student's possession at any time during the school day.

Upon entering the Middle or High School entrance, students must immediately place their phone in a school-approved padded and lockable phone pouch labeled clearly with their name and graduation year, and then place their cell phone and pouch into their assigned grade-level phone bin. Phones must remain in the bin for the duration of the school day and may be collected at 2:20 p.m. upon exiting the school. At no time, either before or after school, are students allowed to use their cell phones in the school building without direct supervision and permission of the school leadership.

The following expectations apply:

- Phones must be deposited immediately upon entering the building.
- Phones must be in a school-approved, lockable pouch, with name and graduation year clearly labeled.
- Phones may not be carried or stored in backpacks, pockets, jackets, purses, lockers, or any other personal belongings during the school day.
- Phones may not be accessed at any time during the school day without direct supervision and explicit permission of school leadership.
- ACS is not responsible for lost, damaged, or missing devices. Students bring phones at their own risk.
- An ACS phone pouch may be purchased from the Finance Office for 50 QAR to provide additional protection while stored in the phone bin- students are allowed to bring their own similar, lockable phone pouch.
- Failure to comply with this policy will result in disciplinary action in accordance with school behavior guidelines.

Accountability and Consequences

To maintain a phone-free school environment, this policy will be strictly enforced.

If a phone is visible, heard, or reasonably suspected to be in a student's possession during the school day, the student must immediately surrender the device to a staff member. Failure to comply will be considered insubordination and will result in additional disciplinary consequences.

Phone Holds

- First violation/warning: The phone will be held by the school for three (3) school days or released only to a parent or guardian who collects it in person.
- Second violation/warning: The phone will be held for seven (7) school days, and a parent or guardian meeting will be required.
- Repeated violations: The phone will be held for the quarter (9 weeks) or semester (18 weeks). Additional disciplinary consequences will apply, which may include suspension or denial of student re-enrollment.

Money and Valuables

Students are strongly discouraged from bringing valuable items to school, including jewelry, large sums of money, or personal electronics. The school cannot and will not assume responsibility for the loss, theft, or damage of personal belongings.

Students are responsible for safeguarding their own property while on campus.

Public Displays of Affection (PDA)

As a school community in Qatar, students are expected to always respect local cultural norms and school values as well as adhere to the Code of Ethics of Qatar. Public displays of affection (PDA) are prohibited on campus or at school-sponsored events. This includes behaviors such as kissing, prolonged physical contact, or other displays that may make others uncomfortable. Students will receive disciplinary action for PDA up to and including suspension from school and or not being allowed to re-enroll. Friendly, respectful interactions are always encouraged, and students are expected to maintain appropriate boundaries to help ensure a safe and respectful environment for everyone.

Senior Privileges

Each year, the senior class may be granted certain privileges that reflect their maturity, leadership, and role within the school community. Requests for senior privileges may be submitted through grade-level representatives in consultation with High School administration. Final approval of all senior privileges rests with school leadership.

Examples of senior privileges may include:

- Access to designated senior spaces (e.g., senior lounge or study area)
- Senior parking privileges, where applicable
- Participation in senior-only events or traditions
- Modified schedule privileges, if approved
- Special recognition activities associated with graduation
- Off Campus Pass/Early Leave Pass with written parent permission

When privileges are approved, students and their parents or guardians will be required to sign an agreement outlining the expectations and conditions associated with those privileges. Senior privileges are contingent upon maintaining positive academic standing, attendance, and conduct. Privileges may be modified, suspended, or revoked at any time and at the sole discretion of school leadership if expectations are not met or even for undisclosed reasons.

The school reserves the right to adjust senior privileges annually and throughout the year based on school policies, safety considerations, and community needs.

Leaving Campus

ACS Doha operates as a closed campus. Students are not permitted to leave school grounds during the regular school day without prior authorization.

Students may leave campus only when excused for early dismissal by a parent or legal guardian in accordance with established school procedures. Students who leave campus during the school day will be marked absent for any remaining classes and are subject to disciplinary measures.

Students may reenter campus and have attendance adjusted to reflect class presence only if:

- Documentation of an off-campus appointment is provided upon return
- Attendance adjustment is approved by a High School administrator.

In the absence of written authorization, a student will be permitted to leave campus only when a parent or legal guardian is present in person to sign the student out and obtain a gate pass.

If a student becomes ill during the school day, the student must report to the nurse. The nurse will contact a parent or guardian and issue a gate pass if early dismissal is required.

Leaving campus without authorization constitutes a violation of school supervision and attendance expectations and will result in disciplinary action.

Student Code of Conduct – Management of Student Behavior and Disciplinary Process

ACS Doha is committed to maintaining a safe, respectful, and orderly learning environment. Student behavior is addressed in a manner that is fair, proportionate, restorative, and aligned with school policy and the regulations of the Qatar Ministry of Education and Higher Education (MOEHE), including the Code of Ethics of Qatar.

Student behavior is guided by the IB Learner Profile and our Core Values. We expect students to act as principled, caring, and reflective members of the community, demonstrating respect for themselves, others, and the learning environment.

Responses to misconduct are guided by the Behavior Matrix and consider the severity, frequency, intent, and impact of the behavior, as well as the age and developmental stage of the student.

Guiding Principles

Student behavior at ACS Doha is shaped by our Core Values and the ACS Way:

Core Values

- Imagine Better
- Welcome Everyone
- Aim High and Make It Happen
- Work Together
- Act with Kindness

The ACS Way

- Be Your Best
- Be a Learner
- Do the Right Thing
- Represent Us Well, Always

These values guide expectations for conduct, decision-making, and relationships across all aspects of school life.

This section aligns with key school policies, including the Academic Honesty Policy, Technology Acceptable Use Policy, Athletic and Travel Agreements, Attendance Policy, and the Code of Ethics of Qatar.

Scope of Application

This Code of Conduct applies:

- On school grounds and school property
- During school-sponsored activities, trips, and events
- On school buses or school-contracted transportation
- At bus stops and designated arrival/departure areas
- While traveling to or from school
- In digital spaces or off-campus locations when conduct materially disrupts the school community or impacts student safety

Students remain representatives of ACS Doha during all school-related activities.

The school does not assume supervision or liability beyond school-sponsored contexts.

Responsibility and Accountability

Students are expected to take responsibility for their actions and their impact on others.

Accountability is essential for personal growth.

ACS recognizes that students are developing individuals. When mistakes occur, the focus is on reflection, learning, restoring relationships where appropriate, and preventing recurrence.

When consequences are required, they will be:

- Proportional to the behavior
- Consistent with school policy
- Progressive when patterns persist
- Applied with consideration of developmental circumstances and age

Student Rights

Students have the right to:

- Respectful communication
- A safe and supportive learning environment
- A fair and consistent process
- Appropriate confidentiality
- Access to appeal procedures (after initial disciplinary actions have been served- for example, a student who is suspended must serve the suspension fully before making an appeal)

Behavior for Learning

At ACS Doha, positive behavior is essential for effective learning. Our approach is grounded in the IB Learner Profile, the ACS Core Values, and a commitment to high expectations, accountability, and student growth.

We believe all students can learn to make responsible choices. Behavior is viewed as both conduct and an opportunity for development.

Our approach emphasizes:

- Respect for self, others, and the learning environment
- Accountability and responsibility
- Restoration when harm occurs
- Clear and consistent expectations
- Recognition of effort and growth
- Partnership among students, families, and staff

Behavior Expectations (IB Learner Profile)

Students are expected to:

- Be Caring: Show empathy and respect
- Be Principled: Act with integrity and take responsibility
- Be Reflective: Learn from experiences and choices
- Be Knowledgeable: Understand the impact of actions
- Be Open-Minded: Value diverse perspectives
- Be Balanced: Manage time, emotions, and responsibilities
- Be Thinkers: Consider consequences before acting
- Be Communicators: Express ideas respectfully
- Be Inquirers: Demonstrate curiosity and engagement
- Be Risk-Takers: Approach challenges with confidence

These expectations are modeled by staff and reinforced through relationships, routines, and classroom agreements.

Promoting Positive Behavior

Positive behavior is developed through:

- Explicit instruction in social-emotional skills (aligned with ATL skills)
- Clear routines and expectations

- Recognition of positive contributions
- Opportunities for reflection and dialogue
- Restorative conversations

Restorative Practices and Discipline

ACS Doha uses a restorative approach to behavior. When concerns arise, students are supported to:

- Reflect on what happened
- Understand the impact of their actions
- Take responsibility
- Repair harm where possible
- Develop strategies for improved behavior

While restorative practices are central, serious or repeated behaviors may require disciplinary action in accordance with the Behavior Matrix, including probation, suspension, denial of re-enrollment, or expulsion.

The behaviors outlined in this section may result in disciplinary action; however, this list is not exhaustive, and school leaders reserve the right to address student behaviors as needed.

All incidents are documented in the school's behavior monitoring system.

Partnership with Families

Families play an essential role in supporting positive behavior. The school will communicate concerns and progress as appropriate and partner with families when additional support is needed.

Families are expected to support school expectations and work collaboratively with staff to promote student growth and accountability.

Examples of Unacceptable Conduct

Violations against persons

Fighting, assault, threats of violence, harassment or bullying, discriminatory conduct, sexual harassment, intimidation, insults, or coercion.

Violations against property

Theft, vandalism, arson, littering, damage to school or personal property, misuse of fire or safety equipment, or unauthorized access to facilities.

Substance-related violations

Possession, use, distribution, or being under the influence of alcohol or illegal drugs; misuse or sharing of prescription medication; possession or use of tobacco or vape devices.

Weapons and dangerous objects

Possession or use of weapons, weapon facsimiles, ammunition, explosives, fireworks, ignition devices, or any object used in a manner that endangers others.

Academic misconduct

Cheating, plagiarism, collusion, falsification of work or records, or misuse of technology for academic dishonesty.

Disruption of the educational environment

Defiance of authority, repeated disruptive behavior, truancy, leaving campus without permission, public displays of affection, false alarms, or refusal to follow safety directives.

Technology and digital misconduct

Recording or posting images, audio, or video without permission; online misconduct that materially disrupts school operations or brings the school into serious disrepute; violations of device or acceptable use policies; cell phone violations.

Transportation and vehicle violations

Failure to follow bus or transportation rules; reckless or unauthorized driving on school property or in the school zone; failure to follow parking or traffic regulations.

Dress and conduct standards

Attire that disrupts learning or creates a safety concern, promotes illegal activities, or communicates discriminatory or obscene messages or is not in line with the Code of Ethics of Qatar.

Criminal conduct

Violations of applicable laws that impact the school community.

Students who engage in these behaviors will be supported and held accountable through the school's Behavior Matrix. Responses are guided by the principles of restoration, reflection, and responsibility, and may include suspension, expulsion review, denial of re-enrollment, or referral to legal authorities, depending on the severity of the conduct.

Disciplinary Process

When a behavioral concern arises, the school follows a structured review process appropriate to the nature of the incident.

The process may include:

- Review of the incident by the appropriate staff member or administrator
- Providing the student with an opportunity to reflect on and respond to the concern

- Gathering relevant information from individuals involved
- Documentation of the incident in official school records
- Communication with parents or guardians
- Determination of appropriate consequences and/or restorative actions

Restorative actions may include reflection meetings, mediated conversations, restorative conferences, restitution, behavior agreements, or structured support plans.

In situations involving serious misconduct or safety concerns, immediate administrative action will be taken to protect students and staff. All disciplinary decisions are made in alignment with school policy, professional judgment, and MOEHE regulations.

Disciplinary Warning

A Disciplinary Warning is a formal notice that a student's behavior has not met school expectations and requires immediate improvement. The purpose of a warning is corrective and preventative consistent with the school's restorative approach.

This measure may be used when:

- There are repeated lower-level infractions
- A moderate behavioral concern escalates
- Early intervention is necessary to prevent further misconduct

A warning includes:

- Documentation of the concern
- Parent or guardian notification
- Clear behavioral expectations
- A defined monitoring period

Disciplinary Probation and Agreement

Disciplinary Probation is a structured intervention used when a student demonstrates serious misconduct or repeated violations of school expectations.

Probation includes:

- A formal meeting with school leadership and parents
- Clearly defined behavioral expectations
- A written behavior agreement

- A monitoring period with regular review
- Possible restriction of privileges
- Denial of re-enrollment if conditions are not met

Probation/Behavior agreements are designed to provide structured support and accountability. Failure to meet probation expectations will result in suspension, denial of participation in school activities, denial of re-enrollment, or dismissal.

Detentions & Saturday School

Lunch/Break and After School Detention

Students may be assigned a detention at lunch/break or after school. Students who are assigned an after school detention will be required to attend on the day their detention is scheduled. Parents will be notified in advance as to the date and time of the detention. Students who fail to attend a scheduled detention will be assigned additional consequences ranging from additional detentions, suspensions, mandatory Saturday School to denial or re-enrollment.

Saturday School

Students may be required to attend mandatory Saturday School days under the following circumstances:

- Repeated negative behavior
- Placement on a behavior contract
- Poor attendance or placement on an attendance contract
- Missing school due to suspension from school

Saturday School will take place from 9:00 AM to 1:00 PM on designated Saturdays throughout the semester. Students are expected to bring their own lunch and a water bottle.

During Saturday School, students will be supervised by an ACS staff member and will be required to complete missing assignments and/or assigned academic or behavioral activities.

Parents will be notified in advance if their child is required to attend.

Failure to attend an assigned Saturday School may result in additional consequences, which may include further Saturday School sessions, suspension, or denial of re-enrollment.

Suspension

Suspension will be assigned for serious, violent, or repeated violations of school expectations. Suspension is intended to protect the learning environment while reinforcing accountability and safety. Suspension does not exempt students from academic responsibilities. Suspension may take one of the following forms:

In-School Suspension (ISS)

The student remains on campus but is removed from regular classes for a designated period and completes assigned academic work under supervision

Out-of-School Suspension (OSS)

The student is temporarily removed from campus for a defined period of time, typically 1-3 days depending on the severity of the violation.

When suspension is issued:

- Parents or guardians are formally notified via phone and or email
- The reason and duration are clearly communicated
- Students serving an OSS will not be allowed on campus or to attend school events or activities, including athletics and school trips
- A reentry meeting may be required prior to the student's return
- Documentation is maintained in accordance with school and MOEHE requirements
- Restorative actions may be assigned where appropriate

Dismissal (Expulsion and or Denial of Re-enrollment)

Dismissal is reserved for severe or repeated violations that:

- Threaten the safety or well-being of others
- Involve criminal or illegal activity
- Demonstrate sustained disregard for school policies
- Significantly disrupt the educational environment

Dismissal decisions are made by the Head of School in consultation with senior leadership and in accordance with school policy and MOEHE regulations. Parents or guardians are formally notified

of dismissal decisions. The school reserves the right to deny re-enrollment when continued enrollment is not in the best interest of the school community.

Reporting of Disciplinary Outcomes

Parents or guardians will be informed of disciplinary decisions in a timely and appropriate manner. Reporting may include:

- Written notification
- Phone calls and email messages
- Formal meetings
- Documentation in the school's behavior monitoring system

Records of serious disciplinary actions are maintained in accordance with school policy and applicable regulations. Information regarding disciplinary matters is treated confidentially and shared only with those who have a legitimate educational interest. Disciplinary records will not be shared with a third party without the consent of parents and or official written requests from the MOEHE.

Behavior Matrix

The Behavior Matrix provides examples of behaviors and typical responses. While the matrix offers guidance, administrative discretion may be exercised based on context, severity, student development and age or other mitigating circumstances.

Category / Stage	Definition	Examples of Behavior	Typical Actions & Consequences	Responsibility
Category 1 (Minor / Initial Misconduct)	Low-level behaviors that are disruptive or distracting but not harmful. These behaviors are typically managed within the classroom.	- Excessive talking / blurting out - Interrupting peers or teacher - Not having materials - Eating / chewing gum without permission - Misuse of device - Minor dress code violation - Brief PDA (hand-holding, brief hug) - Mild off-task behavior / horseplay - Inappropriate hallway behavior (running, yelling) - Failure to use language of instruction when required - Undirected inappropriate language - Prolonged unexcused absence from class - Being out of area - Not having a hall pass	- Verbal reminder / warning - Reteaching expectations - Seat change - Reflection activity - Teacher detention / loss of free time - After-school detention - Parent notification (if repeated) - Private restorative conversation - Behavior logged after repeated incidents	Teacher / Homeroom Teacher
Category 2 (Moderate / Escalation)	Behaviors that demonstrate disregard for school expectations, repeated Category 1 behaviors, or moderate disruption to learning or safety.	- Repeated Category 1 behaviors - Disrespectful tone or body language - Refusal to follow directions (insubordination) - Play fighting / excessive physical contact - Unauthorized use of elevator or entry into out-of-bounds areas - Disruptive hallway behavior	- GTL-student restorative conversation - Parent or guardian contact (by GTL) - Reflection form or behavior contract - Loss of privileges (device, activity, lunch seating)	Grade Team Leader (GTL) Principal/ Principal Designee Involvement

		- Directed inappropriate language - Low-level bullying or social exclusion - Skipping class / repeated tardiness - Misusing the nurse's office or other area of school to avoid class, etc. - Repeated dress code violations - Phone visible or accessed during the school day - Behavior that is not in accordance with the Code of Ethics of Qatar (Mild)	- Counseling referral - Detention (break, lunch or after-school) - In-School Suspension - Weekly behavior review - Phone confiscation (in accordance with phone policy)	
Category / Stage	Definition	Examples of Behavior	Typical Actions & Consequences	Responsibility
Category 3 (Major / Serious)	Behaviors that significantly disrupt safety or learning involve intent to deceive or require administrative intervention.	- Failure or refusal to show proper identification to staff when asked - Serious insubordination – i.e. refusing to follow staff directives that could put the student or others at risk of harm or contributing to a chaotic situation (i.e. trying to leave class to see a fight, etc.) - Bringing or using unsafe things to school (spray foam, silly string, water sprayers, poppers, firecrackers, etc) - Bullying or harassment (verbal, online, or social) - Fighting or physical aggression (without serious injury) - Theft or vandalism - Being in an unauthorized area or acting in a way at school that could pose a danger to self or others - Severe defiance of authority	- Principal-student-parent meeting - In-School Suspension - Out-of-School Suspension (1–3 days, or as determined) - Written behavior contract or probation - Restitution for damages - Restorative assignment - Referral to school counselor or external support services - Detention (break, lunch or after-school) - Mandatory Saturday school	Principal/ Principal Designee

		• Use or possession of tobacco or vape devices • Reckless or unauthorized driving • Prolonged PDA • Provoking or instigating physical conflict • Leaving campus without permission • Truancy (skipping class or school day) • Racist or discriminatory remarks • Recording others without consent • Misuse of images/photos/Artificial Intelligence • Dangerous driving on school grounds or in school zone • Online misconduct • Behavior that is not in accordance with the Code of Ethics of Qatar (Moderate)		
Category 4 (Critical / Severe)	Severe behaviors that pose a significant threat to safety, well-being, or the integrity of the school community. Immediate administrative intervention is required.	• Possession or use of illegal substances • Possession of weapons or weapon facsimiles (if facsimiles, used in a threatening manner) • Repeated bullying despite prior interventions • Sexual harassment • Assault causing or intending serious harm • Threats of violence or serious harm • Intimidation or extortion • Tampering with safety equipment • Arson • Gross insubordination with community-wide impact • Repeated fighting • Criminal activity affecting the school community	• Immediate meeting with Head of School, Principal, and parents or guardians • Extended suspension for up to 5 school days or pending dismissal proceedings • Extended probation • Written Behavior agreements • Reduction of school day • Safety Check -ins • Bag/belongings searches	Principal and Head of School

		• Online misconduct that materially disrupts the school environment or significantly harms the safety or reputation of members of the school community • Endangering the safety of others • Behavior that is not in accordance with the Code of Ethics of Qatar (Severe)	• Expulsion review or denial of re-enrollment • Referral to legal authorities, as appropriate	
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Behavior Definitions (Alphabetical)

The following definitions clarify terms referenced in school expectations and disciplinary procedures.

Academic Dishonesty (Major) – Cheating on assessments, plagiarizing, or falsifying significant academic work.

Academic Dishonesty (Minor) – Copying homework or low-stakes assignments.

Arson – Intentionally setting fire to property.

Assault – Physical attack intended to cause serious harm.

Bullying – Repeated misuse of power over a period of time intended to cause physical, emotional, or psychological harm often involving a power differential.

Defiance/Insubordination – Refusal to follow reasonable directions from school personnel.

Directed Inappropriate Language – Profanity or insults directed toward peers or staff.

Disrespectful Conduct – Inappropriate tone, gestures, or dismissive behavior toward others.

Disruptive Behavior – Actions that interfere with teaching and learning, including excessive talking, interrupting instruction, running in hallways, or creating disturbances, using silly-string, spraying water etc.

Dress Code Violation (Repeated) – Persistent refusal to comply with school dress guidelines.

Eating/Chewing Gum – Consuming food or gum in class without permission.

Excessive Talking/Blurting Out – Speaking out of turn, interrupting instruction.

Fighting/Physical Aggression – Physical contact or actions intended to harm, intimidate, or escalate conflict.

Fireworks/Unsafe materials – using or bringing to school any fireworks, poppers, silly string, spray foam or spray snow, water balloons, water sprayers, or other materials deemed to be unsafe for the school environment.

Harassment – Unwanted, inappropriate, or harmful behavior that causes discomfort, humiliation, or intimidation.

Horseplay/Rough Play – Playful physical behavior that disrupts learning or creates safety concerns.

Language of Instruction Expectation – Students are expected to use the designated language of instruction during class time to support learning and inclusion. Students must follow staff directives to use only the language of instruction (English) when given. Using any language to intentionally exclude others or conceal misconduct may result in disciplinary action.

Leaving Campus Without Permission – Exiting school grounds without authorization.

Low-level Bullying/Exclusion – Teasing or deliberately excluding others from groups or activities.

Misuse of Technology – Using school-issued or personal devices for non-instructional or prohibited purposes, including but not limited to inappropriate AI generated images and text, taking photos without consent, sharing photos without consent, inappropriate communication etc,

Not Having Materials – Arriving to class unprepared without required materials or assignments.

Phone Policy Violation – Possessing or accessing a phone during the school day in violation of school policy.

Play Fighting/Excessive Contact – Roughhousing that may escalate to aggression.

Possession of Banned Substances – Having or using alcohol, drugs, or illegal substances.

Possession of Tobacco or Vape Devices – Having or using tobacco or vaping products on campus.

Possession of Weapons or Facsimiles – Carrying dangerous objects or realistic imitations of weapons.

Prolonged Public Display of Affection (PDA) – Extended hugging, sitting on a partner, or other prolonged affectionate behaviors.

Prolonged Unexcused Absence from Class – Remaining outside class without authorization.

Provoking or Instigating Conflict – Actions intended to escalate disputes or encourage aggression.

Public Display of Affection (PDA) – Inappropriate or prolonged affectionate behavior in a school setting.

Racist or Discriminatory Remarks – Statements or actions targeting individuals based on race, religion, gender, identity, or other protected characteristics.

Reckless or Unauthorized Driving – Operating a vehicle in a dangerous or unauthorized manner on school property or in the school zone.

Recording Others Without Consent – Capturing and or sharing images, audio, or video of others without permission.

Skiping Class – Missing an individual class period without a valid excuse or leaving class without permission.

Stealing/Theft – Taking or attempting to take property without permission.

Tampering with Safety Equipment – Misusing fire alarms, extinguishers, or other emergency devices.

Truancy – Absence from school for a full or substantial portion of the school day without a valid excuse.

Undirected Inappropriate Language – Profanity not directed at a specific individual.

Vandalism – Deliberate damage to property.

Athletics and Activities: Overview and Philosophy

Athletics and cocurricular activities are integral to the ACS Doha educational experience. Participation beyond the classroom supports the development of confidence, resilience, leadership, collaboration, and school pride. These programs enrich academic learning and contribute to a balanced school experience. Students are encouraged to participate actively and responsibly while maintaining steady academic progress and conduct consistent with school expectations.

All programs operate in accordance with supervision and safety requirements established by the Qatar Ministry of Education and Higher Education.

Attendance and Participation

Regular attendance and full engagement in the academic program are expected. To participate in practices, rehearsals, competitions, performances, meetings, or other school-sponsored events scheduled on a given day:

- Students must attend the full school day.
- Students absent for more than half of the school day due to illness or unexcused absence may not participate on that day unless approved by school administration.

Students participating in school-sponsored events during the school day are responsible for communicating with teachers regarding missed assignments. Teachers will provide reasonable guidance to support students in balancing academic and cocurricular commitments.

Eligibility

Participation in athletics, activities, leadership programs, and school-sponsored travel is contingent upon continued demonstration of:

- Steady academic progress
- Conduct consistent with school values and the Code of Conduct
- Regular attendance
- Fulfillment of team or organizational commitments

When academic or behavioral concerns arise, the school will work collaboratively with students and families to determine appropriate support. Temporary participation adjustments may be implemented to help students restore balance and meet expectations.

School-Sponsored Travel

Participation in school-sponsored travel reflects trust and responsibility. Students represent ACS Doha and are expected to uphold school values at all times. Travel and other extra-curricular activities are privileges, and only students in good standing will be allowed to participate. The principal, along with school leadership, reserves the right to determine who can participate.

Conduct

Students participating in off-campus events must demonstrate integrity, professionalism, and respect for host institutions, cultural norms, peers, and supervising staff. School behavioral expectations remain in effect throughout the duration of the trip including the student handbook and the Code of Ethics.

Serious or repeated violations of conduct expectations will result in removal from the activity and further disciplinary review.

Permission and Academic Responsibilities

Participation in school-sponsored travel requires:

- Completed parent/guardian consent forms
- Compliance with school expectations and supervision guidelines

Students who miss class due to school-sponsored travel are responsible for:

- Communicating with teachers prior to departure when possible

- Completing missed assignments within established timelines
- Scheduling assessments as needed

Continued participation in future travel opportunities depends on a student's ability to meet academic and behavioral expectations.

Model United Nations

Model United Nations (MUN) provides opportunities for students to engage in global issues, diplomacy, and public speaking. Through research, debate, and collaboration, students deepen critical thinking and intercultural understanding.

Students representing ACS Doha at conferences are expected to prepare thoughtfully and conduct themselves with professionalism and respect.

Creativity, Activity, Service

Creativity, Activity, Service (CAS) is a core component of the IB Diploma Programme. CAS encourages students to:

- Explore creative expression
- Engage in purposeful physical activity
- Contribute meaningfully through service

Through sustained involvement and guided reflection, CAS experiences promote initiative, perseverance, collaboration, and global citizenship. Students are expected to meet all CAS requirements as outlined by the IB and the school.

Student Council/Government

Student Council provides structured opportunities for student leadership and voice within the school community. Representatives serve as role models and contribute to strengthening school culture and community engagement. Students in leadership roles are expected to maintain positive academic standing and conduct consistent with school expectations. School leadership reserves the right to establish the process for serving on student council, as well as the right to dismiss students from student council at the sole discretion of school leadership.

Leadership Programs

Leadership programs across divisions foster initiative, service, collaboration, and ethical decision-making. Students learn to lead by example, support peers, and contribute meaningfully to the broader community. Leadership at ACS Doha is grounded in responsibility, integrity, and care for others.

Student Services

Campus Boundaries

For safety reasons, the school has specific boundaries for students during the school day. During the school day, all students must remain on ACS's campus. There are areas of the school that are off limits to students as well. Students who enter unauthorized areas will be subject to disciplinary actions.

The Maidan

The Maidan is a shared central space used for lunch, study, socializing, and school activities. Students are expected to use this space responsibly and respectfully throughout the day. During break and lunch, students should conduct themselves in a manner that supports a safe and inclusive environment. When used for study or independent work, the Maidan should remain calm and conducive to learning. Students must follow the directions of supervising staff, keep the area clean, and respect the space and comfort of others at all times.

Field Trips

Field trips are an important extension of the ACS Doha educational program and provide students with valuable opportunities to apply their learning beyond the classroom.

Participation in field trips is considered a privilege and is subject to appropriate student behavior, attendance, and academic standing.

Parents or guardians must provide written permission before a student may participate in any field trip requiring travel away from campus. Students who do not have the required permission may be assigned an alternative educational activity at school.

While participating in school-sponsored activities, students are expected to:

- Follow all instructions provided by school staff and trip supervisors.
- Demonstrate respectful behavior toward others and the community.
- Follow all school rules and expectations.
- Represent ACS Doha positively at all times.
- Observe all applicable safety procedures.

Serious or repeated behavioral concerns may result in a student being excluded from a field trip if participation would present a safety concern or significantly interfere with the educational experience of others. Whenever possible, families will be informed of such decisions in advance. The school reserves the right to modify or cancel field trips due to weather, safety concerns, Ministry directives, or other unforeseen circumstances.

Student Dining

Students may bring lunch from home or purchase meals provided by the school cafeteria or Jazz Café. Each student's school-issued Jazz card serves as their meal card, and cash may also be used for purchases.

Food deliveries from outside vendors are not permitted during the school day. Any outside food delivered to campus will be held by the school. Students who make an unauthorized order will not be allowed to collect their order.

ACS is a nut-free campus. Due to the presence of students with severe allergies, peanuts, tree nuts, and sesame seeds may not be brought onto school premises.

Chewing gum is permitted; however, students are expected to dispose of it properly. Gum must not be left on furniture, floors, walls, or outdoor areas. Failure to meet these expectations may result in consequences in accordance with school behavior guidelines.

Students are encouraged to remain hydrated throughout the day. Water coolers for refilling reusable water bottles are available across campus.

Dining Expectations

To ensure a safe, respectful, and enjoyable lunch environment, students are expected to:

- Keep all food in the Maidan or outside courtyard
- Clean their immediate eating area and leave tables and surrounding spaces presentable for others
- Dispose of trash and recycling in the appropriate bins
- Take responsibility for the condition of the table they choose to use
- Wait patiently in line and respect the order of service
- Remain seated appropriately; sitting on tables is not allowed
- Refrain from throwing food, drinks, utensils, or other objects
- Treat cafeteria staff, supervisors, and peers with courtesy and respect at all times.

Failure to meet these expectations may result in consequences in accordance with school behavior guidelines.

Jazz Café

The Jazz Café is available to students before school and during designated break and lunch periods. Students may purchase food and beverages using their Jazz card or cash. The café is intended to provide a convenient option for refreshments during approved times and is not open for purchases during class periods.

Students are expected to conduct themselves respectfully while in the café area, wait patiently in line, and follow the directions of supervising staff. All food and beverages must remain in designated dining areas.

Jazz Card

At the beginning of the school year, students receive a Jazz card, which they can use to purchase food and beverages from the café during break and lunchtime, as well as meals from the cafeteria. Parents may add funds to the card at any time. Students are responsible for bringing their card to school, using it appropriately, and keeping it secure. Lost or damaged cards should be reported promptly. Jazz cards are for individual use only and may not be shared.

Hallways & Communal Areas

Communal areas are shared spaces and should remain quiet and orderly during class times. Students are expected to behave respectfully and make choices that support a safe and focused environment for everyone. Inappropriate behavior includes, but is not limited to, excessive noise, running or rough play, and throwing objects. Such behavior may result in disciplinary action. Students should move through hallways calmly, keep pathways clear, and avoid blocking others. All students are responsible for keeping hallways and shared spaces clean and for properly storing personal belongings, including backpacks and bags.

Library

The MHS Library is a shared academic space intended for reading, research, and study. Students are expected to use the library respectfully and responsibly, maintaining a quiet and focused environment that supports learning. Library materials must be handled with care and returned by the stated due dates. Students are responsible for monitoring loan periods and any associated fines or replacement costs for lost or damaged items. Food and beverages may be restricted in

the library in order to protect materials and equipment. All students must follow the directions of library staff and adhere to posted guidelines while using the space.

Student Lockers

Lockers are assigned to support students in keeping their belongings organized. School lockers are school property and may be checked and searched by school personnel at any time. Students are encouraged to take responsibility for the care and organization of their lockers. Lockers should be cleaned out at the end of each school year. Please note that the school cannot be responsible for items that are lost, stolen, or damaged while stored in lockers.

Lockers/Cubbies and Personal Property

Students are expected to keep lockers, cubbies, desks, and other assigned storage areas clean, organized, and free from prohibited or hazardous materials. These storage areas remain the property of ACS Doha and are provided to support student learning and organization.

Students should not store food, valuables, medications, or inappropriate materials in lockers or cubbies. Items that create safety concerns or disrupt the school environment may be removed by school staff.

Students are responsible for taking reasonable care of their personal belongings while at school. ACS Doha cannot accept responsibility for lost, stolen, or damaged personal property, including electronic devices, jewelry, money, bicycles, musical instruments, sports equipment, or other personal items brought to campus.

Students are encouraged to clearly label personal belongings and avoid bringing valuable items to school unless specifically required for educational purposes.

Student Searches

To maintain a safe and orderly school environment, school leadership, the principal or principal designee reserves the right to conduct searches of students, their personal belongings (including bags), lockers, and other items on school grounds or at school-sponsored events. Students may be asked to empty the contents of their pockets as part of a search. Searches may be conducted by the Principal or a designated administrator when there is reasonable suspicion that a student is in possession of items that violate school rules or the laws of the State of Qatar.

Lockers and other school-provided storage spaces remain the property of the school and may be inspected at any time.

Students who are placed on a behavior agreement or disciplinary plan may be subject to random or periodic searches, at the discretion of the Principal or designee, as part of ongoing monitoring and support.

Bags, purses, backpacks, etc. Left unattended will be confiscated for the remainder of the day and may be searched by school leadership to ensure the safety and security of the school environment.

All searches will be conducted in a manner that is respectful, appropriate to the circumstances, and consistent with school policies and local regulations.

Search and Confiscation of Prohibited Items

ACS Doha is committed to maintaining a safe, secure, and positive learning environment for all members of the school community.

When there is reasonable concern that a student may possess an item that threatens the safety, wellbeing, or orderly operation of the school, authorized school administrators may inspect school property assigned to the student, including lockers, desks, cubbies, and school-issued technology.

Where there is reasonable suspicion that a student is in possession of prohibited or dangerous items, school administrators may request that the student voluntarily open bags, backpacks, or other personal belongings for inspection. Searches will be conducted respectfully, with consideration for the student's dignity, and whenever possible, in the presence of another staff member.

Prohibited items may include, but are not limited to:

- Tobacco products, vaping devices, alcohol, or illegal substances
- Weapons or items that could reasonably be used as weapons
- Fireworks or other hazardous materials
- Stolen property
- Items that violate school policy or Ministry regulations

Any prohibited item may be confiscated and returned only to a parent or guardian when appropriate, retained as evidence during a school investigation, or surrendered to the appropriate authorities when required by law.

Refusal to cooperate with a reasonable search request may result in disciplinary action.

School Supplies

Students are expected to provide their own basic school supplies, including notebooks, paper, pens, pencils, and other necessary materials. Some Mathematics courses require students to have a TI-84 Plus calculator for class use. Individual grade-level and subject teachers will provide students with a list of any additional required materials specific to their courses.

ACS Doha operates under a Bring Your Own Device (BYOD) program. Students are required to bring a personal laptop or tablet to school each day for academic use. Devices must meet school specifications and be fully charged and ready for instructional use.

Prayer Rooms

The school provides designated prayer rooms to support students' spiritual and religious practices. MHS students may use the prayer rooms during appropriate times of the school day, with permission and in accordance with school schedules and supervision guidelines. These spaces are intended for quiet reflection and prayer; students are expected to behave respectfully, maintain cleanliness, and be mindful of others using the space. The prayer rooms are shared spaces, and students should use them responsibly, so they remain welcoming and accessible for all.

Soccer Field & Track

The soccer field and track are shared spaces used for physical activity, recreation, and school programs. Students are expected to use these areas responsibly and in a manner that supports safety and respect for others at all times, including during break and lunch.

Students must participate in safe and appropriate activities, follow the directions of supervising staff, and be mindful of others using the space. Personal belongings should be kept off playing surfaces and walkways. Students are responsible for cleaning up after themselves and ensuring that all trash is disposed of properly.

Students who choose to remove their shoes to play soccer or other activities during recess and lunch do so at their own risk: the school cannot and does not assume responsibility for injuries that result from playing without appropriate footwear during non-instructional time.

Failure to follow these expectations may result in consequences in accordance with school behavior guidelines.

Health and Safety

Bullying

ACS is committed to maintaining a safe, secure, and non-threatening environment in which all members of the school community can learn and work with dignity and respect. Respect for others includes respect for personal identity, culture, religion, nationality, and individual differences. Every member of the ACS community shares responsibility for maintaining this environment. Bullying is not tolerated at ACS.

Definition of the ACS Community

The ACS community includes students, faculty, staff, administrators, parents or guardians, alumni, coaches, volunteers, guests, and any individual connected to or representing the school.

Definition of Bullying

Bullying is the ongoing and deliberate misuse of power in a relationship through repeated verbal, physical, social, sexual, gender-based, or digital behavior intended to cause physical, emotional, or psychological harm. It may involve an individual or a group targeting one or more persons who feel unable to stop the behavior.

Bullying can occur in person or online and may be overt or covert. It includes cyberbullying through digital platforms, devices, or social media. Bullying behavior is repeated, or has the potential to be repeated, over time. It is characterized by intentional, harmful actions that create an imbalance of power and make it increasingly difficult for the target to escape the situation. Bullying can have immediate and long-term effects on those involved, including bystanders.

What Bullying Is Not

Not all conflict constitutes bullying. The following, while potentially inappropriate and subject to school intervention, are not defined as bullying unless the behavior is deliberate, repeated, and involves a power imbalance:

- A single episode of social rejection or disagreement
- A single act of unkindness or spite
- Random acts of aggression

- Mutual arguments or fights between individuals of equal power

Reporting and Responsibility

All members of the ACS community are expected to report incidents of bullying promptly to a teacher, counselor, or administrator. Reporting bullying is a shared responsibility and supports the safety and well-being of the entire school community.

Consequences and Follow-Up

Any substantiated act of bullying will result in disciplinary action in accordance with school behavior guidelines. Consequences will depend on the severity and circumstances of the incident and will include suspension or expulsion in serious cases.

Following investigation, the school will communicate with relevant parties in accordance with privacy standards. ACS will provide appropriate support to those directly involved, which may include counseling, mediation, restorative practices, or other interventions as deemed appropriate. All incidents and related actions are formally documented.

Harassment

ACS is committed to maintaining a safe, secure, and respectful environment where all members of the school community can learn and work free from intimidation, humiliation, or harm. Respect for others includes respect for personal identity, beliefs, culture, religion, nationality, and individual differences. Every member of the ACS community is expected to act with integrity and self-discipline and to refrain from conduct that interferes with another person's right to feel safe and respected. Harassment is not tolerated at ACS.

Definition of the ACS Community

The ACS community includes students, faculty, staff, administrators, parents or guardians, alumni, coaches, volunteers, guests, and any individual connected to or representing the school.

Definition of Harassment

Harassment is any behavior, action, or communication that is known, or should reasonably be known, to be inappropriate, unwanted, demeaning, or harmful, and that causes another person to feel uncomfortable, embarrassed, threatened, or humiliated.

Harassment may include, but is not limited to:

- Verbal comments, slurs, or put-downs
- Sexual comments or references
- Racial, cultural, or discriminatory remarks
- Written or digital messages intended to harm
- Gestures, images, or symbols
- Public humiliation or exclusion
- Mean-spirited actions or intimidation

Harassment may occur in person or through digital platforms. It may be a single serious incident or repeated behavior over time. Harassment can have significant emotional and psychological effects on both individuals directly involved and bystanders.

Bullying is a form of harassment characterized by repeated and escalating misuse of power intended to harm or control another individual.

Reporting

All members of the ACS community are expected to report incidents of harassment promptly to a teacher, counselor, or school administrator. Reporting concerns is a shared responsibility and supports the safety and well-being of the entire school community.

Consequences and Follow-Up

Any substantiated incident of harassment will result in disciplinary action in accordance with school behavior guidelines. Consequences will depend on the severity and circumstances of the case and will include suspension or expulsion in serious situations.

Following investigation, the school will communicate with relevant parties in accordance with privacy guidelines. ACS will provide appropriate support to those involved, which may include counseling, mediation, restorative practices, or other interventions as appropriate. All incidents and related actions are formally documented.

Health Services

Qualified nurses are on campus during the school day and for designated co-curricular activities. The Health Clinic provides basic first aid and short-term care for students who become ill or injured while at school. Nurses may also assist with the administration of prescribed medications when appropriate authorization and documentation have been provided by parents or guardians. If a student is unwell or unable to remain in class, the nurse will assess the situation and contact parents or guardians if early dismissal is necessary. The Health Clinic does not replace primary medical care, and families may be advised to seek external medical attention when appropriate.

Health Clinic Visits

All student visits to the Health Clinic are recorded. Students who visit the clinic frequently may be asked to meet with school staff, and parents/guardians may be contacted. The Health Clinic may not be used as a way to avoid attending class, students who do so will be subject to disciplinary action.

Medical Forms

Parents or guardians are required to complete the Student Health Form (submitted through OpenApply) at the beginning of each school year and to inform the Health Clinic of any medical condition that may affect their child's health or safety at school. Emergency contact information must remain current throughout the year.

Students who require medication during the school day must have appropriate written authorization on file. This includes over-the-counter medication (i.e. Panadol, strepsils, etc.) Medication including over-the-counter medication cannot and will not be administered without completed documentation and parent notification.

In accordance with regulations in the State of Qatar, up-to-date immunization documentation is required for enrollment. ACS Doha may refuse acceptance if a student is not vaccinated for non-medical reasons.

Completion of required medical documentation is necessary for participation in field trips and other school-sponsored activities. Students without current and complete health records may not be permitted to participate.

Medical alert information, including documented allergies, is accessible to relevant staff through PowerSchool to support student safety.

Medications and Prescription Medications

ACS recognizes that some students may need to take medication during the school day or while participating in school-sponsored activities. When it is not possible for a parent or guardian to administer medication, the Health Clinic may assist with administration provided that a completed Medication Authorization Form is on file. Forms are available from the School Nurse. Medication must be delivered directly to the Health Clinic by a parent or guardian. All medication must be provided in its original container or packaging. Prescription medications must be clearly labeled with the student's name, medication name, dosage, administration instructions, and

expiration date. Non-prescription medications must display the active ingredients and recommended dosage information.

If there are any changes to the medication, dosage, or administration instructions, a new authorization form must be submitted before the updated medication can be administered.

All medication must be collected at the end of the school year. Any medication not collected will be disposed of safely in accordance with pharmacy guidelines.

Allergies

ACS is a nut-free campus and latex free campus. Peanuts, tree nuts, and sesame products may not be brought onto school premises. This policy is in place to support students with severe allergies and reduce the risk of accidental exposure.

While the school takes reasonable precautions to minimize exposure to allergens, ACS cannot guarantee an allergen-free environment. Students with known allergies and their parents or guardians must inform the Health Clinic and provide appropriate medical documentation, including emergency action plans and required medication.

Students who carry emergency medication, such as an epinephrine auto-injector or inhaler, must do so in accordance with school procedures. It is the responsibility of families to ensure that medications are current and that authorization forms are updated as needed.

All members of the school community share responsibility for maintaining a safe environment by adhering to food guidelines and being mindful of others.

Drop-Off and Pickup Procedures

Drop-Off

The school opens for student drop-off at 7:10 a.m. Students may not be left unattended outside the school gates or at the Security Office before this time. Middle and High School students should be dropped off at the North Gate using the designated drive-through lane.

Pickup

Middle and High School students are collected from the MHS Entrance. Students who are not picked up at dismissal should remain in the Maidan until 2:30 p.m., where staff supervision is provided. After 2:30 p.m., students must report to Security, where they will remain under supervision until they are collected.

Outdoor Activities & Weather

ACS prioritizes student health and safety when determining whether outdoor activities may take place. The school regularly monitors weather conditions, including heat levels, air quality, wind, and dust, and makes decisions based on current safety guidance.

Outdoor activities may be adjusted, limited, or relocated indoors when conditions present potential health or safety concerns. During periods of extreme heat, reduced air quality, elevated dust levels, or by MOEHE requirement, students may be directed to remain indoors. Indoor spaces remain available for student use throughout the school day, and supervision is provided in both indoor and outdoor areas. These decisions are made to ensure a safe environment while maintaining a balanced and active school day.

Outside Food & Beverages

Students may not order food or beverages from outside vendors for delivery to campus during the school day without permission of school leadership. Any outside food or beverages delivered without prior approval will be confiscated.

In limited cases, a teacher may choose to permit outside food for a class activity or celebration. In such instances, the teacher must supervise distribution and remain present while students are eating. All food brought to campus must comply with school food guidelines.

Dangerous Items

Dangerous items are not allowed on campus or at school-sponsored activities. These include, but are not limited to, knives, firecrackers, air guns, silly string, water balloons/guns, toy or replica weapons, explosives, and firearms. Any item that can be thrown or shot can also be considered dangerous. School leadership reserves the right to make the determination as to what is considered a dangerous item.

Banned Items

ACS strictly prohibits the use, sale, or possession of banned substances, including but not limited to drugs, alcohol, and tobacco. This applies on campus, at any school event or school-sponsored trip, and even during school vacations. Attending a school function under the influence of drugs or alcohol is also prohibited and will result in suspension, denial of re-enrollment and the possibility of expulsion.

Smoking and the use of any tobacco products are not allowed on campus, nearby streets, school buses, or when students are representing the school in public. Possessing drugs or purchasing alcohol or tobacco as a minor is both illegal and against school rules and will result in disciplinary actions and or referral to law enforcement.

Pets on Campus

For safety and health reasons, pets are not permitted on campus unless part of an authorized educational activity with written pre-approval from the Divisional Principal.

Lost and Found

Students are responsible for their personal belongings. Lost items are placed in the designated Lost and Found area located in the Maidan near the entrance to the Servedy. Students are encouraged to check this area promptly if an item is misplaced. Items not claimed prior to winter or summer break will be donated.

Visitors

All parents and visitors must enter campus through the main Security Gate and sign in upon arrival. Students are not allowed to invite other non-ACS students as visitors without written permission from the division principal. A valid form of identification is required at check-in. Visitors will be issued a lanyard, which must be worn at all times while on campus. These procedures are an important part of our safeguarding protocols and help ensure that the school can account for all individuals on campus during drills or emergency situations. Parents and visitors are expected to follow all posted and verbal directions provided by Security.

While on campus, visitors must:

- Report any illness, injury, or accident to a staff member immediately
- Follow all safety procedures and act in a manner that supports the well-being of others
- Exit the building by the nearest designated exit if a fire alarm sounds and report to the assembly point near the main gate or on the football field, whichever is closer
- Not enter classrooms or instructional areas unless prior arrangements have been made between both parties and administration is informed.

Visitors are responsible for their personal belongings, as the school cannot assume responsibility for loss or damage.

Visitor Procedures

To ensure the safety and security of our students and staff, all visitors must report directly to the Main Reception upon arrival.

Visitors are required to:

- Present identification upon request.
- Sign in using the school's visitor management system.
- Wear a visitor identification badge while on campus.
- Sign out and return their visitor badge before leaving the school.

Visitors may only access authorized areas of the campus and must be accompanied by a staff member whenever required.

Parents wishing to meet with teachers or administrators are asked to schedule appointments in advance whenever possible. To minimize disruption to learning, parents should not proceed directly to classrooms without prior authorization.

For safeguarding reasons, unauthorized individuals are not permitted to enter instructional areas, playgrounds, or student activity spaces during the school day.

The school reserves the right to refuse entry to any visitor whose presence may compromise the safety, security, or orderly operation of the school.

Volunteers

Parents who can help with special events during the year are warmly encouraged to do so. We truly appreciate your support! At times, the school administration and PSO will share announcements when parent volunteers are needed.

Bake Sales

Bake sales and similar fundraising events must be organized in coordination with school leadership and comply with school food guidelines. For health and safety reasons, homemade food items are not permitted. All items sold must be commercially prepared and properly packaged.

All food sold on campus must comply with the school's nut-free policy. Products containing peanuts, tree nuts, or sesame are not permitted. Student organizers are responsible for ensuring that sales are conducted safely, respectfully, and in alignment with school expectations.

Well-Being & Social Emotional Learning

Our Philosophy of Wellbeing and SEL

At ACS Middle High School, we believe that student wellbeing is foundational to meaningful learning and long-term success. We are committed to creating a safe, inclusive, and supportive environment where every student is known, valued, and empowered to thrive both academically and personally.

Wellbeing at ACS is not viewed as a standalone initiative, but as an integral part of the school experience. It is reflected in our relationships, our learning environments, and our shared commitment to respect, empathy, and belonging. We recognize that students learn best when they feel safe, supported, and connected, and we actively promote a culture where positive relationships and mutual respect guide all interactions.

In line with our approach to high-quality learning, we aim to develop students who are reflective, collaborative, and capable of taking ownership of their growth. This includes supporting students in navigating challenges, building resilience, and developing the confidence to engage with the world as caring and responsible individuals.

Social Emotional Learning (SEL)

Social Emotional Learning (SEL) is a core component of our wellbeing approach. Through SEL, students develop the knowledge, skills, and attitudes needed to understand and manage their emotions, build positive relationships, and make responsible decisions.

At ACS Middle High School, SEL is embedded across all aspects of school life, including wellbeing and SEL programs, classroom practices, extracurricular activities, and everyday interactions. Our approach focuses on helping students to:

- Develop self-awareness and understand their emotions, strengths, and areas for growth
- Build self-management skills, including resilience, goal-setting, and responsible decision-making
- Strengthen social awareness by appreciating diverse perspectives and showing empathy

- Foster relationship skills through collaboration, communication, and conflict resolution
- Act with integrity and responsibility within the school and wider community

We believe that these competencies are essential for success in school and beyond. By intentionally developing social and emotional skills, we prepare students to face challenges with confidence, contribute positively to their communities, and lead balanced, healthy lives.

A Shared Responsibility

Wellbeing and social emotional development are shared responsibilities among students, staff, and families. We actively partner with parents to support student growth, encourage open communication, and promote consistent expectations that reinforce positive wellbeing practices at school and at home.

Together, we strive to empower students to become confident, compassionate, and globally minded individuals who are equipped to navigate an ever-changing world.

Digital Citizenship and Online Conduct

At ACS Doha, students are expected to use technology responsibly, ethically, and respectfully and to conform to all laws and regulations of the State of Qatar. Digital spaces are extensions of our school community, and the same standards of conduct apply online as they do in person.

Students must:

- Use school devices, platforms, and networks for educational purposes
- Communicate respectfully in digital environments
- Protect personal and school information
- Respect intellectual property and copyright
- Follow the school's Acceptable Use and Academic Integrity guidelines

The misuse of technology, including harassment, inappropriate messaging, recording others without consent, sharing images or information without permission, accessing inappropriate content, or damaging the school's reputation, will result in disciplinary consequences. Many of these violations also are against the law in Qatar, and can be reported as cybercrimes.

Online behavior that disrupts the learning environment, threatens safety, or violates school expectations with a direct impact to events at school may be addressed even if it occurs off campus.

We believe that digital literacy includes ethical judgment, empathy, and responsible participation in a global online community. Students are expected to act as principled digital citizens at all times.

Bullying, Harassment, and Discrimination Policy

ACS Doha is committed to maintaining a safe, inclusive, and respectful learning environment for all members of our community.

Bullying, harassment, discrimination, intimidation, or retaliation in any form, whether verbal, physical, social, or digital, is not tolerated. This includes:

- Repeated mistreatment or targeting of another individual
- Racist, discriminatory, or derogatory remarks
- Threats, humiliation, or social exclusion
- Cyberbullying or harmful online behavior
- Sexual harassment or inappropriate comments or conduct

For more information and for definitions of Bullying and Harassment, see the Bullying and Harassment section in this handbook. All reports of bullying or harassment are taken seriously and investigated promptly. Students who engage in such behavior will face consequences in accordance with the Behavior Matrix and may be required to participate in restorative processes. Students are encouraged to report concerns to a teacher, counselor, or school leader. Retaliation against anyone who reports a concern is strictly prohibited and will result in disciplinary action. Our goal is not only to address misconduct but to build a culture where students feel safe, respected, and empowered to learn.

Child Protection and Safeguarding Statement

At ACS Doha, the safety and well-being of every child are our highest priority. Our safeguarding policies and procedures reflect our legal obligations under the laws of the State of Qatar and the guidance of the Ministry of Education, as well as international best practice.

Safeguarding refers to the proactive measures we take to create a safe environment for all students, while child protection refers to the actions we take when we believe a child may be at risk of harm. All staff are required to undertake training to identify concerns and understand their responsibility to act immediately before they begin work at the school. The welfare of the child is always our paramount consideration.

ACS Doha follows Artemis Education’s safeguarding commitment, including safe recruitment, certified staff training, secure record-keeping, and clear codes of conduct, ensuring students know how to seek help when they feel unsafe.

Reporting Procedures

All staff, volunteers, and visitors must report any safeguarding concern —no matter how small— without delay. Reports are submitted through MyConcern, the school’s secure online reporting platform. Once submitted, the Child Protection Team is automatically alerted. The school’s Designated Safeguarding Lead is Benjamin Burgess. He is supported by Meadhbh Murphy, Deputy Designated Safeguarding Lead, and a small team made up of the school’s counselors and senior leaders.

When a concern is submitted, the Designated Safeguarding Lead reviews it and determines next steps.

Where necessary, and as required by Qatari law and Ministry of Education regulations, the school will refer concerns to the appropriate authorities. Personal information will be shared only when essential for the child’s safety or when mandated by law.

Confidentiality

Safeguarding matters are handled with strict confidentiality. Only the DSL, Deputy DSL, and relevant senior leaders have access to reports and records, which are stored securely in line with legal and policy requirements. Staff do not discuss safeguarding concerns with parents, students, or other staff unless authorised by the DSL.

The school will inform parents of safeguarding concerns unless doing so would place the child at further risk, in line with legal expectations and Ministry of Education guidance.

Policies and Cross References

- Technology Acceptable Use Policy
- Data Protection and Privacy
- Athletic Handbook
- Use of Images and Media Consent
- Field Trip Consent and Risk Management
- Fee Payment/Financial Policies
- Behavior Matrix
- Code of Ethics of Qatar (MOEHE)