



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

American School of Creative Science – Dubai

High School Handbook

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Welcome Note

Dear ASCS High School Community,

Welcome to the High School at the American School of Creative Science – Dubai. We provide a diverse, challenging academic and activities program that creates opportunities for all students. We are a learning community that places strong emphasis on ***excellence rooted in values***.

This handbook is filled with important information that will not only help you to become more familiar with all aspects of our high school program but will also equip you with needed information to ensure you will be able to successfully work towards meeting the UAE Equalization criteria. Therefore, we encourage you to read through the entire handbook and to approach us for clarification if you have any questions or concerns.

Your high school years are vitally important to us as we work with you to build a solid foundation of skills and knowledge setting the stage for your future happiness and success in life. Our enthusiastic, caring and highly qualified professional staff provide students with a safe and stimulating environment in which to learn and expand upon their own personal interests. We believe that it is important to create a program that is balanced and rich in core academic and co-curricular activities. We strive to provide students a stage upon which they may excel in activities that involve leadership and global understanding. We strongly promote a culture that fosters positive self-esteem and a sense of belonging by celebrating the achievement and success of each student.

Over the course of the academic year, we look forward to getting to know each member of our high school learning community, knowing each of you is unique with their own skills and talents. Our success as a learning community will be positively influenced by maintaining a strong, cooperative partnership between our students, parents, and faculty, and as such, we encourage you to play an active and productive role in our working partnership and to remain engaged in the learning process.

Head of Middle & High School

Ms Hana Abu Samra

Mission, Vision, and Values

“Through demonstrating creativity, collaboration, and communication, learners at ASCS will master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures and global changes.”

Our current guiding statements articulate a commitment to student-centered learning and provide guidelines for the well-being of the whole school community.

Vision:

Lighting the way to excellence rooted in faith, cultivating life-long learners and global citizens equipped with a moral compass.

Mission:

To ignite a passion for learning, by creating an inclusive community which fosters virtues, innovation, and best practices focused on achieving successful outcomes for all our students.

Values:

- Integrity
- Tolerance
- Collaboration
- Courage
- Compassion

ASCS Guiding Beliefs and Principles

We are a reflective learning community that actively works to implement practices that have proven to have the biggest impact on student outcomes. At the heart of everything we do is our learners' wellbeing, safety, and security.

At ASCS, our guiding principles inform our decision making:

- A safe and nurturing atmosphere where learners enjoy positive student-teacher relationships founded on trust, where learners are enabled to question, take risks, collaborate, and assume responsibility for independent work and pursue their own individual interests.
- An inclusive environment where we advocate, teach, and respect our diverse student body comprised of numerous cultures and where students practice tolerance and justice and possess a global understanding.
- A community of service where are students are global citizens able to navigate a rapidly changing world with a strong sense of social responsibility and of being of service to others.
- A community that celebrates differences and recognizes that each student learns differently, providing equitable learning opportunities for our learners and encouraging them to be active participants in their educational plan.

ASCS Learning Definition

At ASCS, high-quality learning is active, meaningful, and for everyone. It empowers learners to be curious thinkers, kind leaders, and global citizens ready for the future. Learners ask questions, work together, reflect deeply, and use what they learn to make a difference through learning that is challenging, student-led, creative, respectful, and connected to real life.

ASCS Learners Attributes

1. Thinker

An ASCS learner approaches challenges with curiosity and logic, using critical and creative thinking to explore ideas and make informed decisions.

2. Communicator

An ASCS learner expresses ideas clearly and respectfully in multiple forms and languages, listens actively, and collaborates purposefully with others.

3. Inquirer

An ASCS learner is naturally curious, asks meaningful questions, investigates topics independently, and enjoys discovering new knowledge.

4. Responsible

An ASCS learner takes ownership of their actions and learning, meets expectations with integrity, and works consistently toward personal and academic goals.

5. Resilient

An ASCS learner embraces challenges with perseverance, learns from failure, and adapts positively in the face of change or adversity.

6. Leader

An ASCS learner inspires and motivates others, demonstrates initiative, and contributes actively to their school and wider community.

7. Innovator

An ASCS learner explores new ideas with imagination, applies learning in creative ways, and seeks opportunities to design solutions and make improvements.

8. Ethical

An ASCS learner demonstrates respect, honesty, and fairness in all interactions, upholds strong moral principles, and advocates for what is right.

Facilities

ASCS is located in the Nad Al Sheba 2 district of Dubai. More specific information regarding the campus and facilities can be found on the school website at: <https://asc.sch.ae/nad-al-sheba/>

Campus Security

ASCS follows stringent guidelines for safety and security that are used by all ASCS staff to ensure uniform, orderly, and timely responses to emergencies. All faculty are trained on emergency procedures for building evacuation and relocation to a safer area of the school and train students accordingly. Drills are practiced so that students know the appropriate responses in emergency scenarios. Students are allowed into the High School starting from 7:05 in the morning. Any students who need access prior to 7:05 am should have made arrangements with the supervising faculty member through approval by Head of Middle & High School and communicated with security personnel.

High School Program

Goals of our High School Program

Through an enriched American curriculum with the addition of AP options, ASCS will:

- Provide a comprehensive program of experiences and a firm academic grounding in English Language Arts, Social Studies, Science, Mathematics, Physical Education, Health, Technology, and the Arts.
- Enhance students' understanding and appreciation of the UAE and cultural diversity found in our ASCS Student Body.
- Foster learning skills which encourage learning through discovery with various strategies implemented to allow for regular opportunities for collaboration and discussion enabling students to reach their full potential.
- Enhance our students' abilities to make independent decisions through classroom-based activities and involvement in school community life and activities.
- Support students to understand their own needs, attitudes, and behaviors and to make informed decisions.

Timing

Monday – Thursday

7:15 am – 2:30 pm

Friday

7:15 am – 11:10 am

Students are expected to be picked up from school by 2:30 pm Monday-Thursday and by 11:10 am on Friday. If they are staying after school, they must be under the direct supervision of an approved faculty member with their parent's consent and consent from the Head of Section.

Advisory Program

A student's learning experience encompasses much more than academic grades printed on a report card or transcript. As such, Grade Level Homeroom Advisors will, in coordination with our high school guidance counselor, pastoral supervisors, Head of Middle & High School, and Head of Academics, monitor and enrich the social, emotional, and interpersonal growth of all of our students.

Our High School students meet daily with their pastoral homeroom teacher for 25 minutes at the start of each day. The advisory homeroom teacher acts as advocate and first line advisor for his or her students. The main aim of advisory is to provide students with a caring individual who is readily accessible, who will monitor the student's educational progress, encourage the student to participate in service opportunities, and serve as a liaison between the school and the home.

Grade 9 students course offering provides a weekly Research Writing Skills class enriching the English curriculum and secure a firm foundation for Academic Writing enabling students to apply their APA Referencing skills across subjects. Coupled with this, Grade 9 has a weekly advisory session with the Guidance Counselor providing a career exploration deep-dive enabling students then to select relevant college majors. Grade 10-12 are provided with a Career & College Readiness module embedded in their Community service course.

Across Grade 9-12, embedded in the timetable is a weekly community service program enabling students to form collaborative teams that work to support their school community gaining valuable service hours.

The advisory group provides students with a sense of belonging as well as a sense of community. Advisory is also intended to help empower students to develop lifelong leadership skills.

Curriculum

ASCS follows the American curriculum using the Common Core standards for ELA, Math, and Social Studies, Next Generation Science Standards (NGSS) for Science, MOE national document for Islamic and Arabic. Our Islamic Studies program is further enriched by our internal Quran program. Students have the option to pursue AP courses. AP information can be found [here](#). For more information on individual course offerings please refer to ASCS's [Program of Studies](#).

Students also are required to take part in the school's internal community service program which includes the submission of their capstone project: [Internal Community Service Prospectus](#).

High School Graduation Requirements

Students enroll in courses according to graduation requirements. When choosing their core courses and electives the student's abilities and interests as well as previous educational experience is taken into consideration. Students earn credits at the end of the semester upon successful completion of courses. KHDA has prescribed a minimum of twenty-two (22) credits as required for graduation, and our program of studies is designed to allow students to achieve well-above the minimum requirement. Arabic and Islamic requirements along with UAE Social Studies and Moral Education must also be met where appropriate.

The following subjects must be successfully completed. Each year's performance achievement will be reviewed to ensure all students will eventually meet graduation requirements.

Course	ASCS High School Graduation Requirements	ACT/SAT College Recommended Credits
English	Four (4) credits	Four (4) credits
Mathematics	Four (4) credits	Four (4) credits
Science	Four (4) credits	Three to Four (3-4) credits
Social Studies & History	Three and half (3.5) credits	Three to Four (3-4) credits
World Language (Arabic is studied to fulfil this component)	Four (4) credits	Three to Four (3-4) credits
Physical Education/Health	Two (2) credits	Two (2) credits
Visual/Performing Arts Elective	Half (.5) credit	One (1) credit
Electives (2 credits of Islamic Studies count towards this)	Five and half (5.5) credits	Four and half (4.5) credits

In addition to ensuring registration in courses to fulfill the credits needed to graduate, our students will take one class of Study Hall each week which facilitates the preparation for SAT and IELTS. In addition, our students will take one community service session a week allowing them to acquire the needed number of community service hours while in school with the set goal of acquiring 80 hours of community service upon graduation.

AP Courses

AP courses are rigorous college-level classes in a variety of subjects that provide students with an opportunity to obtain skills and experiences in readiness for their college and career pathways. Currently, AP courses are open to all non-full diploma students in grade 12, depending on teacher recommendation. Curriculum review for 26-27 will work to secure wider range of AP offering inclusive of Grades 10-12. AP program offerings will be reviewed on a yearly basis and subject to change due to demand. Registration in an AP course requires students to sit the external exam in the course.

Required External Assessments

It is important that you review your university choices in order to know their required score on these tests in order to be able to submit a successful application for review.

Acronym	Description	Grade Level
SAT	Scholastic Assessment Test (English and mathematics)	Grades 11 and 12
IELTS	International English Language Testing System	Grades 11 and 12

Please note that UAE Equalization for High School also sets its own required score that students must meet in order to gain their UAE Equalization for their High School Diploma. Any student seeking UAE

equivalency status for his/her High School Diploma must sit for SAT and earn a minimum score of 450 in Math and IELTS earning a minimum score of 5 or TOEFL paper based minimum score of 500; TOEFL Computer based minimum score 173; or Internet based minimum score of 61. Please note UAE Equalization required minimum scores are not university required scores. Each university will set its own requirements for these tests, so students must work to ensure they meet the requirements for both the UAE Equalization as well as the university admission requirements. Students must be aware of additional requirements such as EMSATs which universities may set additionally.

Assessment

Philosophy

Assessment is an integral part of the learning process. Assessment should be authentic and varied while encouraging students to showcase the knowledge and skills that they have acquired in the learning process. Assessment should offer students, parents and other stakeholders a valid and reliable indication of a student's progress and attainment. For full access to the **High School Assessment Policy**, please click [here](#).

Grading Procedures

Semester assessments are required for high school. At the end of the first and second semester, ASCS sets aside time for semester examinations or appropriate summary assessments. A special exam schedule with lengthened exam periods is created for these exams. Students will take no more than two exams per day.

First semester exams will cover all the material taught in the first semester. Second semester examinations at the end of the year will cover all second semester material and may cover concepts, skills, topics and information from the entire year's work.

Semester grades in all high school classes are determined using the following formula:

First and second semester:

- Semester work - 60%
- Final assessment - 40%

*Art and PE will have 100% semester work for each semester across all grades and subjects.

Absence During Exams

If a student is absent for *any* exam - including in-class and end-of-semester exams - they must bring a doctor's note in order to be excused for this absence. When a doctor's note is presented to the phase supervisor, the student will be allowed to make up the exam in coordination with Head of Department and Subject Teacher.

Should the student and/or parent not provide a doctor's note justifying the absence, the incident will be reported to High School administration who will advise the student on the next step.

Report Cards

Parents and students should have continual access to grades at any time via the school information system, Edunation Parent Portal. At the end of each semester a full report card will be available electronically; instructions on accessing this report will be sent home. We encourage parents to monitor grades regularly and to contact teachers if they have questions or concerns about student progress.

Grades are assigned using letters as symbols as follows. The table below outlines the requirements set by KHDA and is applicable both for US Common Core Subjects and MOE Subjects:

<u>LETTER GRADE</u>		<u>GRADE POINTS</u>	<u>PERCENTAGE</u>
A+		4.0	97 – 100
A	Outstanding Achievement	4.0	93 – 96
A-		3.7	90 – 92
B+		3.3	87 – 89
B	Good Achievement	3.0	83 – 86
B-		2.7	80 – 82
C+		2.3	77 – 79
C	Satisfactory Achievement	2.0	73 – 76
C-		1.7	70 – 72
D+		1.3	67 – 69
D	Unsatisfactory Achievement	1.0	65 – 66
D-		0.5	Below 65
F	Failing	0	Below 60

CODES

CRDTS	Course Credits
GPA	Grade Point Average
NG	No Grade
I	Incomplete
W	Withdrawn

Alternative Grading

<u>GRADE</u>	<u>ELIGIBILITY</u>
NG	To be eligible for a “NG” grade the student must have been placed in a class past the midpoint of the marking period or have been absent from school for an extended period of time due to an illness.
INC	If, due to legitimate extenuating circumstances, a student cannot complete the required work for a specific marking period, the teacher may enter an “INC” or Incomplete as the grade for the report card. The student has a maximum of ten (10) school days from the last day of the previous marking period to complete all incomplete work. The teacher determines the exact number of days within the ten-day limit. If the work is not made up within the specified time limit, incomplete work will receive a failing grade and the marking period grade will be computed. Students will not be eligible for the honor roll or have their GPA computed until all “INC” grades have been completed.

Academic Probation

If a student is performing below a 2.0 GPA for a semester, is not on track for graduation, or is flagged by their high school counselor, he/she will be placed on academic probation and will be monitored by their guidance counselor, teachers, and High School administration. After a student is placed on Academic Probation, increased focus will be placed on improving academic performance by all stakeholders. In addition, a student may be asked to keep an academic standing tracker to ensure progress in all classes is consistent. Students may be asked to withdraw from ASCS if they are not on track to fulfill graduation requirements.

If a student is placed on Academic Probation, he/she could be excluded from co-curricular participation (sports, clubs, etc.) as determined by High School Administration.

Promotion/Retention/Non-Continuance

Students in grades 9-12 are promoted based upon the completion of a specific number of credits. The minimum number of credits required for promotion is:

FROM GRADE

9	6.5 credits
10	7 credits
11	7 credits
12	7 credits
Graduation	Students must fulfill the minimum of 22 credits as set by KHDA well as meet the UAE Equalization Criteria

Students failing to meet the academic and/or behavior expectations of ASCS may be required to leave at any time during the academic year as deemed appropriate by the Principal in consultation with the General Manager of Beam. Students may be asked to take part in credit recovery courses if they fail to pass certain subjects that are required for graduation.

Changing or withdrawing from a course

Most courses are pre-selected for students as outlined by the KHDA's criteria for an American High School curriculum as well as ensuring students are working towards meeting equalization criteria set by UAE. There are courses, however, such as math and science which students will be placed into based on their level as determined by a placement and or externally benchmarked exams (MAP, CAT4). In terms of electives, students have a wide range of choices. Students are provided with several course selection sessions during the school day and after school in addition to the program of studies. Ahead of the course selection process, it is imperative that students choose the courses that they want to take as there is no change at the beginning or during the semester.

During the first week of each semester, course changes can occur without penalty, as long as the change is possible within the student's timetable. During school days 9-20 of each semester, course changes can occur, but it will be processed as a withdrawal, which is represented as a "W" on the High School Transcript. At this point a student can add an additional course. They will be expected to make up the missed work but will earn full credit for the course upon successful completion of all course requirements. Students are not permitted to change courses after school day 20. Any change must be reviewed by the High School Guidance Counselor and Head of Middle & High School to ensure change will not negatively impact students' university admission, etc.

Academic Awards and Honor Roll

At ASCS we strive to recognize students' accomplishments throughout, and we give awards for overall scholarship and achievement.

To encourage academic excellence, an Academic Honor Roll is maintained at ASCS. A Grade Point Average of 3.3 qualifies a student for Academic Honors, 3.70 qualifies a student for High Honors, and 4.0 and above for High Honors with Distinction. Awards are generated and provided to students in certificate form and delivered both in person and via email.

Online Gradebook, Reports, Conferences

We describe student progress in many ways, both formally and informally. Online grades are updated regularly. Report cards are available at the end of each semester, and at least two parent/teacher conferences during the year are used to report and discuss each child's academic, social and emotional progress.

All grade 8 students transitioning into High School have a Course Review meeting with the High School Guidance Counselor and Head of Middle & High School to set their high school pathway which includes course selection.

At the end of Grade 9, students attend a Course Review conference aimed at ensuring the student is on path to meet high school graduation requirements in line with their chosen university destination and UAE Equalization criteria. This is a student-led conference where students, parents and the subject teacher discuss how the learner has grown over the course of the year.

Informal conferences, e-mail correspondence, online meetings, etc. are highly encouraged whenever teachers or parents have concerns. The Head of Middle & High School along with the Head of Academics and High School Guidance Counselor are available for conferences by appointment and someone from the high school admin may phone to schedule an appointment. When a parent has a concern regarding a particular class, the Head of Middle & High School will direct the parent to speak with the teacher first. By open and honest dialogue between teacher and parent, most issues will resolve themselves in a mutually beneficial manner.

Selection of Valedictorian

The selection of salutatorian and valedictorian is calculated by the student's last two years of high school (junior and senior year). If there is a tie, student's academic records from their sophomore and freshman year will be reviewed.

Inclusion

Our main priority at ASCS is to provide all at-risk students, SEND, and Learning Support, with the best quality academic support possible for their success. Please refer to our Inclusion Handbook for more details as to the inclusion services available at ASCS.

Behavior Guidelines

Philosophy

We believe all students should be supported and provided with the opportunities to develop to their fullest potential. Our teachers must guide students, forming positive teacher-student relationships that foster students' engagement enabling teachers to work productively with students to become responsible learners who are able to work independently and also collaboratively.

We work to address and support our students' holistic development and actively work to provide a positive learning environment that is developmentally responsive to not only our students' academic needs but also their social and emotional needs. Our program of study offers opportunities for our students to participate in a wide range of learning experiences and encourages collaboration and development of strong relationships with their fellow peers, parents and faculty. Our focus, working together in partnership, remains on creating meaningful learning experiences.

Rationale

At the American School of Creative Science (ASCS), we want students to be **Ready, to be Respectful, and to be Safe**. ASCS bases its philosophy on developing the "holistic" child who respects every child's individual interests, preference and choice. We at ASCS are fully committed, therefore, to understanding every child's learning patterns, behavior challenges, response and causes of those challenges. It is thus our fundamental responsibility to ensure that every child is respected and recognized as a valuable

member of the ASCS community ultimately nurturing leaders who are resilient and emotionally balanced to address and resolve problems independently.

Rights and Responsibilities

The following behavioral guidelines are prepared in order to promote good behavior, create an appropriate learning environment, and take self and public responsibility among students within the school community:

- Ready
- Respectful
- Safe

The below details the rights and responsibilities in our learning community. Working to ensure mutual acceptance of these responsibilities ensures that rights exist for members of our learning community. All in our learning community must accept their responsibilities in order that everyone's rights are respected.

As a school community we assert:

1. That every student has a right to education. As such every student has the responsibility to be **READY** and conduct themselves in the following manner:

- Take materials to class
- Complete all required work and turn in assignments on time
- Put in their best effort
- Be in class on time
- Follow directions
- Remaining in class till dismissed

2. That every student has the right to expect **respectful** and socially responsible behavior from others. As such every student has the responsibility to conduct themselves in the following manner:

- Acting with respect
- Speaking with respect
- Demonstrating respect of people's personal boundaries
- Listening attentively to others
- Move through the school building in a calm, orderly, and safe manner

3. That every student has the right to be **safe** in our school community. As such every student has the responsibility to conduct themselves in the following manner:

- Be respectful of others in their interactions
- Be respectful of others' property and belongings
- Demonstrate a high degree of self-respect
- Deal with conflict in an appropriate, constructive manner
- Report any concern to the High School Administration

High School Discipline

In order for learning to take place, we believe a positive academic and social climate is necessary. We also believe that the responsibility for establishing this climate that is conducive to learning is a shared responsibility – one that is shared by every student, faculty member, and parent.

We have set reasonable rules that must be followed, and it is important that all students understand the purpose of these rules. Part of the learning process involves making decisions and sometimes making mistakes. However, we expect that students will learn from their mistakes and demonstrate growth and take responsibility for their actions. At the core of every interaction must be Respect: respect for themselves, respect for others, and respect for the school.

Discipline Guidelines

Level	Description	Examples	Demerit Points
0	Low level misdemeanours	• Persistent chatting • Ignoring instructions • When a student has momentarily gone off-task or is about to turn around inappropriately to talk to another. • Minor distraction or minor off-task behaviour that requires immediate correction. • Minor disagreement between classmates	0
1	Low level misdemeanours	• Dress code violation • Shouting out • Refusal to take part in activity • Missing lesson equipment/needed stationery • Lateness to lesson • Failure to complete classwork/homework • Missed deadlines • Eating in class without permission • Persistent low-level chatting/disruption to class/non-compliance to instructions • Misuse of technology in class	-2
2	Mid level misdemeanours	• Repetition of L1 Behavior • Morning Lateness (repeated) • Classroom Lateness (repeated) • Misuse of technology (repeated) • Missing lesson equipment/needed stationery (repeated) • Verbal aggression towards peers	-3

		• Failure to turn in mobile phone to supervisor or refusal to do so • Littering • Gaming • Third incomplete homework • Disrespectful towards peers or staff Disruptive bus behavior (first instance)	
3	High level misdemeanors	• Repetition of L2 Behavior • Lateness to lesson during day (+10 minutes) • Failure to attend break time detention • Unauthorized use of restrictive space • Damage to other's belongings/property • Refusal to follow instructions • Significant lack of work • Disruptive bus behavior (second instance) • Bystander to an incident • Swearing (first offense) • Play fighting • Bullying, including Cyberbullying (First offense) • Possession of a banned items • Intentional unsafe behavior • Use of headphones during school hours	-5
4	High level misdemeanors	• Repetition of L3 Behavior • Swearing at a peer • Racist language (not targeted) • Selling for profit on school site • Direct defiance to faculty • Leaving ASCS without permission • Skipping a lesson • Failure to attend afterschool detention • School property damage • Theft • Plagiarism • Academic Dishonesty • Bullying, Cyberbullying (severity dependent) • Fighting with intent to disrupt learning (reactional) • Physically threatening comments/gestures • Use of mobile phone during school hours	-7

5	Serious misdemeanors	• Repetition of L4 Behavior • Fighting with the intent to harm others (premeditated or excessive force) • Smoking/Vaping • Theft • Harassment • Racism • Social Media Misuse • Altering records/tests • Possession, use, sale or distribution of tobacco/alcohol and/or drugs (prescription or otherwise) on school property, transportation, or at ASCS events • Violation of ASCS guidelines that endangers to reputation of ASCS or other students • Possession of weapons or dangerous objects • Making a malicious allegation against a member of staff which could have jeopardized their employment • Serious/Ongoing Bullying • Serious risk to the health and safety of others • Endangering reputation of ASCS	-20
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Every -20

Every moment counts. At ASCS we enforce a zero-tolerance policy for low level disruption. Whether it is off task, talking, calling out, refusing to follow instructions, etc these small interruptions have a negative impact on the learning of others. EEF research shows low-level disruption can cost up to 38 learning days per student. Every -20 demerit points will trigger a new sanction:

Points	Sanction
-20	Stage 1 letter and after-school detention
-40	Stage 2 letter with one day internal suspension
-60	Stage 3 letter with two-day internal suspension along with face-to-face meeting with Head of Section
-80	Stage 4 warning letter with one day external suspension along with face-to-face meeting with Head of Section

-100	Final warning letter with two-day external suspension along with meeting with Principal and Head of Section with undertaking signed
Beyond 100	School may apply for permanent exclusion if contract breached or student may be blocked from renewal.

Counseling office policy on reporting disciplinary incidents to universities

The High School Counselor supports students throughout their college application process. However, our Guidance Counselor is obligated to report disciplinary incidents. These questions are asked in the secondary school report which is sent to each university as part of the application. If university applications or recommendations have been tampered with, it is within the rights of the Counselling office to contact universities with the details of the situation even after graduation.

Documentation of Behavior Incidents, Suspensions, and Expulsion

Disregard of rules and regulations in this handbook may result in a letter in a student's academic file, suspension or expulsion.

- **Suspension** can be in or out of school and the student is responsible during the period of suspension for obtaining and completing the assignments given during the period of absence from classes.
- **Expulsion** may be the consequence for serious and/or repeated infractions.
- Any behavior or activity done out of school that is illegal or brings disrepute to ASCS may result in **suspension** or **expulsion** from school.

Leaving Campus

Students are to remain on campus at all times during the school day. If students must leave because of illness, the school nurse will call the parents, who will sign the student out of school. If students have an appointment or pre-approved leave from school early, the parent must contact the Phase Supervisor or Head of Middle & High School via email or phone to obtain approval. Students will not be allowed to leave the campus gates without approval from the Head of Middle & High School.

Early Leave Application

Parents need to request early pickup ideally **24 hours in advance** and latest **3 hours in advance**. Early Pick Up should only be for rare occurrences where there is no way to schedule an embassy visit or doctor's appointment with specialist after-school hours. The Head of Section and Supervisor must be informed in advanced with parent having completed the Early Pick Up Form in advance: [Click Here](#)

Please note:

- Proof may be requested for medical appointments.
- It is vital that students attend full school days at all times.
- Repetitive early pick up incidents will lead to school management questioning parents and meeting with them for verification.

- Please be advised that locating students can take up to 30 min (this can be influenced by class changes, break times, Arabic/Islamic class allocations and PE locations).
- Parents must abide by our school code of conduct at all times.
- **No EARLY PICKUPS will be allowed on FRIDAYS or Early Release days due to the short day.**

*If early pick up is absolutely required, KG2, Elementary, Middle & High School Students need to be collected **latest by 1pm**, Pre-K & KG 1 needs to be collected by **11:00 am at the latest**. Any parent collecting a student after these times will be denied early release due to the fact that we cannot interrupt the last session class. Please note that we do not have staff available to fetch early pick up students after 1.00 pm (11am for Pre-K & KG1) and they will have to remain in school until school finishes at 2:30 pm (12:30 pm for Pre-K & KG 1) if parents come after this time.*

Damage to School Property

Students will be charged for all school property that is lost or damaged.

Textbooks and Supplies

Students are held responsible for books and resources provided to them and must pay for lost books or for the replacement of damaged books if required.

Locker

We allocate lockers to students. If a lock is lost, the student will be responsible to purchase from the school a replacement. ASCS will not take responsibility for any valuables, money, devices, etc that are lost in school.

Bullying

ASCS does not tolerate any form of bullying, intimidation, or harassment. Please refer to the relevant Anti-Bullying, Cyberbullying Policies, Acceptable Use Policy, and E-Safety Policy.

Candy, Chewing Gum, or Soda

Candy and sodas are not permitted for sale in the cafeteria. Students are discouraged from chewing gum.

Supervision: morning and after-school

At the end of the academic day or at the end of any afterschool ECA, students must promptly leave campus following the published drop-off and pick up protocol. Student may remain on campus only if there is an approved, supervised meeting/session/practice taking place which has been approved by the Head of Section with an assigned member of faculty and parent's consent. Once complete, students must leave campus.

Uniform

All students must wear the ASCS uniform sold through the school, which may be ordered online.

Boys	Girls
• School pants • Black shoes and white socks • School shirt • Dark-navy blue jacket (no hoodies or pull overs which prevent you from seeing the school shirt underneath) • PE Days: school PE pants and school PE Shirt	• School abaya (on PE days the PE uniform is worn under the abaya) • Navy blue Sheila • Dark navy blue jacket (no hoodies or pull overs which prevent you from seeing the school shirt underneath) • Black shoes and white socks • No jewelry except ear studs

Academic Honesty

Excellence rooted in values requires students to abide by high standards which also includes honest. ASCS requires students to do their own work. Students are expected to give credit to ideas, language, or thoughts which are not their own by following APA referencing. To take ideas, writing, or thoughts from someone else and pass them off as one's own is plagiarism and is a violation of academic honesty. This can occur with print or non-print sources, such as the internet.

In addition, any student who supports a student to plagiarize their work by giving their work to another student to copy is also a form of academic dishonesty.

Any student who commits academic dishonesty will face serious consequences. If any act of academic dishonesty is repeated, the student could be asked to leave the school. Any violation will be reported to the Head of Middle & High School and the Principal immediately.

Honor Code

The ASCS Honor Code is written to establish expectations in relation to academic honesty. The code applies to all classes in Grades 9-12 and serves to uphold our core values.

Malpractice, academic dishonesty, or cheating, includes, but is not limited to, the following examples:

Plagiarism:

Is submitting words or ideas that are not your own without acknowledging the original author. This includes copying another student's paper, report, lab book, or assignment in whole or in part and submitting it as your own to a teacher or examiner. It also includes copying from another source whether it is written or non-written. Superficial changes to wording, structure, or conclusion is not sufficient. If a student wishes to reference the ideas of another author, then the student must use APA Referencing.

Collusion:

Is permitting another student to submit your paper, report, lab book, or assignment in whole or in part as their own work, either to a teacher or an outside examiner. This includes permitting another student to copy your work, and failure to report that malpractice of which you are aware to either a teacher or an administrator in the school.

Examination malpractice

Is violating the exam policy and involves the use of cheat sheets or other prohibited items during either a class examination or an external examination; looking at another student's paper during either a class examination or an external examination; providing another student with questions or answers from an examination you have taken and the other student has not; exchanging old or current exam papers, reports, notebooks, etc. without your teacher's expressed permission.

Double Dipping

This includes the student submitting the same piece of work twice to receive two different grades.

Theft

This includes the stealing or other people's work from other students to use as your own, the stealing of other student's notes, notebooks, etc. or the stealing of an exam paper.

Any alleged offence against the school's honor code will be investigated by the Head of Middle & High School with the school administration. If any malpractice is proven to have taken place, then sanctions as outlined in the behavior guidelines and academic honesty policy will be applied. Parents will be notified, and official documentation of the offense will be placed in the student's file. Any repetition will result in a failing grade for the course for the semester. Further repetitions could result in the student being asked to leave the school and/or university being notified.

It is the student's responsibility to understand the Honor Code and uphold what is expected of them. Any questions related to the Honor Code and what constitutes as a breach should be brought to the Head of Middle & High School.

[Acceptable Use Policy](#)

Please refer to the Acceptable Use Policy published. All students are required to sign this policy. Access to the school's network and the Internet is a privilege, not a right. Access is available only for **educational** and **administrative purposes**. All students must abide by the BYOD policy and ensure their device is connected to the school's MDM and that they use their device in accordance with the policies set out.

[Attendance](#)

[Absences](#)

Students are expected to attend school every school day. Good attendance is essential if the student is to be successful. Faculty can best help students learn when students meet this expectation. Failure to be in attendance 90% of scheduled classes at school may result in loss of academic credit. **Attendance will be monitored regularly and concerns communicated to parents. These concerns could end up with the**

student being placed on attendance probation. Parents must provide written reasons for absences from school.

If a student is sick, he/she is responsible for any and all missed assignments. The student should also reach out to classmates to get any important notes missed in class.

If a student plans to be away for some reason, he/she must give the school written notice at least one day before the absence. It is the student's responsibility to complete all work he /she has missed.

If a student arrives after 9 am or leaves before 2:15 this will be recorded as a partial day absence. If no contact with parents this will be unexcused. Students on school trips e.g., sporting, MUN, or cultural trips it will be recorded as a Field Trip and it will not be included in any absences.

Students travelling outside of the country on school sponsored trips need not report to school until 11 hours after the plane lands. If students are travelling within the UAE, they should report to school not later than 10 hours after arrival back at school. Absence or tardiness after this designated time will be considered unexcused and may result in a student being unable to participate in activities the following day.

In order for a student to participate in an after-school activity (ECA, sports practices, MUN, clubs etc.) they must be in attendance during the school day.

ASCS High School students are not permitted to participate in or attend a High School activity on a day they are absent from school. In order to participate in an activity, High School students must be present or, if late to school, be present by 12:00 noon on the day of participation.

Offence	Frequency	Consequence
Absenteeism – this refers to frequent or habitual absence from school or from lessons without a valid medical or family related excuse.	The three (3) incidents of unexcused absenteeism in a short period of time such as an academic term	Written counselling letter to student and notify parents for signature.
	Additional three (3) instances of unexcused absenteeism in a short period of time.	Secondary counselling letter issued and meeting with Social Worker. Demerit points issued.
	Next three (3) instances of unexcused absence.	Parents and student to be called to a meeting with the Head of Phase. Parents and student to sign a written pledge not to repeat the offence (Parent & Student Acknowledgment Form) Demerit points issued.
	Any additional unexcused absences.	Parents called for meeting with Principal and decision might include: • Escalation of concern to KHDA • Detention

		• Temporary suspension (internal or external) • Written notice announcing refusal to renew student for next academic year.
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Lateness

Arrival for start of day

Students are expected to arrive between 7:05 am – 7:10 am in order to be in their homeroom class for prompt start of the homeroom session at 7:15 am. If a student arrives late in the morning, he/she is expected to have a parental note. If late, **the student must register with the phase supervisor before going to class so that their name can be removed from the absent list.** Consistent unexcused lateness will result in letters being sent home indicating the concern. Students who continue to have issues with attendance may be placed on attendance probation. All absences and lateness will be reported on the semester report card.

Offence	Frequency	Consequence
Tardiness – this refers to being late in coming to school at the start of the school day and to instances of being late to lessons within the school day	Lateness for five to nine days	First written counselling to student and parents with phone call to parents by assistant supervisor. Demerit points issued. If any concerns come from the parental meeting, then this is recorded on 'Safeguard My School' and shared with the DSL.
	Lateness for 10 – 14 days	Second written counselling to student and parents with phone call to parents by assistant supervisor. Demerit points issued. If any concerns come from the parental meeting, then this is recorded on 'Safeguard My School' and shared with the DSL.
	Lateness for 15 – 19 days	Third written counselling to student and parents with face-to-face meeting with parent and Head of Section with undertaking letter signed by parent. Demerit points issued. If any concerns come from the parental meeting, then this is

		recorded on 'Safeguard My School' and shared with the DSL.
	Lateness for 20 – 24 days	Final warning counselling sent to parents with follow up face-to-face meeting with Head of Section. Warning letter signed by parents in meeting and in the meeting it is explained that the attendance case will be logged with KHDA should there be no improvement.
	Lateness for 25 – 29 days	Face - to – face meeting with the principal with notice to improve sent by Principal to parents. At the meeting with parents, it is explained that the attendance case will be logged with KHDA should there be no improvement.
	Lateness for 30 days	Documentation taken to KHDA and case raised should future action need to be taken. Reenrolment for the next academic year is potentially blocked.

Arrival to classes

Students more than ten minutes late to class are considered cutting class and consequences will be issued as per guidelines.

Unexcused absences

If a student skips a class, his/her parents will be informed, and the student will receive up to 3 days detention. Repeated skips will result in suspension from school and a conference with parents. Teachers are not required to provide make up assignments or tests for skipped classes.

Planned absences other than school holidays

We believe attendance to school is a priority. However, we do recognize there are times when an absence cannot be avoided. In these cases, the parent is responsible for contacting the school and filling out the application for planned absences to be reviewed and approved by Head of Middle & High School. Assignments and examinations often cannot be given in advance and will have to be completed upon the student's return.

Please note that attendance during exams is mandatory and students will not be allowed to miss an exam barring an emergency.

Homework

Homework assigned as importance as it is assigned to prepare students for the in-class learning that will take place and to help consolidate a student's understanding on the topic helping them to also gain additional understanding. Homework also serves as an important tool to help reinforce understanding of key concepts taught in class and also provides opportunities for students to build upon knowledge in class

Any homework assignment should receive timely and focused feedback and be clearly connected to a learning objective.

When the purpose of the assigned task to be completed at home is assigned with the purpose of providing more practice and application of skills, this homework will not be factored into a student's formal grade. However, if it is a summative assessment assigned which requires work outside of school hours, it will be factored into the student's formal grade as summative assessments are designed to measure students' learning against specific learning objectives, usually at the end of a curriculum unit. For this reason, any summative assessment is factored into a student's grade.

It is important to note that regardless if homework is formally graded or not, the successful completion of homework leads to academic achievement.

Clinic

All parents and students must abide by the school's Clinic Policy.

When Sick in School

When a student becomes ill during the school day and feels the need to go home, the student must go to the Clinic to discuss his/her health issue with the nurse. The clinic team will determine the best course of care. If it is determined that the student should go home, the nurse will contact the parent/guardian as well as inform the teachers, reception, and phase supervisor. It is expected that the student's parent / driver collects the student within an hour's time of receiving the call from the clinic.

When Sick at Home

If your child is sick and unable to attend school due to sickness, please keep your child at home and inform the Phase Supervisor as to reason and provide medical note.

Medications

Students are not permitted to keep medications with the exception of personal inhalers to prevent/treat asthma attacks.

If your child is taking any regular medications during school hours, whether these are for a long- or short-term basis, kindly give these medications to the Clinic to be administered by our nurse to your child.