The American School of Dubai, an independent not-for-profit American community School, offers what is best about American education to provide learning experiences designed to promote the maximum potential of its students.

OUR MISSION
The American School of Dubai's mission is to challenge and inspire each student to achieve their dreams and to become a passionate learner prepared to adapt and contribute in a rapidly changing world.

CORE VALUES
Compassion | Excellence | Integrity | Respect | Responsibility

STUDENT PROFILE
Thinker | Communicator | Contributor | Learner | Leader & Role Model

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The American School of Dubai (ASD) is committed to the protection, safety and welfare of our students. ASD has adopted a Child Protection Policy that guides our professional practices for the safety and security of students.
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This handbook contains a range of information from ‘big picture’ concepts to very specific details of procedures to follow.

INTRODUCTION

Welcome to the 2018-2019 school year at the American School of Dubai.

The policies and procedures contained in this handbook aim to ensure a productive and effective partnership between school personnel, parents and students. The foundation of all of the policies and procedures is the desire to create a safe, respectful environment in which all parties understand and fulfill their responsibilities. Such an environment not only supports the physical well-being and academic success of students but also supports their continued development as young adults of good character and high self esteem.

The handbook contains a range of information from ‘big picture’ concepts like the Mission Statement to very specific details of procedures to follow in certain circumstances. Setting out the policies and procedures allows for expectations and parameters to be known in advance. However, it is impossible to have a written policy and a well-defined process to deal with absolutely everything that may occur in the course of human interactions in a school during any given school year. Ultimately, it is the ASD Core Values and the desire for a safe, respectful environment underlying the written document that is of prime importance and that will guide our interactions in regard to the policies and procedures contained in the following pages.

The high school division administration, faculty and staff look forward to working with you throughout the year to provide the best possible education for your child. We are excited to be on this learning journey together.
HIGH SCHOOL PHILOSOPHY

Every Student, Future Ready.

ASD High School is a community of practice that embodies a holistic approach to student learning and development to support every child to embody the characteristics of our student profile.

Thinker
Creative, Critical, Reflective, Adaptable, Persistent

Communicator
Effective, Confident, Collaborative

Contributor
Aware, Ethical, Respectful, Open-minded, Compassionate

Leaders & Role Model
Insires, Guides

The high school is dedicated to providing a safe and academically rigorous learning environment focused on helping students develop intellectually, socially and emotionally in order to be positive contributors to our global society.

LETTER FROM THE PRINCIPAL

Welcome to the American School of Dubai (ASD) High School. ASD is a dynamic and exciting place, which strives to challenge and inspire each student to achieve his or her dreams. Safety, happiness, wellness, deep thinking and intellectual growth are the core of everything we do. We are nurturing students at ASD to be passionate learners and compassionate leaders who positively shape the global future.

ASD high school is a rigorous international school that holds Middle States Association distinguished American curriculum accreditation. We offer a college preparatory program for all students, with many opportunities to accelerate academically, athletically and artistically. There is a wide variety of Advanced Placement (AP) courses, clubs, and programs that allow us to develop the whole child. At ASD, our mission aims to inspire globally-minded students who will make a difference in the world. As the world becomes more interconnected and complex, ASD seeks to find new ways to spark innovative and critical thought in our students. To that end, our learning community is committed to stretching the high school student’s curiosity, participation, and learning. We strive to continue to develop students who are not only college and career bound, but empathic role models who will make the world a better place.

ASD high school is a special place and provides a unique educational experience in Dubai, UAE. I am excited to join this family and learning organization as your new principal. Continue to shine. Be proud, positive and influential Falcons.

Wishing you an awesome year!

Best regards,

Nadine Richards
Principal
Academics

ASD is a dynamic and exciting place, which strives to challenge and inspire each student to achieve his or her dreams.

We offer a wide variety of courses to allow students to explore and discover their interests. In addition, there is a full offering of co-curricular activities to augment the high school experience. Students can benefit from participating in sports, arts, service and academic clubs throughout the year.

LEARNING PRINCIPLES

Learning has inherent value.

Learners experience the power of an idea for themselves.

Learning is enhanced when goals are clear and personalized.

Learners engage when they see the importance of the work and experience a sense of accomplishment.

Learners need clear expectations for quality of process, performance and product.

Learners thrive in a safe environment.

Effective feedback, reflection and self-assessment are essential to deepen and extend learning.

Independent thinking and creativity flourish within a stimulating environment.
GRADUATION REQUIREMENTS

The Board of Trustees approves the requirements for graduation. Currently, the following minimum requirements apply.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>World Languages</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>2</td>
</tr>
<tr>
<td>Information Technology</td>
<td>0.5</td>
</tr>
<tr>
<td>Core Electives (English, Math, Science, Social Studies and World Languages)</td>
<td>3</td>
</tr>
<tr>
<td>Non-Core Electives (any area)</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Credits Required: 25

**Arab National students are required to enroll in Arabic Language. The Arabic Language courses can be used toward the world language credit.**

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program at ASD provides rigorous, college-level academic coursework in the subject fields of English, social studies, science, world languages, math, and fine arts. Students earn credit toward high school graduation requirements by passing AP courses taken at ASD, or through ASD approved Virtual High School online course. Students who complete AP courses with a C- grade or above will receive a .25 GPA weighting toward their final AP course grade. Final grades will appear on the report card and transcript, and are incorporated into the ASD cumulative GPA.

Students enrolled in AP courses at ASD are required to take the associated final AP exam in May. The AP exam is graded externally by CollegeBoard, and is scored on a scale of 1 to 5. Exam scores do not appear on the report card or transcript, but may be accepted by colleges and universities for college credit. Students may elect to take an AP exam in a subject area that is not offered at ASD. Students must notify the AP Coordinator of their intent to sit for any additional AP exams no later than January 15.

Refer to the High School Course Description Guide for a full list of AP course offerings and information on course content, expectations and prerequisites.

STUDENT SUPPORT SERVICES

ASD offers a wide variety of services to ensure student's academic, social, emotional and personal needs are met, and that every child has an opportunity to reach his/her best potential.

COUNSELING SERVICES

ASD’s counseling program is based on a comprehensive model in order to best meet the academic, social/personal, career and college counseling needs of their students. Counselors do this through classroom visits, individual sessions and workshops. Counseling services range from academic advising to personal counseling to college admissions. Counselors explore student schedule options, summer camp programs, education planning, career pathway options, build strength awareness, facilitate the college admissions, explore scholarships, and discuss campus life fit and readiness.

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ADVISORY

The advisory program builds community and socio-emotional intelligences that foster personal relationships and enhance communication skills. The program cultivates a culture of connectedness that emphasizes ASD’s core values, and help students develop a framework for success in the classroom and beyond.

Students generally attend advisory every Sundays and Wednesdays. Advisory is a mandatory seminar course developed through the collaboration of grade lead teachers and high school counselors. Students must be on time to advisory. Active participation and engagement is expected for the entire 40 minutes block. Advisories will focus on character and college readiness topics throughout the year. Attendance, tardiness, and academic progress are monitored and recorded throughout the year.

FLEX BLOCK

Flex Block offers both an enrichment and intervention program that aims to help students explore their passions and become more capable learners. Flex runs Monday through Thursday for 40 minutes after second block and before lunch. Students register for Flex on a regular basis and may adjust their schedule during once in the rotation with the help of their teacher.

LEARNING SUPPORT

ASD is an inclusive learning environment where all students are given an opportunity to succeed. As part of Student Support Services at ASD, the Learning Support team delivers targeted support to help students reach their potential. Learning Support Services are provided for students with unique learning differences and disabilities (students of determination). The Learning Support Team works collaboratively with parents, students and teachers. ASD offers a co-teaching model for Grades 9 and 10 in language arts and math courses, as well as the Grade 11 social studies and math. The learning support teacher provides instructional strategies to use in the regular classroom and shares the responsibility of teaching and learning with the classroom teacher. Students can access interventions and additional instruction in supervised study blocks. Learning Support Teachers consult with classroom teachers to promote learning and growth of diverse learners.

STUDENT REVIEW TEAM

In situations where a student may struggle to meet with success either academically or socially a teacher, counselor, administrator or parent may recommend for the student to be referred to the student review team. The student review team will review the
student’s current academic performance, behavior record, any external assessments conducted, as well as anecdotal data. After a thorough review of the information, a recommendation will be made by the committee, which may include but is not limited to any of the following:

Continue without intervention and monitor, place in academic support class, conduct educational evaluation, implement behavior plan and/or adjust current course schedule.

**COURSE CHANGES PROCEDURES**

The High School master schedule is created each spring based on student course requests and interest. The individual schedules that students receive at the beginning of each school year are considered final. Course changes will only be considered if:

- a Grade 12 student is missing a graduation requirement
- a prerequisite for an existing class has not been met
- a student has an empty block in their schedule
- a student has more than one Study Block or Supervised Study Block per semester
- a student registered for a core class that is not in their schedule (aside from Band, Orchestra, Choir and/or Journalism)

(Administrators may consider additional factors in unique and/or extenuating circumstances)

In order for a course change request to be considered, students must complete a Course Change Request Form during the first 10 days of school. (There will be a one week window for course change requests in semester 2). All course change requests are subject to administrative approval.

If a course change request is pending, student’s must continue to attend courses in their original schedule. When a course change is made, students are responsible for completing any work missed in the new course.

**COURSE DROP/ADD TIMELINE**

Upon administrative approval, students may be permitted to drop or add a course after the school year has begun. Below is the drop/add timeline for yearlong and semester 1 classes:

**School Day 1-15:**
Dropped courses will not be reflected on the transcript. Students have the potential to earn credit in new courses added. Students are responsible for make-up work in courses added.

**School Day 16-29:**
Dropped courses will be reflected on the transcript. A designation of “W/P” (Withdraw Pass) or “W/F” (Withdraw Fail) will accompany the course name on the transcript depending on student progress at the time. The cumulative GPA will not be impacted by either designation. Credit will not be awarded for the dropped course. Credit may not be awarded for added courses (if adding a course is permitted).

**School Day 30-40:**
Dropped courses will be reflected on the transcript. A designation of “W/P” (Withdraw Pass) or “W/F” (Withdraw Fail) will accompany the course name on the transcript depending on student progress at the time. A “W/F” designation will be calculated into the cumulative GPA. Credit will not be awarded for the dropped course. New courses may not be added.

**School Day 41+:**
Courses may not be added or dropped

**DAILY SCHEDULE**

The schedule provides eight blocks over two days, which allows students to take up to a maximum of 8 courses per semester. Each of the 8 days are called by a different letter/number combination (1A, 1B, 2A, 2B, etc.) The same four classes will meet every other day, but will occur at different times, in rotation throughout the day. Students have two classes each for 80 minutes, followed by Flex Block or Advisory for 40 minutes, followed by lunch for 39 minutes. After lunch come the final two blocks of the day, also both 80 minutes in length. Students have 7 minutes of passing time between periods 1 and 2, 3 and 4.
**HS CODE OF CONDUCT**

ASD seeks to develop the whole child – intellectually, socially and emotionally. The school is committed to establishing and sustaining an environment where students are safe, conduct themselves with the highest dignity exhibiting the core values of compassion, excellence, integrity, respect and responsibility into their daily lives on and off campus. We work collaboratively with parents to develop strong character and self-discipline in students. ASD high school practices aim to maintain high standards of excellence and pride in the school, as well as the wider global community.

Infractions will be reported to the Dean of Students. An investigation will be conducted and an appropriate consequence assigned. Parents will receive a timely notification. ASD holds a restorative model of discipline but holds firm in its believe to provide a safe learning environment. Repeat offenses and serious infractions will also be brought to the attention of the Assistant Principal and Principal. It is the Principal who determines if such infractions will result in suspensions longer than three (3) days, which must be reported to KHDA and/or on college applications (see chart below).

<table>
<thead>
<tr>
<th>Infraction (Offense)</th>
<th>Behavior and Actions</th>
<th>Possible Consequences</th>
</tr>
</thead>
</table>
| Minor Infractions    | • Late to class between classes  
                       • Not prepared for lessons  
                       • Skipping a lesson in school  
                       • Not wearing the correct uniform  
                       • Using mobile phones (and other electronic devices) during instructional hours.  
                       • Profanity and vulgarity | 1- Documented verbal warning  
                       2- Detention; parent notification  
                       3- In School Suspension (ISS) with parent notification and student contract/action plan  
                       4- 1-2 days suspension and follow-up with dean and counselor. Re-entry student action plan/contract devised with parent written notification. |
| Multiple Minor Infractions or Second Level Infractions | • Insubordination: refusing to follow the directives of a teacher or administrator  
                                                                • Verbal fights  
                                                                • Continuously unprepared for lessons  
                                                                • Continuous truancy  
                                                                • Using mobile phone inappropriately  
                                                                • Unsafe behavior and actions in science labs or school grounds  
                                                                • Academic dishonesty | In School Suspension (ISS) with parent notification and student contract/action plan  
                                                                 or  
                                                                 1-2 days suspension and follow-up with dean and counselor. Re-entry student action plan/contract devised with parent written notification. |
| Serious Infractions  | • Bullying – cyber, physical, verbal etc.  
                       • Swearing at a teacher or out loud (in English or Arabic)  
                       • Graffiti or defacing of any school property  
                       • Physical harm to others  
                       • Bullying of any kind  
                       • Smoking or vaping in school  
                       • Possession or distribution of alcohol or any other UAE prohibited substances included but not limited to stimulants, inhalants, or depressants.  
                       • Theft of any one’s property  
                       • Use of alcohol or any other prohibited substances (included but not limited to stimulants, inhalants, or depressants) on campus or at any school sanctioned event.  
                       • Using school property or venue to promote and/or encourage illegal activities | 3 days suspension and follow-up with dean and counselor. Re-entry student success plan/contract devised with parent written notification.  
                                                                 and possibly  
                                                                 Referral to mental health, police or any other appropriated deemed services. Clearance from said authority is needed for re-entry  
                                                                 and possibly  
                                                                 Reported to colleges  
                                                                 and possibly  
                                                                 Request made to ASD Board and KHDA for re-enrollment denial. |

**IMPORTANT: All discipline guidelines are enforceable during school sponsored events and/or via cyber interactions with another ASD student.**

**Behavior Probation**

Students are expected to demonstrate behaviors that will lead to their academic success and that honor the codes of conduct outlined by the school. A student will be placed on behavior probation, if he/she:

- is consistently in violation of minor school rules and regulations, or
- has Learner Development ratings that fall significantly below the norm, or
- has done something so seriously wrong it warrants further attention, but not to the degree of expulsion.

The Administration will decide the length of the probation on a case-by-case basis. When a student is placed on behavior probation an individual behavior contract will be written. In many cases, behavior probation leads to a limitation of time that a student can spend on campus. If the student continues to be a discipline problem during the probationary period, he/she may be asked to withdraw from ASD. The parents and students will be informed of this in writing and with a conference.
Searches
The school administration has the right to search locked areas or the belongings of a student if there is a reasonable concern that the student may harm him/herself or others.

Due Process
All disciplinary actions are implemented in such a way to ensure fair treatment in accordance with the school’s core values. The student has the right to be heard and an investigation conducted. If the parent/student disagrees with the findings, they may appeal to the principal/superintendent as per the parent contract.

Post-Disciplinary Follow-up
After the investigation of an incident, the findings and resolution taken are shared with all parties. Parents are notified and the incident is logged in the student’s school file. With serious infractions, the student’s dean and/or counselor will prescribe a post-disciplinary meeting and action plan for future success.

Public Displays of Affection
Public displays of affection should always be in good taste as a sign of respect for one’s self as well as others and the host country. Students should not embarrass themselves or others by making public what should be private and personal. Members of the ASD community represent various ethnic backgrounds and religious beliefs and some may be offended by public displays of affection. Additionally, younger students in our K-12 community may also be offended by such displays. Further, our host country culture is more conservative than western cultures and residents of U.A.E. should always be mindful of this reality.

GRADING, ASSESSMENT & REPORTING
Assessment drives the cycle of teaching and learning. Teachers provide a variety of quality assessments for students to demonstrate their progress toward mastery of standards and benchmarks. These assessments are designed to gather information about individual students in order to inform, enhance and improve the teaching and learning cycle. This is also necessary in order to communicate clearly on each student’s progress towards the learning goals. Student learning and grading is based on criteria or standards for performance rather than through comparison with other students. Students are given a clear understanding of expectations for performance through the provision of exemplars, rubrics, checklists and other indicators. Students are active participants in the process.

Academic Practices
- Teachers will provide independent practice on daily work (daily assignments and homework activities).
- Teachers will provide brief progress checks (short quizzes; reviews or warm-ups).
- The academic grade will reflect a student’s achievement of standards for the subject.
- All teachers will report academic achievement separate from student dispositions or Learner Development (participation, behavior, time management, etc).
- Primarily, summative assessments will be used as evidence to determine student achievement of standards.
- In cases of obvious inconsistent student performance, teachers will rely on their professional discretion to decide whether additional assessments are needed.
- Alternative assessments will be used when appropriate as determined by the teacher.
- Upon early attainment of a standard, extension work will be provided.
- If not enough evidence has been provided to evaluate the standard, an incomplete grade will stand until enough evidence has been collected. Two weeks after the issuance of the “I” grade, it would be changed to an F if there is still not enough evidence provided.
- A progress report will be issued at the mid-semester and a final report card will be issued at the end of each semester.
Purpose of Reporting

The purpose of the report card is to communicate to parents and students specific and useful information about students’ levels of proficiency in meeting learning goals, development of learning habits and identified areas of strength as well as areas for growth.

Grade Descriptors:

<table>
<thead>
<tr>
<th>Level Achievement</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Exemplary</td>
<td>Consistently demonstrates extensive knowledge and understanding of content and concepts. Communicates learning with a high degree of clarity and accuracy, makes insightful connections and applies skills in new situations to create high quality, original work.</td>
</tr>
<tr>
<td>B - Proficient</td>
<td>Consistently demonstrates proficient knowledge and understanding of content and concepts. Frequently communicates learning with a considerable degree of clarity and accuracy. Frequently applies skills and makes connections in order to create high quality work.</td>
</tr>
<tr>
<td>C - Adequate</td>
<td>Demonstrates adequate knowledge and understanding of the required content and concepts. Occasionally communicates learning with some degree of clarity and accuracy. Applies skills to familiar situations and creates satisfactory work.</td>
</tr>
<tr>
<td>D - Limited</td>
<td>Demonstrates limited knowledge and understanding of the required content and concepts. Communicates learning with a lack of clarity and/or accuracy. Creates work that needs improvement and skills are limited.</td>
</tr>
<tr>
<td>F - Did Not Demonstrate</td>
<td>Did not demonstrate adequate knowledge and understanding of the required content and concepts. Did not communicate learning with clarity or accuracy. Did not apply skills and work is incomplete or of poor quality.</td>
</tr>
<tr>
<td>NG - No Grade</td>
<td>Insufficient Evidence</td>
</tr>
</tbody>
</table>

Grade Points and GPA

\[
\begin{align*}
A+ &= 4.0 \\
A  &= 4.0 \\
A- &= 3.7 \\
B+ &= 3.3 \\
B  &= 3.0 \\
B- &= 2.7 \\
C+ &= 2.3 \\
C  &= 2.0 \\
C- &= 1.7 \\
D+ &= 1.3 \\
D  &= 1.0 \\
D- &= 0.5 \\
F  &= 0
\end{align*}
\]

Grade points are assigned to corresponding letter grades as shown in the table above. Grade points of all credit bearing courses are used in figuring grade point averages (GPAs), Honor Society membership, Honor Roll status, eligibility, etc. Grade points are awarded at the conclusion of a course. As a result, GPA can only be accurately calculated at the end of the school year.

GPA is determined by averaging the grade points earned. This GPA includes all courses taken at ASD. Individual colleges often do their own GPA calculation based upon their specific criteria.

*Advanced Placement courses are weighted by adding 0.25 grade point value for grades of C- or above. If a student fails to take the AP exam, the AP designation will be removed from the transcript and the GPA bump will be removed as well.

ASSESSMENT PROCEDURES

Students participate in ongoing assessments throughout the first and second semester.

Assessment/Grading Guidelines:

- Final grades are given in all subjects in Grades 9-12 at the completion of each course.
- Due dates for assessments, presentations and projects are considered final when scheduled by a classroom teacher. Students may only be excused from set dates in cases of family emergencies, or by providing a doctor’s note for a serious medical illness. Teachers must be informed at the earliest possible time, but no later than 24 hours in advance of the deadline.

FAILED COURSES

If a course is failed, it may be necessary to repeat the course for credit at ASD. If the student fails the second semester of a course it may be necessary for him/her to re-take the entire year of the course. The transcript will reflect both grades with the most recent grade being used for the student’s GPA. When deemed necessary by the administration for a student to retake a course online via a school other than ASD, the course would satisfy the credit requirement. However, the new grade would appear as either P/ F and would not be included in the student’s GPA calculation.
HOMEWORK

Educational research confirms that homework that is relevant, meaningful, connected to classroom learning, and that receiving timely feedback have a positive impact on student learning, habits of mind, and attitudes toward learning. Homework may include studying for an assessment, reviewing or practicing concepts learned in class, working to complete a project, essay, or assignment, preparing for an upcoming topic by doing research or reading, etc. Homework, if properly crafted, promotes student learning and growth.

High school students should have room to continue to develop strong interests in core academic areas as well as in elective subjects, and be able to actively participate in activities that take place outside the school day (arts, sports, clubs, community service). Proper sleep becomes especially important for the developing adolescent. Excessive homework (over 2 hours nightly) is likely to diminish its effectiveness, and even become counterproductive or unhealthy.

Students should take care to record all due dates and details in their Kitab or other time management tool to ensure that homework is completed on time. Planning for short and long term homework assignments is necessary. Students should arrange a homework area that is free from distraction and should expect to do approximately two uninterrupted hours of homework each night under normal circumstances. Advanced courses, such as those at the AP level, may require additional time. Students should consider the homework requirements of individual courses at registration time.

“Practice” (such as an instrument, or an artistic technique, an athletic skill, or a speech) is generally not considered homework.

A guide to the time expected students should spend on regular homework assignments is:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minutes per night</th>
<th>Approx. minutes per class per week</th>
<th>Approx. total HW time per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>90 minutes</td>
<td>90 minutes</td>
<td>9 hours</td>
</tr>
<tr>
<td>Grade 10</td>
<td>90 minutes</td>
<td>90 minutes</td>
<td>9 hours</td>
</tr>
<tr>
<td>Grade 11</td>
<td>120 minutes</td>
<td>90 minutes</td>
<td>12 hours</td>
</tr>
<tr>
<td>Grade 12</td>
<td>120 minutes</td>
<td>120 minutes</td>
<td>12 hours</td>
</tr>
</tbody>
</table>
HONOR CODE

Mutual trust and intellectual honesty are essential in any school. This spirit embodies the core values shared by all members of the school community. Our Honor Code defines the meaning and importance of academic honesty, clarifies the expectations placed upon students, parents and teachers and articulates the range of consequences for its violation.

The fundamental beliefs underlying and reflected in the Honor Code are:

Every student has the right to an academic environment that is free from the injustices caused by academic dishonesty.

All members of ASD’s community (administration, teachers, students and parents) contribute to its academic integrity.

All members of ASD’s community support and model Honor Code principles and expectations.

### Roles and Responsibilities for Academic Integrity

#### STUDENTS will model and support academic integrity by:
- completing all assigned work, activities and tests in an honorable way - one that avoids all cheating, lying, stealing and/or using the ideas, expertise and/or work of others in any way to gain advantage
- understanding the school-wide Honor Code policy and individual teacher assignment guidelines
- clarifying with the teacher anything that may be unclear about an assignment, with respect to how the Honor Code may apply to it
- participating in the further development of the Honor Code during the student’s high school career
- maintaining confidentiality of all interactions regarding the Honor Code and the Honor Council
- encouraging other students to support and adhere to the Honor Code

#### TEACHERS will model and support academic integrity by:
- clearly presenting the school-wide Honor Code principles to show how they apply to that teacher’s class, including guidelines for working on assignments in that class
- appropriately reporting all violations of the Honor Code to the high school administration
- maintaining classroom vigilance and the integrity of the testing process
- explaining the use of permissible study aids, including tutors, in coursework
- checking student papers for plagiarism
- participating in the further development of the Honor Code during the teacher’s high school career
- maintaining confidentiality of all interactions regarding the Honor Code and the Honor Council
- encouraging students to support and adhere to the Honor Code

#### COUNSELORS will model and support academic integrity by:
- engaging with individual students to help them further understand their actions in relation to the Honor Code
- maintaining Honor Council’s integrity and supporting Honor Council recommendations
- participating in the further development of the Honor Code during the counselor’s high school career
- maintaining confidentiality of all interactions regarding the Honor Code and the Honor Council
- encouraging students to support and adhere to the Honor Code

#### ADMINISTRATORS will model and support academic integrity by:
- making available to all students, teachers and parents a copy of the Honor Code
- maintaining Honor Council’s integrity and supporting Honor Council recommendations
- reporting on allegations of Honor Code violations
- facilitating ongoing conversations and reflection about the Honor Code
- administering fair and consistent consequences for violations of the Honor Code
- maintaining records of the Honor Code offenses
- working with the Honor Council when there are reported violations of the Honor Code
- maintaining confidentiality of all interactions regarding the Honor Code and the Honor Council
- encouraging students to support and adhere to the Honor Code

#### PARENTS/GUARDIANS will model and support academic integrity by:
- becoming knowledgeable about the school-wide Honor Code and guidelines for individual teacher’s classes
- assuring that student absences are legitimate
- helping the student understand that the parent values integrity and expects the student to comply with the school’s Honor Code
- supporting the consequences determined by the administration if the Academic Honor Code is violated by their son/daughter
- maintaining confidentiality of all interactions regarding the Honor Code and the Honor Council
- encouraging students to support and adhere to the Honor Code

#### NATIONAL HONOR SOCIETY members will model and support academic integrity by:
- reviewing the Honor Code, considering teacher, student, administration and parent input
- maintaining confidentiality of all interactions regarding the Honor Code and the Honor Council encouraging students to support and adhere to the Honor Code
The Honor Code expressly forbids the following:

Cheating
Cheating includes giving, receiving and/or attempting to offer unauthorized aid or unfair advantage in any academic work. Such acts include but are not limited to:

- deception
- the use of talking, signs, or gestures during an assessment/test to gain an advantage
- copying any work from another student
- allowing another student to copy any kind of work that has been completed by another
- submitting the same assignment/assessment in more than one class
- passing test or quiz information during a class period or from members of one class period to the members of another class period with the same or a different teacher
  - i. having possession of and/or accessing pre-written notes of any kind during a test, quiz or exam that would give any kind of advantage
  - ii. submission of pre-written assignment at times when such assignments are supposed to be written in class
  - iii. illegally exceeding time limits on timed tests, quizzes or assignments
- unauthorized use of study aids, notes, books, data, or other information
- computer fraud
- sabotaging the projects or experiments of other students
- making use of electronic devices during an assessment
- feigning illness to avoid a test or assignment deadline
- possessing or distributing stolen or unauthorized materials.
- any actions that the administration deems are not in keeping with ASD’s Core Values and provide an academic advantage over others

Plagiarism
Plagiarism includes the copying of the language, structure, programming, computer code, ideas and/or thoughts of another and presenting it as one’s own work. Asking someone for help to improve one’s own understanding and/or expertise is seen as being different from asking someone for help to complete a task, when the completion of the task does not result in better understanding or greater expertise. Parents / guardians, friends and tutors may be consulted as helpers and resources, but they must not complete tasks for students or edit / modify their work in any substantive way. As a helper or resource, it is appropriate to ask questions to help clarify a student’s thoughts or to discuss concepts and ideas related to a task. However, assistance beyond this level is prohibited.

The most common form of plagiarism is copying verbatim, that is, when a student copies the words, expressions or ideas directly from another source (e.g. book, article, lab report, homework and friend) without giving proper credit. Plagiarism may also consist of using an author’s passages with occasional omissions or changes in wording without proper acknowledgement, rearranging the words or sentences of one or more authors without proper acknowledgement and using an author’s argument or points from an argument without proper acknowledgement.

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

- the forgery of signatures
- tampering with official records
- fraudulently adding, deleting, or manipulating information on academic work after the testing period or due date of the assignment
- lying or failing to give complete information to a teacher
- feigning illness to gain extra preparation time for tests, quizzes or assignments due
- skipping assessments

Stealing Schoolwork
Stealing is the appropriation of school work or materials without rights or permission. Such acts include but are not limited to:

- stealing copies of tests and quizzes
- illegitimately accessing the teacher’s answer key for tests or quizzes
- stealing the teacher’s edition of the textbook
- stealing another student’s homework, notes or handouts

In the event of an Honor Code Violation:

When a teacher suspects an Honor Code violation, the teacher will speak to the student regarding the matter. In the event that both student and teacher agree that an Honor Code violation did occur, the teacher will:

- report it to the high school administration
- work with the administration in assigning an appropriate consequence

In the event that a student and teacher disagree about a cheating allegation, the teacher will:

- Inform the HS administration
- complete an Honor Code Violation Form
- ask the student to explain in writing the details of the incident
- forward the Honor Code Violation Form and student account to the HS principal and Honor Council head. The Honor Council head will review the incident and convene the Honor Council within five (5) school days of reporting the incident to review the reports and circumstances

The Administration will:

- Work with the student to properly inform his/her parents
- Record the incident in the school database
- Assign appropriate consequences
**Honor Code Violations:**

<table>
<thead>
<tr>
<th>Offense</th>
<th>Consequence Assigned</th>
</tr>
</thead>
</table>
| **First** | • Student will be assigned a 4 hour detention period at school (likely on Saturday)  
• The student completes the assessment in question if applicable  
• The violation is placed in the discipline or academic record  
• Student meets with his/her school counselor and creates a restitution plan  
• Parent(s) receive notification of the offense from their child and/or administration  
• The offense would be reported to any honor societies of which he/she is a current member or making application to in that school year  
• Colleges to which student has applied/been accepted may be notified, depending on the severity of the incident and the grade level the student is enrolled  
• Significant offenses may be considered as a second offence and second offence consequences applied |
| **Second** | • The student will receive an in-school suspension  
• The student completes the assessment in question if applicable  
• The violation is placed in the discipline or academic record  
• Parent and student will meet with the principal & superintendent to discuss the conditions for continued enrollment at ASD  
• The offense will be reported to any honor societies that he/she is a current member of and will be excused from class office, if such office is held  
• Student may not apply to any honor societies or run for any SGA/class office for the next 12 months at ASD  
• Student creates and follows up on a restitution plan  
• Colleges to which the student has applied/been accepted may be notified  
• An offense may be considered so grave as to warrant consideration as a third offense with these consequences applied |
| **Third** | The student receives an out of school suspension until such time as a determination can be made regarding the continued enrollment of the student. Depending upon the severity of the offense, administration may recommend disenrollment  
• Violations become a part of the student’s discipline and academic record  
• Colleges to which student has applied/been accepted will be notified |

**HONOR ROLL**

A student’s honor roll status will be determined by the GPA of all completed bearing courses. A student cannot receive any Fs or incomplete grades and still be considered for Honor Roll.

**High School Honor Roll Criteria**

- **Honor Roll** : GPA of 3.2 - 3.39  
- **High Honor Roll** : GPA of 3.4 - 3.69  
- **High Honors with Distinction** : GPA of 3.7 - 4.25

Honor Roll is calculated once at the end of the school year.

**INCOMPLETE GRADES**

Students are expected to complete work for a particular grading period within that specific grading period timeline. If exceptional circumstances prevent this from being possible, an incomplete or “I” is given to students who do not have all graded work completed by the end of the grading period. Normally, students will complete the work as soon as possible after the period has ended. A maximum of two weeks will be allowed to make up all incomplete work. If the work is not completed after 2 weeks the “I” will be replaced with an “F” and the GPA amended. Students receiving “I” grades may also have their eligibility for sports and activities affected depending on the circumstances leading to the “I” grade.

**LATE WORK**

Timely submission of all work is essential at ASD because:

- Timely feedback is important to the learning process  
- Responsibility is a core value  
- Mastering deadlines is an important skill both in school and life

In order to support students to meet due dates for summative assessments, teachers will:

- Post assessment due dates on PS Learning  
- Post assessment information and criteria on PS Learning  
- Provide time in class to clarify the summative assessment  
- Ensure that long term assignments have established checkpoints

Formative Work / Practice must be completed before the summative assessment for that unit. The homework is a means for students to practice and hone their skills. From this, they receive meaningful feedback so as to improve their understanding and performance.

For initial outstanding assignment(s), teachers will:

- Indicate that the work is missing by coding the assignment with an ‘M’ in PowerSchool  
- Student will submit the work by the next time that class meets  
- If the work remains incomplete after the second class meeting, Study Support will be assigned for next scheduled session
• Work with students to get the work submitted, by agreeing on a plan for submission of the work and establishing a time and place for the student to complete the work (i.e. during lunch or after school)

If there are multiple missing formative assessments in a unit:
• The teacher will make note on the student’s Learner Development grade
• The teacher will label all missing assignments with an ‘M’ in PowerSchool
• The student will be assigned to Study Support and the teacher will inform the parent and counselor of this referral.
• The student will attend these after-school sessions until all assignments have been submitted
• The student will be expected to commence attending the next Study Support session after the date of referral.
• Attendance at Study Support once referred is compulsory and takes precedence over all other school-related activities (such as sports, clubs and other co-curricular or extracurricular events)

Summative Assessments:
It is the student’s responsibility to be proactive and communicate with the teacher if they are not going to be able to submit an assignment on the due date. A student may speak with the teacher at least 48 hours in advance of the due date to request an extension. The decision to grant or not to grant an extension is at the discretion of the teacher.

In cases where a summative assessment is not submitted on time or by the agreed upon alternative date for submission
• The teacher will make note in the student’s Learner Development grade
• The teacher will label the missing assignment with an ‘M’ in PowerSchool
• The student will be assigned to Study Support and the teacher will inform the parent and counselor of this referral.
• The student will attend a minimum of one, but not more than two after-school sessions. After the second session for the same assignment, it will be collected and assessed in its present state of completion.
• The student will be expected to commence attending the Study Support the next session after the date of referral.
• Attendance at Study Support, once referred, is compulsory and takes precedence over all other school-related activities (such as sports, clubs and other co-curricular or extracurricular events).

If a student fails to attend a Study Support session they will be referred to the administration for a behavioral consequence, which could include a Saturday detention or suspension.

LIBRARY

The Library rules for behavior and care of materials are based on the ASD Code of Conduct.

Students may use the Library before school, during lunch and recess and after school. Students who go to the Library during class time without their teacher need a pass from that teacher.

Students who repeatedly lose or damage materials or do not follow proper library behavior will lose the privilege of using the Library.

Books are checked out for two weeks and may be renewed once.

Books are to be returned on time. If a student does not return an overdue book his/her report card will be held until the book is returned.

A fee will be charged for damaged materials. If a book or other material is damaged beyond satisfactory repair, it will be treated as a lost book.

If a book or other material is lost, the student will be charged the replacement cost of the item plus the cost of shipping, handling and processing.

Reference books do not circulate, as they are needed during the school day.
ACADEMIC PROBATION

Mid-semester and semester grades determine whether or not a student falls into Academic Probation. The Principal, Associate Principal and Counselors will review all report cards at mid-semester. If a student receives two “F’s” in any subjects; one “F” and two “D’s” in any subjects; or a G.P.A. less than 2.0 on all graded subjects, he/she will be placed on academic probation for the following two 9 week reporting periods. A meeting will be arranged with the student, his/her parents, counselor, Principal/Associate Principal and Learning Support Teacher (where appropriate). Behaviors and/or actions that teachers recommend would contribute to academic success will be discussed at the meeting. It may be necessary for a student to drop a course to enroll in a study hall or may be assigned to a support study course. As our first commitment is to provide the support necessary for all students to meet with academic success, course changes are often necessary. In addition, the school may recommend for a student to receive an educational evaluation in order to better understand that student’s learning needs. If this is the recommendation, the family will need to seek an assessment from a qualified professional so that any learning challenges can be identified or ruled out as a cause of difficulty.

A student must perform at or above the minimum standards as described above for one semester in order to be removed from Academic Probation. A student who remains on Academic Probation for longer than 1 semester will placed into the Student Review Team process to determine the academic, behavioral or emotional needs that might need to be addressed.

ASD will provide help and guidance for students on academic probation. ASD recognizes that students must choose to behave in ways that will promote their own success and at times ASD may not be the right fit for all students.

SENIOR PRIVILEGES

Seniors have the privilege of wearing a hooded sweatshirt as part of their school uniform. Any senior with more than three dress code violations, will lose the privilege to wear the senior hoodie.

Any violation of the HS Code of Conduct may result in senior privilege being revoked.

This senior privilege can be revoked if:

- Seniors who have more than six (6) tardies (cumulative of all courses) during or at the end of the 2nd quarter,
- Seniors on academic probation do not get senior privileges.

STANDARDIZED TESTING

All students are involved in the school’s standardized testing program. Grade 9, 10 and 11 students take the PSAT (Preliminary Scholastic Aptitude Tests), a practice version of the SAT (formerly known as Scholastic Aptitude Tests) which is the most widely accepted college entrance exam. The PSAT also serves as the qualifying test for the National Merit Scholarship. SAT is used by most American universities and colleges as an entrance requirement and as a predictor of academic success in university. Scores on each part of the SAT range from 200-800 and are reported separately for Evidence-Based Reading and Writing and Math.

SAT Subject Tests are one-hour tests in specific subject areas. Along with the SAT, many universities require three SAT Subject Tests. These tests are required by many universities and colleges as an indication of subject mastery (placement purpose) rather than an entrance requirement. These tests are administered at the same time and location as the SAT. A student may elect to take one, two or three SAT Subject Tests on a single date, but the SAT and SAT Subject Tests may not be taken together.

ACT (American College Test) is required by some U.S. colleges. Students should check carefully the catalog of each prospective college to determine the exams required. The ACT gives sub-scores from 36 in English, mathematics, natural science, social studies and a composite score. The tests are 2 hours and 40 min. Students should seek advice from the counselor about which tests to take and when to take them.

STUDY BLOCKS

All students who are not assigned to a particular class or teacher during a given block will be free to work in the library, cafeteria or specific assigned areas in the high school.

Student behavior in the study block is expected to be the same as if the student were in class. Students must use time and should be prepared to work independently. Students who are on academic probation will be assigned to a supervised study block until such time that they receive a formal grade report indicating that they are no longer on academic probation. Unsupervised, study blocks are only available to Grade 11 and Grade 12 students.
TECHNOLOGY USE POLICY GRADES K1 - 12

The mission of the American School of Dubai is to challenge and inspire each student to achieve their dreams and to become a passionate learner prepared to adapt and contribute in a rapidly changing world.

Technology Vision: We embrace the power of technology in order to reimagine the learning environment, personalize learning pathways, and cultivate collaboration, communication and innovation within and beyond the walls of ASD.

Core Values: Compassion - Excellence - Integrity - Respect - Responsibility

Compassion
Help foster a school community that is respectful, kind and supportive.
• Use technology to build community, not to isolate, offend or hurt others. (Read the Harassment and Bullying Policy on the ES, MS and HS GO Pages.)
• Protect yourself and others by reporting misuse and not forwarding inappropriate materials or communications.

Excellence
Amaze our community and the world.
• Be a creative thinker, developing innovative products and processes.
• Share in an appropriate manner what you have learned and created.

Integrity
Be smart, be sensible, be honest. Talking regularly with teachers, counselors or parents helps resolve uncertainties and supports you in making good choices. and supports you in making good choices.
• Give credit when using others’ information. (Read the Academic Integrity Policy and Citation Guides on the ES, MS and HS GO Pages.)
• Only access your own accounts and accounts assigned to you by teachers.
• Use technology with transparency; hiding online activity is not permitted.

Respect
Consider your actions and their implications.
• Carefully consider the information and images that you post.
• Communicate with others in a respectful and helpful way.
• Handle all devices with care and respect.

Responsibility
Stay safe and help us take care of our devices and networks.
• Technology at school is to be used for learning.
• Keep safe and consider carefully before publishing personal details.
• Keep personal accounts and passwords private and secure.
• Only search for, view, create and share content that is appropriate for the academic environment.
• If you see a message, image or other material that makes you uncomfortable, report it to a trusted adult.
• Protect computer equipment and software from harm. (Read the Vandalism and Theft Policy on the ES, MS and HS GO Pages.)

HIGH SCHOOL TECHNOLOGY USE EXPECTATIONS

Supporting appropriate use of technology is a community effort with everyone working together to create a positive learning environment for all.

The expectations below support our Technology Use Policy and a positive learning environment. These expectations cover the use of laptops as well as secondary devices such as mobile phones, tablets, e-readers and smartwatches.

<table>
<thead>
<tr>
<th>Classroom Routines</th>
<th>Secondary Devices</th>
<th>Care and Maintenance</th>
<th>Technology Use and Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptops and secondary devices are used according to teacher instructions.</td>
<td>All devices are set to silent.</td>
<td>Conduct regular backups and software updates.</td>
<td>If a teacher determines that a device has become a distraction to a student or disruptive to the learning environment, the device may be taken from the student to be claimed at a later time. In the case of ongoing disruptions, an infraction may be given. Students who violate the TUP will receive a disciplinary infraction. Serious infractions, such as cyberbullying, sharing or stealing usernames or passwords, breaking the honor code or attempting to circumvent network security, will be reported directly to the Principal and dealt with according to the ASD code of conduct.</td>
</tr>
<tr>
<td>Be Present: Devices should be closed during directions or discussions.</td>
<td>A secondary device is not used during class time to send or receive phone calls or text, audio or visual messages outside of the classroom.</td>
<td>Come to school with a fully charged laptop, a charger and any required adapters.</td>
<td></td>
</tr>
<tr>
<td>Manage Distractions: Tabs and desktops not related to the current class are closed. Unnecessary notifications are turned off.</td>
<td>When not in use, secondary devices are stored in a backpack, locker or a location designated by the teacher, not in a desk or pocket.</td>
<td>Damaged laptops are reported to the IT department where a loaner laptop will be assigned.</td>
<td></td>
</tr>
<tr>
<td>Conduct regular backups and software updates.</td>
<td>A secondary device is not used during assessments or assessment review and must be stored properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If a teacher determines that a device has become a distraction to a student or disruptive to the learning environment, the device may be taken from the student to be claimed at a later time. In the case of ongoing disruptions, an infraction may be given. Students who violate the TUP will receive a disciplinary infraction. Serious infractions, such as cyberbullying, sharing or stealing usernames or passwords, breaking the honor code or attempting to circumvent network security, will be reported directly to the Principal and dealt with according to the ASD code of conduct.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LAPTOP REQUIREMENTS

High School students are required to bring a personal laptop to school each day. The device must be an Apple Macbook and should be no more than three years old. Students must have their laptop configured by ASD, with administrative rights managed by the school during the school year. Students must start each day with a fully charged laptop and are required to have a charger and a small set of recording earphones. Students with a MacBook with only the USB-C port will be required to purchase and bring an adapter for projecting or using USB-3 plug-ins. More specifics can be found on the ASD GO Page.

SECONDARY DEVICES

ASD offers a variety of technology resources for educational use. Additionally, students in Grades 6-12 are required to bring their own laptop. Students may also choose to bring their own electronic devices such as smartphones, tablets and e-readers to school to enhance their learning experiences. These devices must be used in accordance with the Technology Use Policy. As such, there will be times when using a device for a certain activity is appropriate, and times when it is not. Divisional technology expectations support understanding about appropriate use. Bringing additional electronic devices to school is not a requirement.

SECURITY AND DAMAGES

When an electronic device is brought on to the ASD campus, responsibility to keep the device secure rests with the individual owner. ASD cannot be held liable for any device stolen or damaged on campus. If an issue occurs, it will be handled through the appropriate division office using the same process that applies to other personal items.

Students and parents/guardians choosing to bring electronic devices onto campus must adhere to the Technology Use Policy. The school maintains the right to investigate any situation where a device is suspected of not being used in accordance with the Technology Use Policy.

ACCESSING THE ASD NETWORK

Each student is allowed one secondary device, in addition to their laptop, to be linked to the ASD network. Login credentials are identical to those for the primary device. Should a new device be brought in to replace an existing one, it will need to be brought to IT to remove the old device from the network.

TEST CALENDARS

Teachers schedule tests collaboratively. Although difficult to schedule, every attempt will be made to limit the number of major tests to two per day. When a student is scheduled for 3 or more exams in a day, the student should report that conflict to the teacher immediately. In cases where the teachers have advance notice, tests may be rescheduled.

TEXTBOOKS

The school makes every attempt to provide textbooks in good condition. When a textbook is issued, students must write their complete names in ink on the inside cover. Students are responsible for this book and are expected to keep it in good condition. Some teachers may require students to put on a book cover. These are available at the high school store.

If students lose a textbook, it has to be cleared by the cashier’s office. The cost of the book and shipping will be taken out of the AED 500 book deposit. If students use up their deposit, parents pay another deposit. In order for a replacement copy to be issued, students must show the teacher a receipt that the old book was cleared along with a note from their parents acknowledging the lost book.

If a book is turned in damaged but still usable, students may have to pay a percentage of the cost of a new book, since the book will now have to be replaced sooner than expected. The principal will decide what percentage students will pay based on the condition of the book.
UNIFORMS - SCHOOL DRESS CODE POLICY

Uniform Purpose Statement

ASD students wear a school uniform to be in line with our school’s core values of respect, responsibility and excellence. As a school located in the United Arab Emirates, our ASD uniform is designed to respect our host country’s culture. Like similar private, college-preparatory schools in the United States, our school uniform reflects our high expectations for student excellence. We feel our uniform promotes respect and responsibility for self and our school community.

General Guidelines:

According to the ASD Dress Code, students’ appearance in the ASD uniform will be neat, clean and respectful. Students must be in uniform during the school day.

At the start of the school year, returning students are to be in uniform beginning with the first day of school. New students will be granted a three day grace period at the start of the school year. This allows new students ample time to purchase and launder the uniform before wearing it to school.

School Approved Uniform Garments

<table>
<thead>
<tr>
<th>Uniform Garments</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPS - ZAKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Button front shirt</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Polo shirt (white, navy)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>V-neck sweater (navy)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fleece zip up</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TOPS - LANDS’ END</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Button front shirt (white, light blue)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Polo shirt (white, navy)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cardigan sweater (navy)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>V-neck sweater (navy)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BOTTOMS - ZAKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long pants (khaki, navy)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Capri pants (khaki, navy)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BOTTOMS - LANDS’ END</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Capri pants (khaki, navy)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

School Approved Uniform Retailers:

Lands’ End
- Online purchases may be made on the Lands’ End website.
- Telephone orders may be placed by calling 001 +608-935-8585. You will need our Preferred School Number of 900146523.
- If in the United States, you may visit Sear’s stores to purchase Lands’ End school uniform products.

Zaks
- Al Barsha (Located across from the IBIS Hotel Building)
- Phone number: +00974-3792575
- Open from 10:00 a.m. to 7:30 p.m. Saturday to Thursday

School Store (P.E. Kit Only)

The School Store is located in two locations: the main administrative building and in the Elementary Copy Center near the Elementary School Office, E132. The School Store sells the ASD PE uniform in all sizes to suit students from Grade 1 to Grade 12. The hours for the school stores are: 7:00 a.m. to 3:30 p.m.

Proper Wearing of the Uniform

Below are general requirements regarding the ASD Dress Code and wearing the school uniform which must be neat, clean and supportive of the learning process:

Bottoms:
- All bottoms are worn at the waist with no undergarments showing

Shirts:
- Shirts are buttoned all the way up. Students may opt to leave the top two buttons unbuttoned
- Shirts may be worn tucked in or untucked
- A solid white undershirt may be worn, so long as it does not show on the arms or at the bottom of the uniform shirt
Fleece and Sweaters
As a part of the ASD Dress Code we require students to wear only the authorized fleece and sweater options made available through Lands’ End and Zaks. Hooded sweatshirts, ASD Athletic team sweatshirts and any other overgarments are not acceptable. Grade 12 students will design a class sweatshirt and may wear it as a uniform piece under the guidelines explained in the Senior Privileges section.

Accessories
Accessories that do not detract from the learning environment are acceptable.

Footwear
As part of the ASD Dress Code we require students to wear a shoe that fully supports, protects and encloses the foot. This allows students to be active, safe and comfortable throughout the school day.
• Acceptable shoes: Athletic shoes, traditional black or brown school shoes that enclose the foot, sturdy sandal that is secured to the foot with a backstrap.
• Unacceptable shoes: flip flops, boots of any kind, shoes with wheels, high heels, spiked shoes and Crocs.

Hats
In high school hats are recommended to be worn outdoors. Hats may not be worn in the school building.

Physical Education Uniform
In the Middle School and High School the P.E. uniform is not allowed in the regular classrooms, during lunch, or in the morning before class except for when the student has P.E. during the first block of the day. It is the responsibility of the student to take his/her uniform home at least once a week to be laundered. MS and HS students may be required to take showers and must change back into their school uniform at the end of P.E. class.

Swimming Attire
The swimming uniform consists of a one piece suit for girls (with the option of shorts) and boardshorts or jammers for boys. Swim caps are mandatory for all students. Goggles and rash guards are optional, but are not be provided by the school. Swim caps may be required.

Dance Uniform
The Dance Uniform consists of track pants, athletic skirt with built in shorts and P.E. kit shirt. Students must change in and out of their uniform during class and are not allowed to wear the dance uniform in regular classrooms, during lunch, or in the morning before class.

Special Class Requirements
Some classes will require students to wear special clothing for a variety of reasons. An art class will require students to wear aprons or smocks at times to keep their uniform clean. The drama class may at times require students to wear costumes depending upon the class activities. Whatever the case may be, students will receive specific instructions from their teachers about such requirements. Special dress requirements will always be in line with our uniform purpose statement.

Field Trip Uniform
As a part of the ASD Dress Code, students have specific requirements when participating in a field trip. On most occasions, unless otherwise communicated by the lead teacher, students will wear the navy polo shirt and khaki bottoms.

Non-Uniform and Dress Up Days
Occasionally there may be non-uniform and dress up days where students do not have to wear the uniform to school. On such days the ASD dress code must be followed. As a general guideline, the non-uniform garments must cover the same areas covered by the school uniform.

On costume days, students are not allowed to use any accessories depicting weapons including but not limited to toy guns, knives, swords, etc. Students should ask their advisory teacher before the day to determine any questionable clothing choices.

For MESAC events, Middle School and High School students may wear the red polo shirt and uniform pants or a white button down shirt with red tie and black pants on the day of their tournament. The day before a team travels to a tournament and upon return from tournaments or school sanctioned activities, middle and high school students may wear their co-curricular garments for one day as determined by the coach or activity sponsor.

WITHDRAWAL PROCEDURES
Before a student can be formally withdrawn from ASD and before official transcripts and records of work completed during the student’s stay at the school can be issued, the following procedure must be followed:
• Parents should fill out a Withdrawal Notification Form (available in the Admissions office) at least one week prior to withdrawal.
• The advisor will give the withdrawing student a Student Check-Out Form the day before the last day of attendance. The advisor supervises the student in obtaining the required signatures.
• The completed Student Check-Out Form should be returned to the Registrar’s Office by noon on the day of withdrawal. All items on the form must be signed before book deposit money and school records can be collected.
• If the withdrawal is at the end of the school year, report cards will be distributed by the Registrar’s Office after all signatures are obtained on the Student Check Out Form.
• Parents should collect a refund of the book deposit (minus any charges for damaged or lost books) from the cashier.
• Because student records must be recorded on transcripts and credits reviewed, official records may be picked up two working days after the last school day or arrangements should be made to have them mailed to the next school.
Attendance

Regular class attendance increases the student’s probability for successful performance and fosters the development of punctuality, self-discipline and responsibility.
ATTENDANCE PHILOSOPHY

Arrival and Dismissal
Students should arrive at school between 7:45 a.m. and 8:05 a.m. Classes begin at 8:15 a.m. and conclude at 3:15 p.m. All HS students should be dropped off and picked up only at Gate 3. Gates 5 and 6 are dedicated to the elementary school during the drop off and pick up times.

Before School:
The library is open at 7:45 a.m.

After School
• Students are to be picked up by an adult promptly outside Gate 3
• Students participating in activities immediately following school, should proceed to the designated location
• Students participating in late practices can go to the cafeteria or library until the activity begins
• High school students should not be on campus after 4:30 p.m. without adult supervision.

Late Arrival
Students arriving late to first period sign in at the office and receive a pass for admission to class. If a student arrives after first period, the parent must contact the school by phone or in writing/email to verify the absence. Students who do not sign in at the office and go straight to class will be subject to the consequence for skipping class.

Early Dismissal
When it is necessary to pick up a student during the school day the parent will need to provide a signed note or call personally to allow the student to obtain a blue pass from the High School Office. The pass will need to be presented to the gate security personnel for exit from the campus.

Attendance Philosophy and Absences
The process of education includes a combination of instruction, classroom participation, learning experiences and study in order to achieve the maximum educational benefit for each student. Regular class attendance increases the student’s probability for successful performance and fosters the development of punctuality, self-discipline and responsibility. ASD is committed to working with parents to ensure consistent attendance for all students. Our students are an integral part of the ASD learning community, being at school and on time for school is important for the individual student and the class as a whole.

When 5 absences have been accumulated in any course in a semester, the HS Office will contact the parents to make them aware that their child could potentially lose credit for their course(s) if additional days are missed.

Verification and Approval of Absences
Attendance is taken at 8:15 a.m. each morning. When a student is absent from school for any reason parents call 04-395-0005 and leave a voice message or email hsoffice@asdubai.org by 8:15 a.m. on the day of the absence. This allows the school to ensure all students are safe. To protect the health of others, students who are ill for school are not allowed to attend after school activities. A doctor’s note may be required following an absence of three (3) or more consecutive days due to a major illness, communicable disease or injury.

Students who know they are going to be absent for three (3) or more days are required to complete a Planned Absence form two (2) weeks in advance of travel.

Acceptable absences are for illness, pre-arranged appointments (doctor, dentist, etc.), bona fide religious holidays, student trips, and pre-arranged student family travel. Students are not permitted to miss school for the purpose of avoiding assessments or work that is due. When students are not in class, learning continues and it is the responsibility of the student to communicate immediately with the teacher to stay current on class work and assessments.

Special absences from school, when taken to accommodate a family’s vacation plans, are regarded as contrary to the best interest and welfare of students and the school. Because such absences are pre-planned, the High School Office and individual teachers need to be notified a week in advance, when possible. The student is responsible for contacting the teachers, getting assignments, doing the work and submitting it to the teacher, prior to departure when requested. Parents and guardians are urged to arrange doctor and dental appointments, college visits, family trips, etc. during study block, after school, on weekends, during the summer, or during school holidays in order to minimize the loss of school time. Parents must notify the school of an absence with a phone call to the High School Office at 04-395-0005.

When absent from school, parents are required to inform the school by phone or in writing, the reason for the absence. This verification can come in the form of a phone call, an email from the family account, or a handwritten note to be submitted in person. Verification for absences should be submitted at the time of the absence or upon the first day of returning to school.

Absences & Course Credit
Because of the importance of attendance, the school expects students not to miss more than seven (7) classes per semester in any given course. Students who exceed seven absences (excused or unexcused) in a specific class will receive NO CREDIT for that semester course. While the grade for the course will be displayed on the student’s transcript, the corresponding credit will indicate 0.

This is not to mean that students have 7 classes per semester that they do not need to be in class, but rather, in extenuating circumstances, a student might reach 7 absences and will need to work diligently to stay current with all work in class.

Parents must notify the school of an absence with a phone call to the High School Office at 04-395-0005.

Injured Student - P.E.
If a student must refrain from active participation due to injury for 15 percent or greater of the entire course, the student will drop the course. Counselors will work with students to determine the best method to complete the necessary credits.
80% ATTENDANCE POLICY

1. A student can not exceed seven absences per class, per semester.
   • Students who are absent will be permitted to make up work missed and receive credit for all work submitted.
   • An extra class period is allowed for each day of the absence in order to allow time to finish the work.
   • The student is responsible for contacting the teachers, getting assignments, doing the work and submitting it to the teacher.
   • Any missed tests/quizzes will be made up at the time given by the teacher.
   • Whenever possible, it is in the student’s best interest to obtain work in advance.

2. If an absence is determined to be unauthorized (skipping), parents will be notified. Students will receive no credit for assignments due or assessments missed during the unauthorized absence. In addition, students will be assigned a detention to make up double the missed class time. This is likely to take place on Saturday.

3. The only absences that will not be used in calculating the attendance record are those that occur due to school-sponsored activities. School sponsored absences include, but are not limited to: school sponsored trips (including Model United Nation trips, language class cultural trips, etc.); athletics, fine arts and academic related events; authorized external exams (such as Advanced Placement tests); and appointments with school administration, faculty or staff.

4. Students are encouraged to collaborate with parents and counselors to maintain a balance between academic focus and involvement in extracurricular activities that take them away from their regular classes.

5. When a student is representing ASD at a MESAC, AMIS, MUN or other school sponsored event that involves student travel, academics must be prioritized over the activity. When missing class(es), a student involved in a school sponsored activity must prioritize getting all work and assessments completed prior to traveling to represent the school, whenever requested or required by the teacher.

6. All other absences (whether authorized or unauthorized) will be included in the attendance record. Illness, family trips, early departure for vacation, late return from vacations, etc. all count towards the total. For example, if a child were to miss 5 classes due to illness and 3 classes due to a family trip, that student would lose credit for the course for the semester, because it is understood that attendance in school must be a priority and family trips must be scheduled during one of the many breaks that occur within the calendar throughout the year.

7. Absences appear on report cards, but are not included on official transcripts. However, on occasion, universities may contact the school and ask for attendance data as they are considering applicants.

8. A doctor’s note is required for any absence of three (3) or more consecutive days due to illness.

9. If a pattern of concern develops, such as repeated absences when there are quizzes or tests, the principal may require additional verification to authorize subsequent absences. If it is a question of academic integrity, the student may not be allowed to make up a missed assessment.

10. On the fifth absence, the High School Office will send a letter to the parent/guardian and student indicating the severity of the situation and explaining the consequences for missing more than five blocks in any one class.

11. After the sixth absence and each subsequent absence, a meeting will be required with the parent/guardian, the student and the Administration (counselor, principal). Interventions and support services will be discussed and could include discontinued participation in co-curricular activities, attendance meetings, schedule changes, other specialized supportive programs and review by the Attendance Review Team (to include the principal, counselor and other appropriate staff).

12. Once a student exceeds SEVEN absences (on the eighth absence), the student will receive NO CREDIT for the course and this will be shown on the student’s transcript. While the grade will still appear, no credit will be issued.

13. A student or parent may appeal IN WRITING within five school days after being notified of receiving NO CREDIT. The appeal must be presented in person to the High School Principal for a waiver from the minimum attendance requirement. An Attendance Review Team (to include the principal, counselors and other appropriate staff) will review the appeal and take into consideration any extraordinary and/or unavoidable circumstances associated with the student’s failure to meet minimum attendance requirement. Generally, waivers are only granted in cases where a student has had a verified hospitalization or if the student took leave due to bereavement in the immediate family. The Administration will respond in writing to all appeals, listing the reasons the appeal is supported or denied.

PARTIAL DAY ATTENDANCE GUIDELINES

Students are not to leave the campus during school hours without written release from the administration and parental permission. A student who becomes ill at school must see the nurse and check out through the High School Office. For students who need to leave early for an appointment, a written note from home must be given to the office. Leaving school without permission will be considered an unexcused absence and may lose the opportunity to demonstrate their learning on an assessment. Students will receive a Saturday detention or suspension from school for such an act.

If a student begins the day ill and later feels better and decides to come to school, the student must check in at the High School Office before proceeding to class. The student will not be allowed to participate in co-curriculars after school on that day unless he/ she had attended more than half the school day.

TARDINESS

Students are expected to be in class and to Advisory on time. A student is tardy when he/she is not physically in the classroom at the time the bell rings. Teachers keep accurate attendance records for each class. When a student arrives more than 20 minutes late to class, the tardy will be changed to an absence.

• If a student arrives late to class with an authorized note from school faculty or staff, they are not considered tardy.

• Students arriving late to class anytime after the bell rings without a note are marked tardy.

• Students with more than three (3) tardies to any class in a given term will be required to make up that missed time with the teacher. The time will be arranged by the teacher.

• Students who continue to struggle to get to class on time will be referred to the High School Office for further disciplinary measures.

Morning Lateness

Students arriving late for the first period of the day should report to the High School Office to sign in and receive a pass admitting them to class. After the third morning tardy in a term, the student and parent will receive a warning notice. Additional tardies to school in the morning will result in a detention after-school or Saturday detention.
Communication

The American School of Dubai welcomes involvement and encourages close ties between parents and teachers.
A child’s school life is greatly enriched when families are well-informed and active in school activities. We welcome your involvement and encourage close ties between parents and teachers. We recognize that effective partnerships are characterized by a shared commitment to collaboration, open lines of communication and a common vision of the goals to be achieved.

To support effective partnerships, ASD communicates with families in a variety of ways.

**Back to School Night:** An opportunity for parents to meet the HS faculty and learn about the upcoming school year.

**Student-Parent-Teacher Conferences:** Twice a year, students and parents meet with their advisor to review the student’s academic progress.

**Principal Letters to Parents:** Sent monthly, the principal letters inform families about current campus life activities and academics.

**Report Cards/Mid-Semester Reports:** Sent to parents and students each semester through the ASD family email account.

**High School Go Page:** A community portal for ASD families to learn more about the High School.

**PowerSchool Learning:** An online learning system used by students and teachers.

**PowerSchool:** An online grading system.

**Kitab:** A student assignment book offered to all high school students at the start of the school year.

**ASD News:** Weekly e-newsletter emailed to all ASD family email accounts.

**Talk Tuesday:** An informational forum to address topics of interest to the ASD community.

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**CHANNELS OF COMMUNICATION**

**Addressing Concerns**

A positive culture of communication amongst students, faculty, parents and administration is vital to support student learning, and the health of any school. ASD is committed to working together in partnership with students, teachers and parents on questions, issues or concerns. To achieve this objective, the following applies:

1. When the problem concerns your son or daughter and their work in school, the best person to see is the classroom teacher. An appointment to see a high school teacher may be made by emailing the teacher or calling the high school office.

2. Problems of a personal nature or questions about a student’s program, his/her overall potential and general progress, may also be discussed with the counselor.

3. Problems that cannot be resolved through a conference with the personnel mentioned above and questions of a more general nature concerning the operations of the school may be discussed with the high school principal or associate principal. Appointments may be made by calling the high school office.
4. Problems that have not been resolved after conferences with the principal may be taken to the superintendent who will discuss any questions related to the general operation of the school or school policies. An appointment may be made by calling the Superintendent’s office.

5. The Superintendent is responsible for the operation and administration of the school program. Questions about school policy may be directed to the Superintendent.

6. Appeals regarding decisions made by the Superintendent may be addressed to the Board through the Superintendent’s office.

Electronic Communication

Email
ASD issues each student and every family their own username and password for Google (gmail), as well as a school gmail account. This account should be checked on a daily basis.

If parents have questions for teachers, it is appropriate to email or call the HS office and ask for the teacher to return the call. Please allow 48 hours for the teacher to reply. If, after two work days, you have not received a reply, it is appropriate to send a follow-up reminder or contact the counselor or principal about your question or concern.

The preferred method of communication between students and teachers is face to face. In cases where a student is sick, away from school or needs to communicate with a faculty member who is not their teacher, email communication is appropriate.

High School Student Bulletin
The high school weekly bulletin is displayed on screens throughout the school. Announcements change daily and contain up-to-date information about school activities and other important information. During Advisory, teachers may also read the announcements for the students and discuss upcoming events.

GO Portal
The GO Page is ASD’s internal website with important school information. Visit the GO Page and look to the HS website for division specific information.

PowerSchool
Information regarding student progress is accessible to parents and students through the school’s electronic grading database, PowerSchool. Teachers maintain their electronic grade books on a regular basis. PowerSchool provides parents and students with easy and regular access to information about progress and achievement. Parents and students are advised to maintain regular communication with the teacher where concerns are evident. Parents and students are also advised to take a long-term approach when looking at the system and student progress. Daily fluctuations will happen as new assignments are added, but the long term learning gains made by the student need to remain as the top priority.

PowerSchool Learning (PSL)
Teachers prepare an overview of class work and homework assignments on a weekly basis. This information is available online using the school’s learning management system. Teachers post weekly summaries of the upcoming week’s work, future summative assessments and electronic copies of class material. Students and parents see these materials for only those courses in which the student is enrolled. Some teachers may also use PowerSchool Learning to collect student work, conduct formative assessments, have students collaborate on a project, discuss a topic online or as a springboard to other ASD online resources.

Reporting Student Learning
Progress Reports for students will be sent four times a year. Two progress reports are sent to students and parents mid semester, at the end of the first and third quarters. Formal Report cards are sent at the end of the first and second semesters.

Goal setting will done as part of the Advisory program and these goals can be discussed as part of the fall and spring student, teacher, parent conferences. Opportunities to visit with your child’s teacher are not limited to these prescheduled conferences. If you wish to visit about your child, please contact your child’s teacher via email, or phone the HS office to arrange a time.

Telephone
When the need arises for your child to contact you during the school day, they may use the HS Office phone, or they may use their own mobile phone between classes.

Mobile phones are not to be used during class time or during school activities for either making or receiving calls or sending or receiving text messages. Students in violation of this may have their mobile phone confiscated and returned at the end of the school day. If you need to contact your child during the day, please call the HS Office and we can get a message to them. We ask that parents do not phone their children during the school day, as this is disruptive to the learning environment.

STUDENT/PARENT/TEACHER CONFERENCES
Student/parent/teacher conferences for the entire High School are held twice annually once in the fall and once in the spring. All parents are encouraged to attend the conferences with their children and check in with the teachers. Parents are also encouraged to schedule conferences through their child’s school counselor at any time if there is a concern.
Health & Safety

At the American School of Dubai, it is expected that all community members will be free to learn, teach and work in a safe, secure and non-threatening environment.
DANGEROUS ITEMS AT SCHOOL

Items that could lead to the disruption of a class are not allowed in the school. This would include any form of weapon, weapon look-alike, or explosive device such as a firecracker. Possession of any type of weapon, weapon look-alike, or explosive device, on their person or in their backpack/bag, may lead to students being suspended or expelled.

DROP OFF AND PICK UP OF STUDENTS

High school students may be dropped off and picked up at Gate 3. Only high school students with elementary aged siblings may be dropped at Gate 5 in the morning. It is extremely important to adhere to this regulation as it assists in the flow of the traffic and safety of the students around the school. We ask that all students are dropped off between 7:45 a.m. and 8:05 a.m. The first bell rings at 8:05 a.m. with class beginning promptly at 8:15 a.m.

Students should not be in the buildings after 4:30 p.m. unless they are under the supervision of a teacher or staff member.

HARASSMENT & BULLYING

At the American School of Dubai, it is expected that all community members will be free to learn, teach and work in a safe, secure and non-threatening environment based on mutual trust and respect. This includes respect of personal feelings, the traditions and customs of religions and cultures, nationality and gender. Each member of the ASD community is expected to be responsible for his/her own behaviors, to exercise self-discipline and to refrain from behaviors which interfere with other members’ right to learn and work in a safe and healthy environment.

An ASD community member is any person who is involved with or has a relationship with ASD. The community includes, but is not limited to - students, faculty, support staff, parents, coaches, guests and volunteers.

Harassment: Is any behavior or comment that is known, or should be known, to be inappropriate, unwanted, demeaning, or cruel that makes the victim, or target, feel uncomfortable, embarrassed, threatened or humiliated. It can include negative comments or messages (written or via technology), putdowns, sexual references, gestures, name calling, humiliation, mean tricks or any action/communication that are interpreted in a negative manner. Harassment is sometimes a single act, but more often is composed of repeated acts performed over time.

Bullying: Is a form of harassment that is characterized by repeated and escalating incidence of purposeful and hurtful actions, either direct or indirect, that make it more and more difficult for the victim to escape. Victims live with fear and anxiety, not knowing when or how serious the next “attack” will be. Bullying is a distinct form of aggressive behavior where the “bully” is perceived to have more power than the victim. Bullying may be physical, verbal, social, sexual, gender, or cyber/technology based.

Excuse of a Joke; Didn’t mean to: Those who harass or bully often claim that their actions were ‘a joke’ or that they ‘didn’t mean to’ hurt or offend. Unfortunately, these intentions do not take away the reality of the consequence they created for the victim. Everyone involved must view a situation as funny before it classifies as a joke and students are expected to be socially and emotionally mature enough to gauge this accurately.

Consequences: Any form of harassment or bullying will not be tolerated at ASD. Any such incidence should be reported to the teacher, counselor, or principal.

Students who are found to be guilty of harassment or bullying will be subject to appropriate disciplinary action depending on the circumstances of the case. Serious cases could be subject to suspension or expulsion.

Follow Up Activities: After the investigation and substantiation of an incident, the actions taken by the school will be communicated directly to all parties involved including appropriate faculty/students as well as parents/guardians of the victim, perpetrator and witnesses (as applicable).

In addition, ASD will offer proactive and sympathetic support to those directly involved with counseling, mediation, or assertiveness training. All incidents/actions will be documented to assess the effectiveness of ASD’s interventions in enforcing a policy of zero tolerance for harassment and bullying.

ID BADGES

All individuals entering ASD campus are required to obtain and wear an identification badge at all times. A current year badge is required for all middle and high school students, parents, and other designated family members entering campus (this would include drivers, etc.). Badges are obtained at the beginning of each school year and available from the school reception area. Badges must remain visible at all times. In the interest of school security, faculty and staff have been advised to question anyone on campus without a badge.

LEAVING SCHOOL GROUNDS

Students cannot leave the school grounds during school hours without the school’s permission. When a student leaves with a parent/guardian, the parent/guardian must meet the student in the High School Office and the student must sign out with the High School Office administrative assistant. If someone other than a parent is picking up the student, the student will need his/her parent’s permission for this. When the student returns, he/she must sign back in. If a student is leaving school due to illness, he/she must have reported to the Nurse’s Office. The nurse on duty will contact the parent/guardian who will pick up the student from the Nurse’s Office and then sign the student out at the High School Office.

LOCKERS

Lockers will be made available to students. Students must make sure they use the lockers wisely, keeping them locked at all times and not telling anyone else their lock combination. In general, students are discouraged from bringing or wearing valuables to school. If a student does have valuables at school, he/she must exercise care in locking them away safely. Unfortunately, the school cannot take responsibility for valuables that are lost or stolen.
Book lockers and locks are issued to all students for classroom needs and supplies. Books, backpacks and bags should not be left in the halls.

Students may decorate the inside of lockers with items that can be easily removed, but not the outside. MESAC and activities decorations are allowed. These decorations must be removed at the end of the year.

Students are advised to use their lockers before school, at the breaks, at the beginning and end of lunch and after school. This will help them to get to class on time. Having to access a locker is not an acceptable excuse for being tardy to class or homeroom.

For physical education, students have access to lockers with locks. Students may request a lock from the PE department or bring their own. Any valuables should be locked in the student's locker or PE locker. Students need to return the lock for their book locker at the end of the school year or upon withdrawal from ASD. Lost locks will be assessed a charge of AED 250.

LOST AND FOUND

Lost and found objects are generally located on shelves outside the MS/HS Cafeteria. Valuable items such as jewelry, phones, laptops, calculators, etc are occasionally turned into the HS Office. If you find something, please turn it in. If you have lost something, check with the administrative assistant in the HS Office.

MEDICATION

If you need to take medicine during school hours, the preparation must be left with the school nurse. The container must be clearly labeled with your name. Students who require emergency/occasional medicines for headaches, asthma, etc., should leave a supply with the nurse. All medication must be left in the Nurse's Office. A written explanation from a parent/guardian should also be submitted for non-prescribed medicine. Parents should discuss with the nurse the use of long-term medication and emergency medication for certain conditions such as asthma.

Parents are requested to go to the Nurse's Office to discuss with her the necessary information regarding the dispensing of prescribed medication. Also, parents will be asked to sign a medical release form in the Nurse's Office at that time. No prescribed medication will be given to children without written permission of the parent.

ALLERGY POLICY

The American School of Dubai is an “allergen aware” school. We seek to create an environment in which children with severe allergies can progressively assume responsibility for monitoring and taking action aligned with their medical condition. ASD cannot guarantee that students will not be exposed to any conditions that may cause them to have an allergic reaction. Rather, ASD seeks to minimize exposure to certain allergens in the lower grades and provides labeling for major allergens in the upper grades.

OFF-LIMIT AREAS

In general, high school students are to remain in the area designated for high school use. Unless there is specific reason to do so as guided by a teacher, high school students should not be in elementary or middle school designated areas. Students are also not permitted to be loitering in unsupervised / non-public areas.

ROLLERBLADES & SKATEBOARDS

Rollerblades and skateboards are not allowed on the ASD campus unless part of an organized school activity.

SAFETY GUIDELINES

A goal of ASD is to provide a supportive and safe environment to promote learning. Students’ personal safety is of prime importance in the daily use of the campus facilities.

General safety rules include:

- No running in the buildings or in congested outside walking areas.
- No climbing to areas not intended for students.
- Using the right hand side of the stairs.
- Using appropriate safety equipment in laboratory-type classes.
- Using physical fitness equipment under the supervision of a staff member.

Safety drills

Fire drills and other safety drills will be held throughout the instructional year to practice responses in the case of fire or other security emergencies. At the sound of an alarm, students will evacuate the buildings to designated positions. Students are to line up in their advisory groups, in alphabetic order according to their last names. Advisory groups at each grade level will be arranged according to alphabetic order of the last name of the homeroom teacher.

At the sound of a continuous bell, students will evacuate to the field. Students will group in the same configurations, by grade level and by homeroom groups.

Drills must be completed quickly and quietly. Everyone must evacuate the building during a drill and everyone must wait for the signal that all is clear before returning to the building.

SCHOOL GROUNDS AND RECREATIONAL FACILITIES USAGE

ASD is a closed campus. During school hours, students may not leave campus without written permission.

Recreational facilities are available after school and on weekends during the school year and can only be used under the supervision of a faculty member. Students must have a reason to be on the school grounds when school is not in session and must be under the supervision of an adult. Non-ASD students are not to use ASD facilities, except as part of a school-sponsored activity.

Secondary students are not allowed to use the elementary playground equipment. Pets / animals are not allowed on campus.

SEARCHES

The school has the right to conduct unannounced searches of persons, possessions and locked areas, if there is reasonable belief that a student has something that is not allowed on campus, or something that does not belong to him/her. A student may also be asked to show what is contained in pockets, purses, wallets, backpacks, bags, containers, or other personal property, if there is reasonable suspicion of the possession of objects that are disruptive to the school, or do not belong to them.

Any items deemed to be illegal, illicit and disruptive or a general
nuisance may be seized by staff/faculty and/or administration. Any article considered to contain such items, e.g. backpack, purse, jacket, may be confiscated and held by any member of staff/faculty and/or administration for further investigation. Storage, return or destruction of such items and articles will be at the discretion of the school.

VANDALISM & THEFT

Students have the right to a safe and secure environment. Students are expected to be honorable and to demonstrate respect for other people’s property and for the school’s facilities and property. Any form of theft or vandalism is unacceptable. Depending on the circumstances of the case, the likely consequence is suspension or expulsion.

Any theft or vandalism incident should be reported immediately to the appropriate teacher, counselor, or administrator. Students are reminded that they are responsible for any valuable or personal property that they bring to school. Students should lock any personal belongings in their locker to prevent loss or theft. Keeping valuable or personal property in a backpack or bag does not guarantee their safety.

VISITORS

Adult visitors to the campus may exchange a picture ID for a Visitor’s badge at Gate 1. The photo ID will be returned when the visitor exits the campus.

Student visitors may attend classes with a current ASD student so long as a request form is completed and submitted to the office 48 hours in advance of the requested visit. A visitor may attend school for one day only and with one current ASD student. Once the request has been approved, the visiting student must uphold all expectations as outlined in our student handbook, wear appropriate school attire and wear a clearly visible Visitor Pass issued at one of the campus gates.

Completing the required Visitor Request Form entails the following:
- The current student will obtain a visitor form from the HS Office and will complete the top part of the form providing information about the proposed visitor and date of visit.
- The student will then take this form around to all of his/her teachers for the date of the visit and have them approve the visit by signing the form.
- Once the form has been signed by all teachers, the student will bring the form back to the office to be approved and signed by the high school principal.
Co-curricular activities enrich the lives of students and provide them with opportunities to express themselves through the arts, athletics, service learning, clubs and organizations.
ACTIVITY CODE

The American School of Dubai extends the opportunity to participate in its activities program to those students who agree to represent the school in a positive manner both on and off campus. Participants of an activity are expected to conduct themselves at all times in such a way as to reflect credit on themselves, ASD and the school community. The intent of ASD personnel will be to educate its students of the merits of following a healthy and responsible lifestyle as advocated by the ASD Code of Conduct and the ASD Activity Code and to encourage students to honor commitments they have made.

All ASD sponsored activities in the High School that are selective in nature (an activity in which a student runs for office or tries out for a team or position) are subject to this code. Such activities include all competitive sports teams and forensics, all drama and musical activities, all school-sponsored trips, Student Government Association, National Honor Society, National Junior Honor Society, MUN, Knowledge Master Open, Academic Games, class officers and any other activity that meets the stated criteria.

Students representing the school in activities are expected to conduct themselves at all times in such a manner as to reflect credit on themselves, ASD and the school community. Behavior not in compliance with the ASD Core Values or any behavior not in the best interest of the school/activity that occurs outside the parameters of the actual activity may constitute grounds for suspension or dismissal from the team, depending on the gravity of the offense.

If it becomes known to an administrator, coach, or teacher that a student has consumed alcohol, tobacco products of any kind or harmful drugs during school-sponsored activities, the result will be as follows. First offense: The student will be immediately dismissed from the activity, will not be eligible for any new activity for a period of six weeks and will be suspended from school. Second offense: The student will be suspended for one year from all co-curricular activities. Third offense: expulsion from the team and suspension or dismissal from the school.

Students who find themselves in repeated conflict with the school code of conduct can also expect that there will be additional consequences that are not tied to co-curricular participation. These consequences will be articulated by the administration with each offense.

During any time when the student IS under the direct supervision of the sponsor of an activity or other school personnel, the responsibility for ensuring that the code is adhered to is the joint responsibility of ASD personnel and the student.

During any time when the student IS NOT under the direct supervision of the sponsor of an activity or other school personnel, the major responsibility for ensuring adherence to the code lies with the student and his/her parents. At such times the code will be enforced according to the following:

When a student IS under the direct, visual supervision of his/her parent, the code of the family will supersede the activity code of the school.

When a student IS NOT under the direct, visual supervision of his/ her parent, it is expected that any blatant or obvious violation of the Core Values observed by ASD personnel will be reported to the ASD administration and consequences will be applied.

AFTER-SCHOOL ACTIVITIES

An overview of all known activities will be presented at the beginning of the school year, so that students can map out the year for participation. As activities and athletic schedules will sometimes be in conflict, each student will need to make choices on how much he/she will be able to do. Advisors, coaches, sponsors and parents should be consulted for this decision.

After-School Student Assistance: If a teacher feels that a student is in urgent need of assistance, the student will be allowed to meet with the teacher after school and be excused without penalty for being late to his/her activity. The teacher should send a note on this to the co-curricular sponsor or coach.

ATHLETICS CODE

To participate in the school’s athletic program, a student and his/her parents must first sign the athletic code available from the Athletic Department. Conduct that is not in the best interest of the school occurring during the activity season whether in or outside of school may constitute grounds for suspension or dismissal from the team and forfeiture of any awards for participation.

AWARDS

The American School of Dubai’s awards ceremonies and graduation take place at the end of the year. It is on these special occasions that we honor students for their achievements.

Ambassador’s Award for Academic Excellence

This special award is presented to the outstanding academic student in Grade 12. To qualify, the student must have received an Honor Roll Certificate and exhibited the following character traits: leadership, positive attitude, courtesy, respect for others and integrity. To receive this award, a student must have attended ASD for a minimum of two years.

Distinguished Service Award

This award is presented to a senior who has demonstrated significant service to the school and community during his/her high school years. The faculty and administration will select the winner in a group meeting. To receive this award, a student must have attended ASD for a minimum of two years.

Senior Arts Award

This is to recognize the accomplishments of a senior who has demonstrated a high level of interest and ability in the Fine and Performing Arts Department during his/her years at ASD. The senior’s dedication and commitment is demonstrated by his/her appreciation for, sensitivity to and accomplishments in the areas of art, band, choir and/or drama.

Dale Haus Waldoch Visual Arts Award

While teaching art at ASD, Dale Haus Waldoch encouraged multicultural communication through the common language of art. Dale taught her students to use art to build self-esteem and confidence through individual expression. In memory of Dale Haus Waldoch, this scholarship was established in 2003 to provide financial assistance to encourage a young artist to pursue his or her talents. The recipient is a senior at ASD selected by the fine arts department.
Award for International Understanding
This award is given to a senior who is a good representative of his/her own country, with a positive attitude towards the life and culture of others, able to converse in at least two languages, contributing force in the life of the school with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding. To receive this award, a student must have attended ASD for a minimum of two years.

Valedictorian and Salutatorian
The senior class valedictorian and salutatorian are considered to be the top academic students. These awards will be presented during the graduation ceremony at the end of the school year, though the students honored will be known in advance of the ceremony. Selection criteria are as follows: The student with the highest GPA will be named class valedictorian and the student with the second highest GPA will be named the class salutatorian. The GPA will include all courses taken at Grade 11 and 12 at ASD except student aide and tutoring. The GPA calculation will be rounded off to the nearest hundredth. The GPA will include courses to a fixed date in the second semester of the senior year, which will be used as final semester marks to determine valedictorian and salutatorian awards.

To qualify for these awards, a student must attend ASD for the entirety of Grade 11 and 12. The student must be a member of the senior class for the duration of the academic school year and be graduating from ASD.

Award of Academic Distinction (9-12)
An award is presented to outstanding students in each grade for each department. To receive the award, a student must maintain at least a B-average throughout the entire year with no grade being less than a C-. Also, the teacher who gives the award must feel that the student demonstrates something special that goes beyond just earning a good grade. These awards are presented at the awards ceremony at the end of the school year.

The ASD Scholar/Athlete Award
This award goes to an outstanding scholar/athlete. The recipient will have a final year average of at least a B- in all subjects and a high standard of athletic ability, participation in school sports and sense of sportsmanship. This award is presented at the awards ceremony at the end of the school year.

Athletic Awards
The Megan Garrison Athletic Award: This award is presented in memory of Megan Garrison, an ASD student from 1994-95. This is to recognize an outstanding male or female senior athlete who, like Megan, has demonstrated an exemplary work ethic, along with the qualities of good sportsmanship, dedication, enthusiasm and pride. To be eligible, the student must have participated in a minimum of two sports during his/her senior year at ASD.

The Mike Ross Award
Mike Ross was the ASD Athletic Director from 1992-1995. This award is presented to a senior who exemplifies the qualities that Mr. Ross stood for in both his professional and personal life: strength of character, personal integrity, leadership and a true concern for others, coupled with a strong commitment to athletics. The ASD coaches select the recipient.

Bob Ackerman Award for Excellence in Technological Innovation
This award is given in memory of Bob Ackerman, a faculty member from 1977-2015. The award recognizes the efforts of a senior student in continuing the tradition of innovative thinking at ASD. The recipient has demonstrated a commitment to reimagining the world around them, thinking “outside the box”, and following their passions to initiate positive change through technological advancement.

The Ambassador’s Sports Awards
These awards are presented to the male and female high school student who, in the opinion of coaches, referees and parents, have made major contributions to the ASD athletic program. Areas considered include sportsmanship, attitude, skills and the ability to get along with peers and coaches. These awards are presented at the sports award ceremony at the end of the school year.

Athletes of the Year
Awarded to the female and male athletes who have displayed superior skill acquisition in the various athletics programs offered at ASD at a competitive level. Selection criteria are as follows: The athlete must have participated in a minimum of two sports during the year at the varsity level and two sports, preferably three, at the junior varsity level. The athlete must not have been removed from a team for discipline or athletic code infractions. These awards are presented at the Sports Award ceremony at the end of the school year.

Booster Scholarships
The ASD Booster Club established a scholarship program in 2013 to support seniors in achieving their post secondary school dreams. Scholarships are awarded annually to senior student-athletes who have participated in athletics while in High School at ASD. Eligible seniors may apply for selection in the spring through the Booster Club. Information is available in the Counseling Office. These awards are presented at the Sports Awards ceremony at the end of the school year.

Team Awards
At the end of the season, the coach(es) will select athletes, from their sport/team only, for the following awards:

Most Improved Athlete: the player who has shown the most improvement during the season.

Most Valuable Athlete: not necessarily the best player, but the athlete the coach(es) feel contributed the most to the team and its development and success.

Coach’s award: The player who has shown dedication and leadership to the team throughout the season.

The Sikander Shallwani Senior Business Award
This award is given in recognition of Sikander Shallwani, ASD Financial Controller and dedicated employee from 1977-2018. Established in 2017, the award recognizes a senior who has demonstrated a passion and aptitude in the study of finance, economics, accounting, entrepreneurship or business through academics, extracurriculars, or will pursue the study of business in their post secondary education.
CO-CURRICULAR ACTIVITIES

Co-curricular activities enrich the lives of students and provide them with opportunities to express themselves through the arts, athletics, service learning and clubs and organizations with a similar focus. Leadership, organizational skills and decision-making skills are developed through student leadership activities such as holding an office in a club or organization. Meetings generally take place during Flex block, but may also occur during lunch or after school. Students are encouraged to maintain a balance between academics and co-curricular activities and are prohibited from holding more than one major office during an academic year.

Given the number of activities, clubs and organizations that already exist at ASD and our shared commitment to those activities, clubs and organizations, additional activities, clubs or organizations will be added to our already existing commitments only after very careful consideration.

Co-Curricular Eligibility Policy

**Student Code:** Students participating in co-curricular programs are considered to be in positions of leadership; therefore, it is an honor to represent ASD, not a right. They represent the school and the community.

In order to participate in co-curricular activities at ASD, a student can not be earning more than one grade below a C-. Eligibility will be formally reviewed four times a year at the following times:
- First mid-semester progress report
- First semester report card
- Second mid-semester progress report
- Second semester report card (to determine eligibility for 1st season the following year)

Should a student fall below this standard at a nine week quarter mark, they will be Conditionally Eligible and their progress will be monitored and eligibility reconsidered based on the following:
- Growth that is shown in courses that fall below a C-
- Learner Development grades
- Student effort in addressing the academic deficiency

During a season students with more than one grade below C- may not be eligible to participate in co-curricular activities until they have worked to rectify the performance in question. Should a student miss more than 15% of the practices or meetings of a co-curricular activity due to Conditional Eligibility, the student forfeits the privilege of participation.

Conditional Participation

If a student is receiving one grade below a C- in any subject, or has a GPA below 2.0 at the designated time of the eligibility check, both the student and parents will be informed by their respective administrator that participation in any activity is conditional. Participation in any sport or activity requires a meeting with the Athletics or Arts Director, coach, parent and student in order to create an academic plan for success. If it is found that the student does not adhere to the conditions set forth in the academic plan, or academic improvement is not seen, the student will be removed from the activity.

Because academics take precedence over activities, should a student’s grades fall below the level of eligibility in between 9 week progress checks, conditional participation may be declared and the student will have two weeks to address the low performance. Should the performance not improve, the student will be declared ineligible for participation until the performance is brought to an acceptable level.

A coach/principal/teacher may prevent a student from representing the school for a breach of the Student Code.

Eligibility of new students who enter ASD and students on Academic or Behavior Probation will be determined by the school principal prior to the start of the season.

In addition, students must demonstrate punctuality and regular attendance at school. Any student deemed to have excessive tardiness or absences from school or individual classes (as determined by the principal and counselor) may also be ineligible to participate in co-curricular events. (In every case, a student must be in school for more than half the day of an after school event and in school the entire day before and day of an away trip in order to participate.)

**Summary**

- Students can have no more than one grade below a C- and must carry a GPA of 2.0
- Students who are deemed ineligible will be notified by their respective administrator and an academic plan put in place with the opportunity to improve their performance and re-establish eligibility
- Students receiving one grade below a C- will be on a conditional participation plan
- Students with a GPA that falls below 2.0 for a reporting period will be on a conditional participation plan
- Coaches, principals and teachers may prevent students from travel
- New students and students on academic probation will need principal approval in order to participate in activities
- A student enters conditional participation when two or more grades fall below C- or a GPA below 2.0 for a grading term and will have two weeks to rectify their performance.
Conduct On School Trips/Activities

Students are held responsible for their conduct while attending or participating in school sponsored trips/activities beyond the regular school day. During this time, students are subject to all regulations of the school and will be governed accordingly.

Dances
• Dances are usually sponsored by grade levels or other student groups
• A faculty member must be a sponsor for the event and it must be chaperoned by an appropriate number of faculty members
• A sponsoring group must fill out an activity request in the principal’s office
• Only students enrolled in ASD may attend a dance. In some circumstances, guests may be admitted with permission of the principal, if they are sponsored by an ASD student
• Set times for entrance will be established for all dances
• If the chaperone feels that music is inappropriate, the music will be taken and turned in to the principal
• Dress for the dance is determined by the sponsoring group and must be approved by the principal and be respectful to the conventions of UAE
• Students must arrive at the dance at the official start time of the dance. Students arriving more than a half-an-hour after the beginning of a dance will be turned away. Those who wish to leave must sign out and will not be permitted to return to the dance

Field Trip Permission

Before a student can participate in a field trip, he/she must have a parent permission form on file with the Registrar’s Office.

Fund Raising

ASD supports student efforts to help important causes and charitable organizations they are passionate about. ASD provides meaningful opportunities for students to raise funds with a balanced approach in mind. The student fundraising policy further the mission of the American School of Dubai and intends to guide our students as they develop the Contributor, Leader and Role Model aspects of our Student Profile. Fundraising is authorized within the framework of student organizations and targets recognized charitable organizations. Student fundraising includes both the collection of money and in-kind donations for a cause with all fundraising proposals being directed and approved by the Service Learning Coordinator.

Lunch

Students may bring lunch from home or buy their lunch from the cafeteria. It is not acceptable to arrange for any food from outside vendors to be delivered to ASD campus.

The goals of the ASD lunch program are to provide healthy, balanced meals with a wide variety of menu choices.

Students will be able to purchase menu items on a “pay as you go” basis. In addition to hot entree items, sandwiches and salads will be on offer. Each month a menu will be published previewing the meals offered during the month.

The Right Bite Company provides hot breakfast and lunch options daily for high school students. In addition, Subway provides many sandwich options. A fresh juice bar is an additional option for students looking for a quick snack or healthy drink option with their meal. All of the food installations are “pay as you go” so students need to be prepared to carry enough cash on a daily basis if they desire to purchase food on campus.

Students can eat lunch in the cafeteria or in the outside areas immediately adjacent to the cafeteria.
Lunchtime Rules:
Cafeteria food, utensils, trays, etc. should stay in the cafeteria. In general, food should be consumed in the cafeteria. Food may be taken from the cafeteria to a teacher’s room in ‘take away’ packaging, if a teacher has called a meeting or specifically asked students to attend a lunch time gathering. Food in ‘take away’ packaging should not be consumed in the hallways.

Other rules apply:
- Respect should be shown to cafeteria personnel at all times.
- Soft drinks are not allowed.
- Students should queue in line waiting their turn.
- Students are not allowed to sit on the tables.
- Music is not permitted in cafeteria.
- Students are responsible for cleaning up after themselves.
- Students are not allowed in the Middle School wing or in the administration building (i.e., near library) without a teacher’s permission.
- Students should not be in the elementary area as they are having classes.
- Students are welcome to use the field for recreational purposes, if PE classes are not using it. Tackle football is not allowed as injuries might occur.
- Students may not leave the campus without permission from the principal.
- Students may use the gym if it is free and is supervised by a teacher. Food and drinks are not allowed in the gym. All equipment must be put away at the end of the period.

Photocopying
Students are not to use the photocopying machines without the written permission of a teacher. Students with personal photocopying needs should pay for this at the copy center, the library or the High School Office.

Photography & Video Use
Student photographers and video students should demonstrate courtesy when filming in teachers’ classrooms. They should disrupt the class as little as possible.

Publications or public viewings should not downgrade or embarrass students. If a picture or video segment is in question, the supervising teacher should be consulted to determine whether it should be used.

Pictures/School
School pictures are taken yearly during the fall for the school yearbook. Parents have the option of purchasing the photos taken during school and of scheduling family picture sessions after school. Later in the year, the photographer will do “retakes” for those students who were not in school on the day the photos were taken or need their pictures retaken for technical or aesthetic reasons.

Posters & Publicity
All publicity done by student organizations must be approved by the associate principal prior to hanging it in the school. The club sponsor must also approve any public displays such as posters or banners. Generally, the school does not allow advertisements for specific products or business establishments.

Posters must be on designated bulletin boards only. Posters can not be taped to doors, windows and walls.

Displays should observe spelling and grammar rules and must refrain from being offensive to any individual or group.
School Store
Many school supplies can be purchased at the school store in the main building or in the high school. Hours for the high school store are 7:45 - 8:30 a.m., 11:30 a.m. - 12:30 p.m. and 2:30 - 3:30 p.m.

Service Learning
Students can choose to become involved in any one of a number of high school service learning clubs including but not limited to: Seeds of Change, Little Wings, Global Issues Network, UNICEF, and SEENAH. The Service Learning Coordinator has an office located in the High School Office and is available for student and parent questions.

Social Guidelines
Although the school cannot set rules to govern a student’s behavior in his or her home, the following suggestions provide for appropriate social standards.
- Parents should be at home when students entertain and host parties. They should be available during a party and should be aware of its progress until it ends.
- The school strongly discourages the use of alcoholic beverages, drugs and tobacco at private teenage parties. Families hosting house parties for ASD students need to understand that the legal age for the consumption of alcohol is 21. Distribution of alcohol to minors is a serious violation of Dubai Law. Although, we hope that it never becomes a necessity, school actions if these guidelines are violated may include expulsion from school.
- Students should respect the rights of other nationalities and especially the culture of the host country when appearing in public or representing ASD on trips.

Students’ Rights
The school respects the individual rights of students. Students have the right to:
- equal opportunities in education.
- be treated with respect.
- procedural due process in disciplinary cases.
- privacy of test results, grades and school records.
- have a school environment that promotes learning with as few disruptions as possible.
- freedom of expression within the rules of the school and without being offensive or disruptive to others.
- Elect and be represented by a Student Government functioning to express the views of students to the teachers and administration.

Recycling & Water
ASD is committed to an environmentally sustainable future. All visitors to the ASD campus should adhere to the recycling procedures and use the recycling bins in a proper manner. All students should carry re-usable water bottles so that they may drink water throughout the day without having to purchase plastic water bottles.
DISCLAIMERS AND LIMITATIONS

ASD reserves the right to change the policies and procedures contained in this handbook, as needed throughout the school year. Any changes will be circulated throughout the ASD High School Community.

While care and effort have been invested into developing the policies and procedures contained in this handbook to address situations likely to occur in a High School, situations may occur that fall outside the processes described. In such cases, the Administration reserves the right to respond in a manner deemed appropriate.

REFERENCES


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