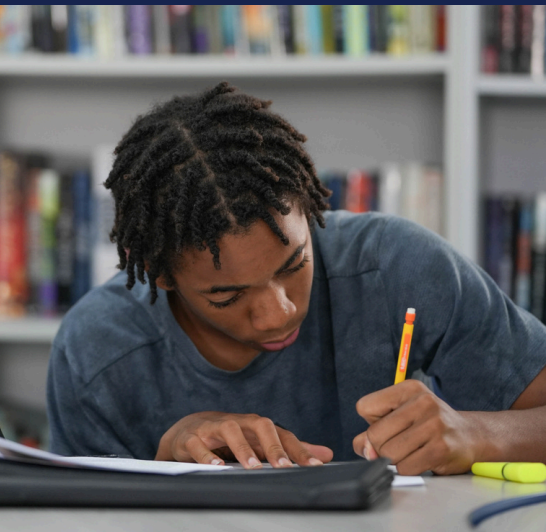




American Cooperative School of Tunis Annual Report 2025-2026





ACST
OPENING DOORS,
HEARTS AND MINDS

American Cooperative School of Tunis

Annual Report 2025-2026

Annual Report 25-26

About ACST.....	2
Mission & Vision	3
Core Values	4
Learning Competencies	5
2025–2026 Board of Governors	6
2025–2026 Instructional Leadership Team	7
2025–2026 Operational Leadership Team	8
Superintendent’s Report	9
Board of Governors Report.....	13
Elementary School Report	15
Middle School Report	21
High School Report	24
Graduating Class of 2026	28
IBDP Examination Results	30
2026 University Acceptances	32
Athletics & Activities Report	33
Digital Learning & Innovation Report	39
Safety & Security Report	45
Child Protection Report	49
Health Report	53
Marketing & Communications Report	55
PTO Report	58



About ACST

Each fall at the American Cooperative School of Tunis, as our school mission prescribes, we open our doors, hearts, and minds to students and their families, and we are deeply committed to ensuring that every day, each student receives the extraordinary care that is the hallmark of ACST.

ACST is a private, independent school governed by a nine-member Board of Governors elected by the members of the ACST Association. ACST is accredited by the Middle States Association of Schools and Colleges in the United States, as well as the International Baccalaureate Organization. The IB Diploma Program is used in grades 11 and 12 to prepare our graduates for success in their continuing education.

Since our humble beginnings in 1959, our students have benefited from an American curriculum program that is designed to have all students participate in a rigorous academic program, as well as have opportunities to participate in a variety of co-curricular activities. Students who attend ACST compete successfully with other students in the world. In addition, they exhibit strong characteristics of respect, integrity, grit, and leadership, and demonstrate compassion for others. We are committed to ensuring that ACST students not only get an excellent education but also a life-changing experience!



Mission & Vision

Mission Statement

The American Cooperative School of Tunis will inspire a passion for learning, while endowing students with the expertise and confidence necessary to pursue dreams in and for a global society.

Vision: Opening Doors, Hearts, and Minds.

ACST's vision is to open doors, hearts, and minds for students through a holistic educational approach that fosters intellectual curiosity and personal growth.



Core Values

At ACST, our core values—Respect, Integrity, Grit, Curiosity, and Compassion—guide our community in all endeavors, fostering a supportive and ethical learning environment.



Respect

Regard for the beliefs, rights and property of ourselves and others.



Integrity

Honesty, reliability, and responsibility.



Grit

Courage, resolve and strength of character.



Curiosity

An eagerness and interest to know and engage in inquiry.



Compassion

Kindness, empathy and care towards others.



Learning Competencies

At ACST, we embrace the essential learning competencies of Collaboration, Communication, Initiative, and Adaptability. These competencies are integral to our educational approach, guiding our students in working together effectively, expressing ideas clearly, taking initiative in their learning journey, and adapting to new challenges with resilience and creativity.



Collaboration

The ability to understand others, be empathetic, and work together to achieve common goals.



Communication

The ability to effectively convey and receive information, share ideas and express feelings.



Initiative

The ability to be resourceful, responsible and willing to take action.



Adaptability

The ability to reflect and change in order to learn and grow.

25-26 Board of Governors



Christopher Hutton
President



Kevin Helm
Vice President



Mayra Bravo
Treasurer



Jo Richardson
Secretary



Clayton Alderman
Member-at-Large



Souha Ben Hammouda
Member-at-Large



Gina Ciarcia
Member-at-Large



Silvana Rodriguez
Member-at-Large



Christoffer Steffen
Member-at-Large



Hormazd Kanga
US Ambassador Rep
(non-voting member)



Zak Palsha
Superintendent
(non-voting member)



Jody Ubert
Teacher Rep
(non-voting member)

25-26 Instructional Leadership Team



Dr. Zak Palsha
Superintendent



Dr. Lauren Dillard
Elementary School
Principal



Chris Boyle
Secondary School
Principal



Kate Wood
Elementary School
Assistant Principal



Ryan Jefferson
Secondary School
Assistant Principal



Rebecca Riddle
Athletics & Activities
Director



Torie Leinbach
IBDP Coordinator

25-26 Operational Leadership Team



Dr. Zak Palsha
Superintendent



Islem Ridane
Interim Director of
Finance



Rihab Afrit
Human Resources
Manager



Feriel Helal
Logistics Manager



Khaled Harhira
Senior Procurement
Officer



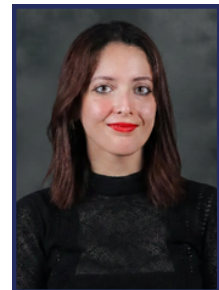
Mourad Ben Amor
Safety & Security
Manager



Wasfi Limem
Facilities Manager



Sameh Romdhani
IT Manager



Nawras Boumiza
Marketing
& Communication Specialist

Superintendent Report



Every school strives for excellence, and at ACST, we embrace that pursuit with both humility and ambition. Guided by our mission to inspire a passion for learning while endowing students with the expertise and confidence necessary to pursue dreams in and for a global society, we are intentional about celebrating our strengths even as we seek opportunities to grow. In this Annual Report, I am pleased to share highlights from our year that reflect the outstanding work of our people, the vibrancy of our programs, and the strength of our community.



At the heart of ACST's success is a dedicated community of educators, staff, students, and families who bring passion, care, and curiosity to everything they do. Our teachers and support staff create learning environments where students from diverse backgrounds feel valued, supported, and inspired every day. Whether in the classroom, on the field, in the arts, or through student-led initiatives, our community exemplifies the ACST core values of respect, compassion, curiosity, integrity, and grit.

I begin this report with deep gratitude for our faculty and staff. Through your dedication and thoughtful guidance, ACST remains a place where students are encouraged to explore, think critically, and grow holistically. Feedback from our families and students confirms that our vision is being lived, that together we are opening doors, hearts, and minds, and fostering a culture where every achievement is worth celebrating.



The school has made substantial progress in strengthening the quality and consistency of teaching and learning. A significant milestone has been the development and approval of a clear definition of High-Quality Teaching and Learning, which has been communicated to all stakeholders. Each subject area now follows a structured curriculum review cycle, ensuring that teaching content remains relevant, aligned, and continuously improved. Instructional materials across all subjects are being systematically updated to support curriculum goals.

To further improve transparency and organization, program guides and unit planners have been developed for all PK-12 courses, supporting teachers in delivering well-structured lessons. New and innovative course offerings have also been introduced, and most teachers involved have participated in professional development programs to enhance their instructional practices. Collectively, these efforts have fostered a more effective, forward-thinking, and academically rigorous environment.



Considerable progress has also been made in creating a safer, more sustainable, and supportive learning environment. Sustainability initiatives have been a priority, including the establishment of a well-maintained recycling center and a partnership with a certified recycling provider to ensure proper waste management. Energy consumption is actively monitored through digital systems, and adjustments to building temperature settings have successfully reduced both energy use and operational costs.

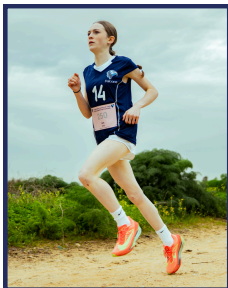


The school continues to cultivate a culture of inclusion and diversity, ensuring that all members of the community feel supported and valued. Recruitment processes have been refined to attract highly qualified staff, while ongoing professional development equips teachers to implement inclusive instructional practices. Students benefit from targeted support programs that address learning differences, emotional regulation, and language development.

An increase in psychoeducational evaluations has allowed the school to better understand and meet individual student needs. Community engagement has also strengthened through events that celebrate cultural diversity and promote wellness, such as International Day and various wellness initiatives. Parents are more actively involved in school life through councils, meetings, and workshops, fostering stronger partnerships between the school and families. Together, these initiatives have reinforced a positive and inclusive school culture.



Student engagement and personal development remain central to the school's mission. Participation in after-school activities is very high, with most students involved in at least one program and many engaged in multiple activities. Student leadership has been strongly encouraged, with all school assemblies now led by students, providing opportunities to develop confidence, responsibility, and communication skills.



Improvements in student health and fitness reflect the effectiveness of physical education and wellness programs. The school has also maintained strong global connections, with all student visa applications successfully approved in recent academic years. Programs promoting cultural awareness and international understanding continue to enrich the student experience and prepare learners for success in a globalized world.

Superintendent Report

The school has achieved substantial progress in all areas of its strategic plan. Advancements in teaching and learning have strengthened academic quality and consistency, while facility improvements have created a safer, more sustainable, and functional environment. Initiatives promoting inclusion and diversity have enhanced the sense of community, and high levels of student participation reflect the success of programs that support personal growth and well-being. The school continues to advance with a clear vision, delivering a high-quality, innovative, and inclusive education for all students.

The close of the school year is a moment to pause, reflect, and celebrate. The 2025-26 school year has been full of challenges, growth, and accomplishments. We are deeply grateful to our dedicated faculty and staff, whose care, expertise, and commitment guide our students every day. We also thank our parents for their encouragement and partnership. Your support fuels the work we do and strengthens our community.

Dr. Zak Palsha

Superintendent



Board of Governors Report



The ACST Board of Governors serves as the school's primary governance body, responsible for ensuring the long-term sustainability and success of the institution through fiscal management, legal and financial oversight, strategic planning, and policy development.

The Board works closely with the Superintendent, its sole employee, who is responsible for the daily operations of the school. Together, they ensure ACST continues to provide a high-quality education while supporting strong working conditions for faculty and staff. The Board remains focused on advancing ACST's vision and mission, supporting academic excellence, expanding student opportunities, and strengthening the school's position as the American curriculum school of choice in Tunisia.

The Board values engagement with the ACST community and considers feedback from parents, staff, and stakeholders when shaping decisions related to financial sustainability, transparency, and long-term planning. Community feedback helps guide priorities and strengthens collaboration between the Board, school leadership, and the wider community. The Board recognizes that effective governance requires open communication, accountability, and trust.

Through strategic oversight and collaboration, the Board continues to support ACST's growth and ensure the school remains well-positioned for the future.

Goals of the Board of Governors:

**Goal
01**

Support the Superintendent and the school in achieving MSA and IBDP accreditation.

**Goal
02**

Monitor and evaluate progress on the ACST Strategic Plan.

**Goal
03**

Evaluate school enrollment to assess the impact on financial sustainability and institutional continuity.

**Goal
03**

Organize and adapt the Board to a new governance structure.

During the school year, the Board reviewed reports provided by the Superintendent and actively participated in discussions to ensure informed and effective governance. The Board continues to strengthen its own effectiveness through ongoing reflection on governance practices and structured engagement with its responsibilities. Board agendas are intentionally designed to ensure regular monitoring of progress on the Strategic Plan and maintain focus on long-term priorities. It provided budgetary support to advance key curriculum initiatives, including the health curriculum and professional development opportunities for staff. The Board adopted and approved the annual budget, including initiatives related to enrollment to support the school's financial sustainability, and charged the Superintendent with engaging in outreach activities such as visiting embassies and NGOs. In addition, the Board established two standing committees, Finance and Governance, each with dedicated task forces: Audit under Finance, and Elections and Nominations under Governance, in order to strengthen oversight, accountability, and Board effectiveness. This approach ensures that governance remains purposeful, consistent, and aligned with the needs of the school community.

The Board expresses its sincere appreciation to the Superintendent, faculty, staff, students, and parents for their continued dedication and partnership. Their contributions are essential to the success of the school and to the achievement of its mission. The Board also recognizes the importance of collaboration with the wider community in maintaining a strong and supportive educational environment for all students.

As the year concludes, the Board of Governors remains proud of the progress made in strengthening governance, supporting strategic priorities, and ensuring the continued sustainability of ACST.

The Board looks ahead with confidence, committed to building on this progress and continuing to support the school's mission and long-term success.

Chris Hutton
Board President



Elementary School Report



During the 2025–2026 school year, the ACST Elementary School community continued to foster a safe, inclusive, and engaging learning environment where every student was supported to grow academically, socially, and emotionally.

The highlights in this report reflect our commitment to high-quality teaching and learning, as well as the strong partnerships between students, families, faculty, and staff that contribute to student success. They also demonstrate how ACST’s Core Values—Respect, Integrity, Grit, Curiosity, and Compassion—are reflected in the daily life of our Elementary School community.



RESPECT

Respect is a foundational value in the Elementary School and is intentionally modeled, taught, and practiced throughout daily learning experiences. Students demonstrate respect for peers, teachers, and the broader community through their words, actions, and collaboration. Classrooms promote respectful communication by encouraging students to listen to different perspectives, participate in discussions, and support one another during group work. Teachers reinforce these skills through partner discussions, cooperative learning activities, and shared classroom agreements.

Across grade levels, students participate in routines that promote empathy, responsibility, and consideration for others. Community Time, morning meetings, and reflection activities encourage respectful dialogue, problem-solving, and positive relationships. These experiences help students develop the skills to work with others and navigate disagreements constructively.



Our school community also celebrates respect through events that highlight cultural understanding and appreciation for the diverse backgrounds represented at ACST. International Mother Language Day brought together students and teachers to celebrate the many languages spoken within our community through performances and presentations. Students learned about the importance of honoring one another's linguistic and cultural identities while recognizing the richness that diversity brings to our school.

Respect is also demonstrated through collaborative experiences that connect students across grade levels. Buddy activities and school-wide assemblies provide opportunities for older and younger students to learn from one another, model kindness, and build a sense of belonging across the Elementary School. These experiences help students see themselves as responsible members of a larger community.



Through these daily practices and shared experiences, students continue to develop the habits of respect that support a safe, inclusive, and welcoming learning environment for everyone.

INTEGRITY

Integrity is an important value that guides how students approach their learning, their responsibilities, and their relationships with others.

Throughout the Elementary School, students are encouraged to demonstrate honesty, take responsibility for their actions, and make thoughtful decisions that reflect fairness and accountability. Teachers reinforce these expectations through classroom discussions, reflective practices, and consistent modeling of ethical behavior.



Students demonstrate integrity in their academic work by taking ownership of their learning and striving to do their best independently. Teachers emphasize the importance of completing work honestly, asking for help when needed, and reflecting on mistakes as part of the learning process. Through goal-setting, self-assessment, and feedback cycles, students learn that integrity means being responsible for both their successes and their areas for growth.

Opportunities for leadership and responsibility also allow students to practice integrity in meaningful ways. Older Elementary students often support younger peers through buddy activities, model positive behavior during assemblies and school events, and contribute to a respectful and supportive school environment. These experiences help students understand that their actions influence the well-being of the larger community.



Classroom activities and discussions also encourage students to think carefully about fairness and responsible decision-making. Teachers guide students through problem-solving conversations, helping them reflect on choices and consider how their actions affect others. These moments help build a strong sense of accountability and reinforce that integrity involves doing the right thing even when it may be difficult.

Through these daily experiences, students develop the habits of honesty, responsibility, and ethical decision-making that will continue to guide them both inside and outside the classroom.

GRIT

Grit is reflected in the determination, perseverance, and resilience that students demonstrate throughout their learning experiences.

In Elementary School, students are encouraged to approach challenges with a growth mindset, understanding that effort, practice, and persistence are key parts of the learning process. Teachers support this mindset by helping students set goals, reflect on their progress, and view mistakes as opportunities for improvement.

Elementary School Report

Across classrooms, students regularly engage in learning experiences that require sustained effort and problem-solving. Long-term projects, inquiry-based units, and collaborative group work challenge students to stay focused, revise their ideas, and continue working toward a final outcome. Through these experiences, students learn that perseverance often leads to deeper understanding and greater accomplishment.



Students also demonstrate grit when working through academic challenges. Whether strengthening reading comprehension, developing mathematical problem-solving skills, or building confidence in a new language, students are supported to persist and celebrate incremental growth. Teachers use reflection and goal-setting activities to help students recognize their progress and set meaningful next steps for their learning.



Beyond the classroom, students show resilience and dedication through their involvement in co-curricular activities such as music, athletics, and after-school programs. These experiences encourage students to practice regularly, work as part of a team, and remain committed to improving their skills. One memorable milestone this year was our Elementary students' participation in the AMIS Junior Choir trip to Croatia, where they demonstrated dedication and confidence while representing our school in an international setting.



Through these academic and extracurricular experiences, students continue to build the perseverance and resilience that support both their personal growth and their success as lifelong learners.



CURIOSITY

Curiosity drives much of the learning in Elementary School. Students are encouraged to ask questions, explore ideas, and engage deeply with new concepts through inquiry-based learning and hands-on experiences. Classrooms are designed to promote exploration, discussion, and creative thinking, helping students develop confidence as problem solvers and independent learners.



Across grade levels, students engage in projects and learning activities that invite them to investigate real questions and apply their knowledge in meaningful ways. Inquiry-based units encourage students to gather information, analyze ideas, and share their thinking through discussions, presentations, and creative demonstrations of learning. In science and STEM activities, students explore how the world works by experimenting, designing solutions, and testing their ideas.

Reading and research also play an important role in nurturing curiosity. Students explore a wide range of texts, participate in thoughtful classroom discussions, and develop the skills to ask meaningful questions about what they are learning. Teachers guide students in making connections across subjects, encouraging them to think critically and explore topics that interest them.



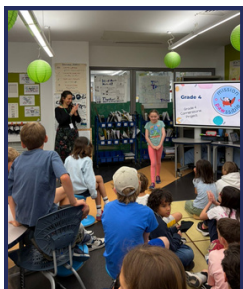
Creative activities such as art, music, and project-based learning further support students in expressing their ideas and experimenting with new approaches to learning. These opportunities allow students to imagine possibilities, test new perspectives, and develop confidence in sharing their thinking with others.

Through these varied experiences, students build the habits of curiosity that support intellectual growth and a lifelong love of learning.

COMPASSION

Elementary students show compassion by caring for one another and contributing positively to the school community. They practice empathy, kindness, and support through daily interactions and collaborative learning in safe, supportive classrooms.

Students demonstrate compassion through peer support during group work, helping classmates who may be struggling, and welcoming new students into the community, all of which reflect the caring culture at the Elementary School. Classroom meetings and social-emotional learning activities provide opportunities for students to discuss empathy, understand different perspectives, and learn how their actions can positively affect others.



Service-learning experiences also play an important role in helping students understand how they can make a difference in their communities. Through our Elementary Cornerstone Projects, students participate in age-appropriate service initiatives that encourage them to think about how their actions can support others. These experiences help students develop a sense of responsibility and connection to the wider community.

Compassion is also evident during school-wide events and collaborative activities that bring students together across grade levels. Buddy programs, assemblies, and shared celebrations encourage students to build relationships with peers of different ages while modeling kindness and encouragement.



Through these experiences, students learn that compassion is not only about understanding others' feelings but also about taking action to create a supportive, inclusive, and caring community.

Dr. Lauren Dillard
Elementary school Principal

Middle School Report



During the 2025-2026 school year, the ACST Middle School community continued to embody the school's vision to Open Doors, Hearts, and Minds for students through a holistic educational approach.

Below are some of the many highlights of this year and how ACST's Core Values—Respect, Integrity, Grit, Curiosity, and Compassion—guide our community in all endeavors, fostering a supportive and ethical learning environment.



RESPECT

The Middle School program champions respect by fostering a culture of accountability on campus, in the local community, and abroad. Students who demonstrate Respect and other Core Values are recognized through an initiative where faculty and peers write positive notes to students.

A first for ACST drama students this year was a trip to the ISTA Theatre Festival in Antwerp, Belgium, where they were recognized for their outstanding respect for fellow students and artists.

Library and advisory lessons on digital citizenship challenged students to explore the complexities of digital citizenship, with a specific focus on the permanence of digital footprints and the ethics of online consent.

INTEGRITY

Middle School students are expected to act with integrity each and every day, navigating the challenges of their pre-teen and early teenage years by being honest and taking accountability for their actions.



Middle School Report

ACST provides leadership opportunities through Middle School Student Government, athletics, and after-school activities that allow student leaders to grow their leadership skills, build community, and model integrity for their peers.



GRIT

Tunisian Studies Trips occur early in the school year so each grade level can build positive relationships and bonds that set them up for a successful school year. TST experiences challenge students by pushing them outside of their comfort zone and requiring grit, adaptability, and an open mind.



Middle School Falcon Time continues to strengthen student character with lessons focusing on self-awareness, social awareness, relationship skills, self-management, and responsible decision-making.

CURIOSITY

Middle School faculty foster student curiosity through a rigorous curriculum supplemented with purposeful fieldwork experiences that explore Tunisian history, ecology, the local economy, and the curricular connections of grade-level Tunisian Studies Trips.

ACST parents were highly engaged in workshops focused on boosting executive functioning skills to support learning and lifelong skills. The Middle School health education program was strengthened through the curriculum review process and worked with an expert consultant to make it more student-centered and skills-based.



COMPASSION

ACST prioritizes a culture of care through a robust school-parent partnership. Our commitment to compassion was highlighted during the Parent Coffee morning on Child Protection and Safeguarding.

By aligning our community on these critical safety standards, we ensure a secure environment where every student feels supported and protected.



Chris Boyle
Secondary School Principal

High School Report



During the 2025–2026 school year, the ACST High School community worked consistently to bring the school’s vision—Open Doors, Hearts, and Minds—to life through a balanced and engaging educational experience.

The highlights below reflect key moments from the year and show how ACST’s Core Values—Respect, Integrity, Grit, Curiosity, and Compassion—were actively lived out across our community, shaping a learning environment that is supportive, dynamic, and focused on personal growth.



RESPECT

Each Monday, High School student government members take an active role in leading respectful, community-building assemblies to kick off the week. Assemblies provide a safe place for students to perform, celebrate successes, highlight recent events, and share event information.

Grade 11 and 12 students practiced leadership and care through their collaboration with Grade 1 and Kindergarten buddies, a partnership that brings joy each time the buddies see each other on campus and empowers the 11th and 12th grade students to be excellent role models.



In addition, ACST's IBDP will offer the School Supported Self-Taught Literature (SSST) program, which reflects respect for students' linguistic and cultural identities. By allowing students to study their home languages when they are not offered by the school, ACST demonstrates respect for diversity and recognizes the importance of maintaining each student's heritage and voice within their academic experience.

INTEGRITY

Academic integrity has been a point of emphasis in High School this year, as faculty help students navigate the challenges presented by generative AI through workshops presented during Falcon Time and in academic classes.

A whole-school effort on the Middle States Association (MSA) self-study culminated in a report that provides an accurate picture of a successful school, with opportunities for growth, as we prepare to host the MSA visiting team in October.

GRIT

Model United Nations (MUN) hosted a successful conference on campus with more than 100 attendees, with the MUN leadership team displaying grit in the planning and execution of the event.



IBDP students persevered through a rigorous academic program, balancing their academic subjects, the IB Core, CAS, and participation in sports and other activities.

The IBDP program collected quantitative and qualitative input from the community to identify program strengths and opportunities for improving the DP. Excellent preparation and communication led to a highly successful March/April IBDP evaluation visit.

CURIOSITY

ACST sent a cohort of talented musicians to the AMIS North African Band Festival, where they collaborated with students from the region to rehearse and perform high-quality repertoire under the direction of expert conductors, building ensemble skills, musical confidence, and a strong sense of community.

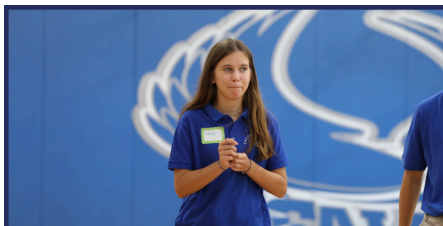


The ACST Robotics team tackled challenging tasks in preparation for their international competition in Rome.

Grade 11 students cultivated their curiosity by refining their Approaches to Learning (ATL) skills across five key domains: Thinking, Research, Social, Communication, and Self-Management.

COMPASSION

High School students are leaders in creating a positive school environment. Led by the Falcon Guides, who support parent events and play a critical role in welcoming and onboarding new students, students foster a culture of care and belonging at ACST.



High School students in government and Youth Club excelled at building community through events such as Secondary Sports Day, the Halloween Social, Valentine's Bonfire, and Prom.

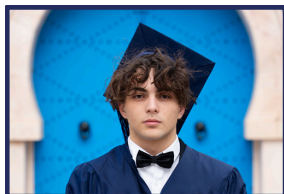


IBDP teachers incorporate the IB Learner Profile attributes into classes each and every day, emphasizing the importance of building principled, open-minded, and caring people.

Chris Boyle

Secondary School Principal

Graduating Class of 2025



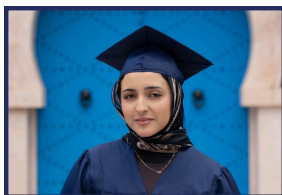
Skander
ABASSI
 German
 Tunisian



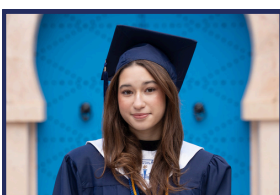
Adam
Ahmed
 Egyptian



Hanin
AL ABRI
 Omani



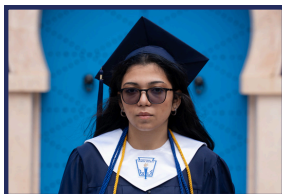
Lamees
ALBISHTI
 Libyan



Sherine
BAHRI
 Canadian
 Tunisian



Zeineb
BEN HAJI
 Tunisian
 Moroccan



Malek
BKATHRIA
 Tunisian



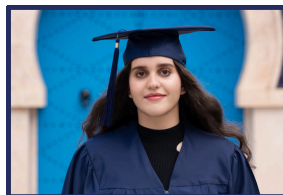
Zahra
BOURGEOIS
 Canadian



Thomas
CARPENTER
 American

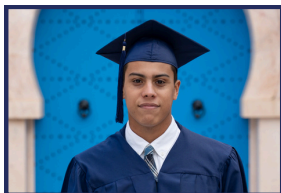


Clara
D'ONOFRIO
 Italian



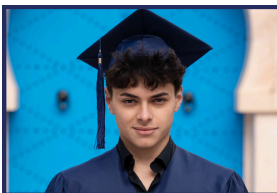
Esra
EL GHAZALI
 Libyan
 Canadian

Graduating Class of 2025



Daniel
JENSEN

 American
 Colombian



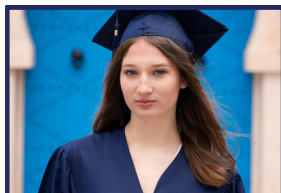
Hasan
KHALIFA

 Romanian
 Jordanian



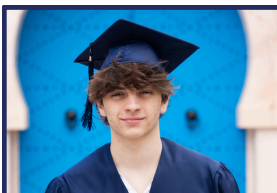
Kim
JIIN

 South Korean



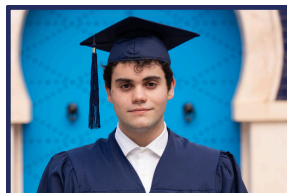
Rosalie
KREIßER

 German



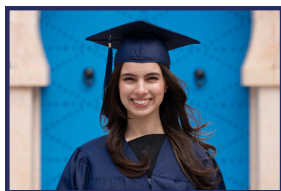
Jun
LE PECHOUX

 French



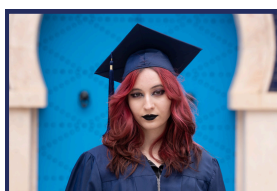
Enzo
MATHIEU

 Brazilian
 French



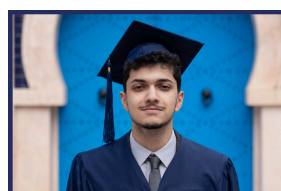
Mariem
NAOVAR

 Tunisian
 Algerian



Carla
OLTEANU

 Romanian



Faisal
PENNELL

 American



Melissa
RABEHARISOA

 French
 Malagasy



Ali Jan
UMRANI

 Pakistani

A SUCCESSFUL IB EVALUATION

The 2025-2026 school year was a notable period for our IB Diploma Programme, defined most significantly by our successful IB Evaluation visit in the spring. After nearly two years of dedicated preparation, the process concluded with tremendous affirmation of our program, and the suggested areas for improvement were well-aligned with our own internal assessments. This success was a collective effort, made possible by the unwavering commitment of our DP teachers, the consistent support from our administration, and the vital contributions from our students, parents, alumni, and governing board members throughout the entire evaluation journey.

ACADEMIC ENGAGEMENT & PROFESSIONAL GROWTH

Beyond the evaluation, the year was marked by exceptional academic engagement and professional growth across our community. Our students shined in diverse areas, from the virtual history exchange with international scholars to the inspiring displays of creativity and critical thinking during our annual Visual Arts Exhibition and DP Core Celebration. We also celebrated the professional advancement of our faculty, as team members presented at conferences, and qualified as IB examiners and workshop leaders, further enriching our internal expertise and direct insight into IB assessment standards. These milestones, combined with our ongoing work refining policies and preparing for digital assessment transitions, have set a strong foundation for continuous improvement.

ACADEMIC ENGAGEMENT & PROFESSIONAL GROWTH

Our 2026 IB Diploma Programme results underscore this year of sustained academic growth, highlighted by an 87.5% pass rate – the culmination of a four-year upward trend. Students in our inclusive program continue to excel, with average diploma points climbing to 33.0 and subject grades rising to 5.15, bringing our performance in line with global averages. Furthermore, our multilingual program remains a cornerstone of our success, as 43.8% of our candidates earned a Bilingual Diploma. This achievement significantly outperforms the global average and reflects our international community's unwavering commitment to academic excellence.

Torie Leinbach
IBDP Coordinator

A STRONG FINISH FOR THE CLASS OF 2026



TOP SCORE

44 / 45



87%

IBDP
PASS RATE

Global Average: 82.6%

COMPETITIVE ON A GLOBAL STAGE

ACST's inclusive IBDP Program is competitive globally



33

POINTS

AVERAGE SCORE



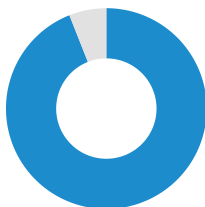
GLOBAL AVERAGE:
33 POINTS

STRONG RESEARCH. STRONG WRITING

Our graduates demonstrate strong academic research and writing skills.

94%

OF EXTENDED
ESSAYS SCORED
C OR HIGHER



These skills prepare our graduates to approach university-level research and writing with confidence.

OUR MULTILINGUAL STUDENTS THRIVE

43.8%

EARNED A
BILINGUAL DIPLOMA
IN FRENCH OR GERMAN



GLOBAL AVERAGE:
27%

That's 16.8 percentage points above the global average.

EXCELLENCE

ACROSS LANGUAGES

Our students achieved results above the world average in:



ENGLISH A:
LANGUAGE & LITERATURE



FRENCH:
LANGUAGE ACQUISITION



ARABIC:
LANGUAGE ACQUISITION

ASIA

China

- The Hong Kong University of Science and Technology (C)
- The Hong Kong University (C)

United Arab Emirates

- American University in Dubai (C)

EUROPE

IRELAND

- Trinity College Dublin (C)

Italy

- LUISS Guido Carli
- Nuova Accademia di Belle Arti (C)

Netherlands

- HU University of Applied Sciences Utrecht
- Twente University
- University of Groningen (C)
- Vrije U of Amsterdam (C) Eindhoven University of Technology (C)

Spain

- IE University (C)
- U.E Madrid

United Kingdom

- Birkbeck, University of London (C)
- Bournemouth University (C)
- Brunel University London (C)
- City, University of London (City St George) (C)
- Greenwich University (C)
- King's College London (C)
- Northeastern University London (C)
- Queen Mary University of London (C)
- Reading University (C)
- Regent's University London (C)
- Royal Holloway, University of London (C)
- University College London (C)
- University Loughborough (C)
- University of Bath (C)
- University of Edinburgh (C)
- University of Leeds (C)
- University of Sheffield (C)
- University of Southampton (C)
- University of the Arts London (C)
- University of York (C)
- Westminster (C)

NORTH AMERICA

Canada

- University of Toronto McGill University
- Carleton University Toronto
- Metropolitan University

United States

- California State University Northridge
- Case Western Reserve University
- Embry-Riddle Aeronautical University
- Fordham University
- Maryland Institute College of Art
- Parsons School of Design
- Pennsylvania State University (University Park)
- Rhode Island School of Design (RISD)
- Rochester Institute of Technology
- University of Maryland Baltimore Campus
- University of Massachusetts Lowell
- University of Pittsburgh
- University of South Florida
- Worcester Polytechnic Institute (WPI)

*(C) for conditional acceptances

Athletics & Activities Report



The 2025–2026 school year was one of continued growth, adaptation, and innovation for ACST’s Co-Curricular Program. Throughout the year, the department continued its transition toward a broader K-12 Co-Curricular Program model that more intentionally integrates athletics, academic teams, activities, aquatics, arts, leadership opportunities, and student engagement.



Despite challenges related to facility maintenance, transportation logistics, international travel requirements, and ongoing operational demands, the program continued to expand opportunities for students while strengthening systems that support safety, communication, and participation. Significant enhancements were made to facilities, safeguarding practices, technology systems, staff onboarding, and community engagement initiatives.



This year’s successes were made possible through the collaborative efforts of students, coaches, instructors, teachers, parents, administrators, and operational staff. Together, these efforts helped create meaningful experiences that fostered belonging, leadership, wellness, and personal growth for students across all divisions.

The purpose of this report is to celebrate the accomplishments of the 2025–2026 school year, acknowledge the contributions of those who made these experiences possible, and outline priorities that will continue to strengthen the Co-Curricular Program in the years ahead.

MAJOR ACHIEVEMENTS

COMPETITIVE RESULTS

ACST students represented the school across athletics, academic teams, robotics, performing arts, and leadership programs throughout the year. Participation remained strong, with 75% of Secondary students participating on at least one athletic team and 48% participating on two or more teams.

Highlights included:

Athletics:

- Continued participation in soccer, volleyball, basketball, swimming, cross country, track & field, and cheerleading.
- Introduction of ACST's Cheerleading Team.
- Growth in participation in soccer, track & field, robotics, and volleyball programs.
- The secondary swim team earned 4th place at the Athens Swim Cup against larger international schools.
- Student-athletes competed locally through competitions hosted by LGF, Carthage Classical Academy, and other partner schools.



Activities & Academic Teams

- Continued growth in Robotics participation.
- Strong student participation in Model United Nations, including international conference participation in Barcelona.
- Expansion of opportunities in ISTA and AMIS programs.
- Successful participation in local and regional chess competitions.



Athletics & Activities Report

Beyond competitive outcomes, the department remained committed to an education-based philosophy that prioritizes learning, personal growth, teamwork, sportsmanship, and belonging.

SUCCESS TRIPS & EXPERIENCES

The 2025–2026 school year featured one of the most diverse international travel programs in department history, with students participating in experiences across Europe and North Africa.



These experiences provided students with valuable opportunities to develop independence and responsibility, embrace intercultural understanding, strengthen teamwork and collaboration, and proudly represent ACST internationally. They also allowed students to apply their classroom learning in authentic, real-world settings, supporting both their academic growth and personal development.

The department continued to achieve a 100% visa application success rate for students participating in international travel, helping remove barriers and expand access to global learning opportunities.

HOSTING EVENTS

ACST continued to establish itself as a destination for high-quality co-curricular experiences by hosting events that welcomed students, coaches, and educators from across the region.

Athletics & Activities Report

Major hosted events included:

- NAAA Swim Meet
- Swoop 'n Spike International Volleyball Tournament
- Model United Nations II
- Cross Country International Schools Invitational



These events provided students with opportunities to compete, perform, lead, and build relationships while showcasing ACST's hospitality, facilities, and commitment to educationally focused programming.

Student volunteers, coaches, faculty, parents, and operational staff played an essential role in the success of each event.

ENHANCED STUDENT ENGAGEMENT

Student engagement remained a central focus throughout the year.

Key accomplishments included:

- 94.5% of students participated in at least one Co-Curricular Activity.
- Students participated in an average of 6.47 activities throughout the school year.
- Introduction of High School Student Coaching opportunities, allowing older students to mentor younger athletes.
- Expanded fitness and wellness opportunities through Weight Room programming and After School Activities.
- Enhanced student recognition through season-based awards celebrations and expanded departmental awards.
- Continued support for student participation across multiple teams and activities.

Athletics & Activities Report

Community-building initiatives such as the Fun Run, Falcon Family Market, Falcon Parent Council events, divisional assemblies, and pep rallies further strengthened school spirit and belonging.



These opportunities continue to support the development of leadership, resilience, confidence, teamwork, and positive relationships beyond the classroom.

OPERATIONAL & ADMINISTRATIVE IMPROVEMENTS

Facilities:

- Added the Outdoor Blue Court.
- Installed new basketball hoops in the Big Gym.
- Continued facility planning and storage improvements following flood-related damage.

Systems & Technology:

- Expanded implementation of PowerSchool CCA to improve registration, attendance tracking, communication, and participation data.
- Developed a centralized digital onboarding and compliance system in partnership with Human Resources.
- Achieved 100% compliance in CPR/AED and concussion certification requirements for coaches.

Safety & Operations:

- Strengthened safeguarding, supervision, and locker room procedures.
- Implemented Emergency Action Plans (EAPs) for the pool, gym, and athletic field.
- Enhanced operational systems related to aquatics, transportation, scheduling, and international travel.
- Strengthened collaboration with Facilities, Finance, HR, IT, Security, Transportation, and Health Office teams.

These improvements have enhanced both student safety and the overall quality and efficiency of program operations.

The success of the Co-Curricular Program is a reflection of the many individuals who dedicate their time, expertise, and energy to supporting students.

Special thanks are extended to:

- Coaches and Activity Advisors
- ASA Instructors
- Aquatics Staff
- Teachers and Administrators
- Facilities, Transportation, Security, IT, HR, Finance, and Health Office teams
- Falcon Parent Council members
- Parent volunteers and community partners
- Students and families

Their collective commitment continues to enrich student experiences and strengthen the ACST community.

Looking ahead to the 2026–2027 school year, the department will continue expanding opportunities while strengthening systems that support participation, safety, and student development.

Key priorities include:

- Expand elementary opportunities through athletics, activities, arts, and international experiences.
- Strengthen student participation and leadership opportunities for Grades 11 and 12.
- Complete full implementation of PowerSchool CCA across all co-curricular programs and staff.
- Strengthen coach and instructor development through end-of-season evaluations and professional learning.
- Improve financial forecasting and long-term planning for international travel experiences.
- Expand local tournaments, competitions, and performance opportunities across athletics, academic teams, arts, and activities.

Through these initiatives, ACST will continue to provide a rich and diverse co-curricular experience that promotes belonging, leadership, wellness, personal growth, and meaningful engagement for all students.

Becky Riddle

Athletics & Activities Director

Digital Learning & Innovation Report



During the 2025–2026 school year, the IT Department focused on providing reliable technology infrastructure and operational support across all divisions. Key initiatives included network and infrastructure upgrades, the implementation of the co-curricular activity (CCA) platform embedded within PowerSchool for a “one-stop-shop” experience, and providing the technical foundation for the MSA accreditation self-assessment and the IB evaluation. Team capacity was strengthened with the backfill of the IT Data Systems Administrator role and the hiring of a new IT Systems Administrator, enabling sustained operational coverage and technical support.

ELEMENTARY SCHOOL

In the Elementary School, IT supported the stability and accessibility of various digital learning platforms used for classroom communication and learning documentation. The department ensured technical readiness for MAP assessments and provided centralized rostering and identity management for users across all instructional platforms. IT also implemented the CCA platform embedded within PowerSchool to ease access for community parents, students, and staff, ensuring reliable service throughout the year with fewer platforms to navigate.

SECONDARY SCHOOL

In the Secondary School, IT supported digital assessment platforms, including Exam.net, and provided infrastructure readiness for the PSAT, MAP, and other assessments. The department facilitated technical support for the ACST Model United Nations Conference, virtual author sessions, and is currently supporting the Secondary School in scheduling for the upcoming academic year. IT also took part in the 2028 IB digital assessment readiness program, supported digital citizenship awareness, and worked on updating the acceptable use policy for AI-enhanced education.





OPERATIONAL HIGHLIGHTS & ACHIEVEMENTS

Key IT accomplishments include the implementation of the CCA platform within PowerSchool, campus network upgrades, and improvements to network and security infrastructure. The department provided technical and audio-visual support for school-wide and PTO-led events, including International Day. IT also updated SOPs for data access and shared drive management, strengthened cybersecurity, supported the MSA RAIL program, and developed the school-wide data dashboard.

LOOKING AHEAD

The IT Department will continue to maintain and enhance technology systems to support instruction and operations. Focus areas for the upcoming period include:

- Digital Assessment: Continued participation in the 2028 IB digital assessment readiness program.
- Data Management: Further development of the school-wide data dashboard and finalizing the review of institutional data SOPs.
- Infrastructure & Lifecycle: Ongoing planned maintenance and management of the device life cycle to ensure hardware reliability.
- Security & Accreditation: Enhancing security protocols and providing technical support for the MSA accreditation requirements in Fall 2026 and the ongoing MSA RAIL program.
- Event Support: Sustained technical and AV support for all campus-wide events, community gatherings, and the upcoming Graduation.

Sameh Romdhani
IT Manager

Safety & Security Report



Safety and Security play a vital role in fostering a stable, supportive, and secure environment where students can learn, staff can work confidently, and the entire school community can thrive. Beyond protecting people and property, the department promotes a culture of awareness, preparedness, and shared responsibility.

The Safety & Security Team is responsible for ensuring physical security, coordinating emergency preparedness and response, supporting student and staff wellbeing, enforcing school policies, and maintaining strong relationships with local authorities and emergency services. Through proactive planning, continuous monitoring, and effective collaboration, the team works to prevent incidents, respond efficiently to emergencies, and strengthen community confidence.

The purpose of this report is to provide an overview of ACST's safety and security operations, highlight key initiatives undertaken throughout the 2025-2026 school year, and demonstrate the school's ongoing commitment to maintaining a safe learning environment for all members of the school community.

CAMPUS SECURITY OPERATIONS

SECURITY STRUCTURE

ACST maintains a comprehensive, multi-layered security program consisting of the following key safety components:

- A dedicated Security Team comprising one Security Manager, four Supervisors, and eleven Security Officers.
- An armed police officer and Police Liaison Officer assigned to the school.
- Daily police vehicle patrols around the campus perimeter.
- Weekly K-9 patrols.
- Support from the Quick Reaction Force (QRF), a highly trained and heavily equipped rapid response unit.
- More than 160 CCTV cameras operating continuously across campus.
- Electronic security systems including metal detectors, X-ray scanners, fire and gas detection systems, and communication equipment.
- Structural security measures including anti-climb fencing, reinforced concrete perimeter walls, and heavy-duty security gates.

OPERATIONAL ACTIVITIES

Throughout the year, the Safety & Security Department continued to strengthen daily operations and improve campus safety through a wide range of initiatives.

Key achievements included:

- Reviewing and updating Security Team job descriptions in collaboration with Human Resources to enhance accountability, leadership, and operational effectiveness.
- Active participation in the Child Protection Policy Committee and Student Wellbeing Committee to support safeguarding initiatives and evidence-based decision making.
- Development and regular review of critical security documentation, including:
 - Emergency Management Guidebook
 - Emergency Quick Action Guide
 - Access Control Policy
 - CCTV Monitoring Policy
 - Bomb Threat Procedures
 - Evacuation Plans
 - Crisis Management Team Roles and Responsibilities
 - Emergency Contact Cards
- Security coordination for:
 - 23 local field trips and one Team Sports Trip (TST)
 - Nine international trips, including pre-assessments with the Regional Security Office (RSO)
 - School events, after-school activities, and community programs
 - Athletic events including varsity tournaments, GSP competitions, Juventus activities, Fun Run, and Cross Country events
- Maintaining 100% operational readiness of all security equipment, including CCTV systems, X-ray scanners, fire extinguishers, and fire hose systems.
- Enhancing campus access control through the successful implementation of a USD 40,000 security grant, resulting in the installation of 32 new electronic access control systems.
- Conducting security background checks for all newly recruited personnel.
- Providing administrative support for expatriate staff, including visa processing, residency permits, shipping documentation, and departure procedures. During the year, 67 residency permit files were processed for teachers and their spouses.

- Conducting regular vehicle and foot patrols across campus and staff residences during school breaks and when security conditions required increased vigilance.
- Implementing emergency preparedness measures for severe weather, including flooding response plans, lightning protocols for sporting activities, and aquatic emergency procedures.
- Maintaining continuous country situation monitoring, providing timely security updates and guidance to staff.
- Delivering annual fire safety training for contractors and custodial staff.
- Supporting mock examinations and IB Diploma examinations through access control and venue security.
- Expanding professional networks through ongoing collaboration with Regional Security Officers (United States, United Kingdom, and Finland) and local authorities to facilitate information sharing, training, and coordinated emergency response.

SAFETY PROTOCOLS & PROCEDURES

ACST maintains a comprehensive framework of Standard Operating Procedures (SOPs) designed to reduce safety and security risks to As Low As Reasonably Practicable (ALARP).

The Emergency Response Plan establishes a designated Emergency Management Team with clearly defined roles and responsibilities. Regular training ensures team members remain prepared to respond effectively during emergencies.

Key policies and procedures include:

- Emergency Response Plan
- Access Control Policy
- Bomb Threat Response Procedures
- CCTV and Video Surveillance Policy
- Student Exit Policy
- Identification System Guide
- Crisis Management Procedures
- Evacuation Plans
- Emergency Quick Action Guide

These procedures are reviewed and updated regularly to ensure alignment with best practices and evolving operational requirements while promoting consistent implementation across all school levels.

TRAINING & EMERGENCY PREPAREDNESS

Emergency preparedness remains a cornerstone of ACST's safety strategy. Regular drills are conducted throughout the academic year to strengthen readiness, reinforce established procedures, and build confidence among students and staff.

Each exercise was followed by structured debriefing sessions to evaluate performance, identify lessons learned, and implement improvements where necessary.

The department also maintained close collaboration with local law enforcement agencies, emergency responders, the Regional Security Office (RSO), and other external partners to ensure coordinated planning and effective emergency response capabilities.

LOOKING AHEAD

The Safety & Security Department remains committed to continuous improvement and operational excellence. Priorities for the coming year include:

- Strengthening team cohesion and collaboration.
- Developing leadership capacity within the Security Team.
- Improving knowledge transfer and administrative efficiency through technology.
- Enhancing cross-departmental coordination.
- Maintaining 100% operational readiness of all security equipment.
- Expanding staff training and professional development opportunities.
- Strengthening partnerships with Regional Security Officers and local authorities.
- Continuing to improve campus access control and surveillance systems.

CONCLUSION

The Safety & Security Department remains committed to maintaining a safe and secure learning environment through proactive security measures, regular training, updated procedures, and collaboration with school leadership and external partners. These efforts support ACST's commitment to protecting the community and ensuring students and staff can learn and work with confidence.

Mourad Ben Amor

Safety & Security Manager

Child Protection Report



At ACST, we are committed to safeguarding all children by ensuring they are protected from harm, abuse, and neglect. We believe safeguarding is everyone's responsibility, and we are dedicated to building a safe, inclusive, and respectful community where every child is valued and supported. This commitment extends to our duty of care for all children enrolled in the school and those affected by our operations. The purpose of this report is to outline our ongoing efforts and practices in child protection and to ensure a safe, supportive, and protective environment for all students.

CHILD PROTECTION POLICIES & COMPLIANCE

The Child and Youth Protection Policy at ACST was written and adopted in 2019, with approval from the Board of Governors and school leadership. The policy was updated during the 2024–2025 school year.

The policy is based on the United Nations Convention on the Rights of the Child and the Tunisian Code of Protection of Children. It states our commitment to safeguarding, child protection, duty of care, and mandated reporting. The policy is applicable to all adults in the community. It outlines expectations for appropriate personal conduct with children, immediate removal from any harmful situation, and mandatory reporting of concerns. The policy also applies to children and youth.

Clear definitions and indicators are provided for abuse (physical, sexual, and emotional), neglect, and digital bullying and abuse. The policy describes reporting and case management steps for any member of the community who has a concern. Procedures are supported by a clear flowchart. The policy includes a code of conduct and a common agreement on appropriate conduct with children.

DESIGNATED CHILD PROTECTION TEAM

The Child and Youth Protection Policy at ACST establishes a Child Protection Team with responsibilities that include collaboration, assessment, and intervention in cases involving student safety and well-being. The team ensures that all reports receive timely, confidential, and appropriate responses. Ongoing support, resources, and guidance are provided to those involved, and the team coordinates with external child protection agencies when necessary.

The team includes the superintendent, safety and security manager, principals, assistant principals, counselors, educational psychologist, nurses, HR, and the director of athletics and activities.

This year, the Child Protection Team has shifted from a reactive to a proactive approach. The team now holds regular meetings to review concerns, conduct self-audits, update policies, and discuss case studies, meeting four times during the year. The aim is to ensure that procedures are both protective and responsive, so the school is fully prepared to support and protect all students in line with best practices.

The team's proactive stance emphasizes transparency and readiness. Everyone in the community, including students, parents, staff, and volunteers, is encouraged to understand best practices and know how to access support. This year, the team used the Association of International Schools in Africa's Safe Schools Self Audit Tool to review practices and develop an action plan.

TRAINING & STAFF AWARENESS

All staff, volunteers, coaches, substitutes, chaperones, and external service providers are required to attend a yearly training session on the Child and Youth Protection Policy. Each year, they review and sign the common agreement as part of this process. This training covers expectations for conduct with children, the main components of our child protection policy, definitions of harm and abuse, what and how to report, and best practices for handling disclosures.

Parents are invited to participate in a yearly Parent Coffee about child protection and safeguarding at ACST, held every September. This session provides information on our policies and practices and encourages parent engagement in school safety.

Students benefit from several opportunities to learn about safety and ways to stay safe. Our teaching on safety is provided by many, including counselors, teachers, and advisors, through SEL lessons. The health curriculum includes information on how to stay safe. Librarians teach students about online literacy and safety. The Falcon Way, our behavioral expectations, is taught at the beginning of each year. Second Step and Character Strong are our chosen SEL curricula, and they include standards that cover safety and child protection.

Child Protection Team members have an important responsibility and receive a higher level of training. Starting in the 2024–2025 school year, all team members have been completing the ICMEC Levels I and II training for safeguarding teams in schools. The school provides funding and access for this training, either in person or online. The goal is to ensure our team is prepared to plan our child protection and safeguarding program, write and update policies, and manage cases or situations related to student safety.

The 2025–2026 school year was a year of self-audit and review. The Child Protection Team identified gaps and best practices to guide future action. Next steps will include appointing a dedicated safeguarding lead to oversee child protection and coordinate responses. We will develop a policy for handling allegations involving adults in the school, ensuring clear procedures and protections.

Hiring and reference check procedures will be updated to include safeguarding requirements. Safety topics will be mapped across the curriculum and in staff training to ensure consistent coverage. We are improving and diversifying ways to report concerns, making documentation more comprehensive, sustainable, confidential, and accessible to those who need it.

Communication will be updated, including creating a child-friendly version of the policy, translating the policy, and posting clear messages about child protection throughout the school. These steps will help everyone in the community understand child protection and know how to access support.

This ongoing work will lead to a comprehensive review of the Child and Youth Protection Policy. ACST remains committed to child protection and student safety, with continuous improvement in training, policy, and well-being initiatives.

LOOKING AHEAD

The 2025–2026 school year was a year of self-audit and review. The Child Protection Team identified gaps and best practices to guide future action. Next steps will include appointing a dedicated safeguarding lead to oversee child protection and coordinate responses. We will develop a policy for handling allegations involving adults in the school, ensuring clear procedures and protections.

Hiring and reference check procedures will be updated to include safeguarding requirements. Safety topics will be mapped across the curriculum and in staff training to ensure consistent coverage. We are improving and diversifying ways to report concerns, making documentation more comprehensive, sustainable, confidential, and accessible to those who need it.

Communication will be updated, including creating a child-friendly version of the policy, translating the policy, and posting clear messages about child protection throughout the school. These steps will help everyone in the community understand child protection and know how to access support.

This ongoing work will lead to a comprehensive review of the Child and Youth Protection Policy. ACST remains committed to child protection and student safety, with continuous improvement in training, policy, and well-being initiatives.

CLOSING STATEMENT

ACST has made steady progress in child protection through comprehensive policy updates, regular training, and proactive initiatives led by the Child Protection Team. Staff, community partners, and the Child Protection Team are working together to strengthen our safeguarding practices and build a culture of safety. Their ongoing commitment and collaboration are central to our efforts.

We remain dedicated to protecting and supporting every child. Continuous improvement in training, policy, and well-being initiatives reflects our commitment to creating a safe and supportive environment for all students.

Zeina Abourousse

Educational Psychologist



Health Report



Our role extends well beyond the clinic walls. The goal of the Health Office is to ensure the school environment is a place where students and staff feel physically secure and mentally prepared to succeed. We lead emergency response protocols, like CPR and AED trainings, and develop individualized care plans to manage chronic conditions and provide immediate first aid, ensuring the campus is ready for medical contingencies.

Key Goals for the 25-26 School Year:

- Ensure students meet state-mandated vaccine requirements.
- Complete vision and scoliosis screenings for Grades 1, 6, 7, and 9.
- Review and update emergency care plans.
- Provide First Aid & CPR training for Grade 12 students and coaches.

HEALTH & SAFETY INITIATIVES

This year, we ran campaigns and programs focused on raising awareness for specific health needs across campus:

- Student Dental Health Month
- The Importance of Sleep (Targeted for Grade 12)



STUDENT HEALTH SCREENINGS & PREVENTIVE CARE

- Vision Screenings (Grades 1, 6, and 9): Checked visual acuity and referred students to a doctor when necessary to ensure they can see their schoolwork clearly.
- Scoliosis Screenings (Grade 7): Checked spinal curvature to catch potential back issues while students are still growing.
- Dental Health (PK, KG, Grade 1, and Grade 2): Checked for cavities and gum health to prevent toothaches that cause our youngest students to miss school.
- CPR & First Aid (Grade 12): The school nurse trained all Grade 12 students in basic First Aid and how to perform CPR.

STAFF HEALTH & TRAINING

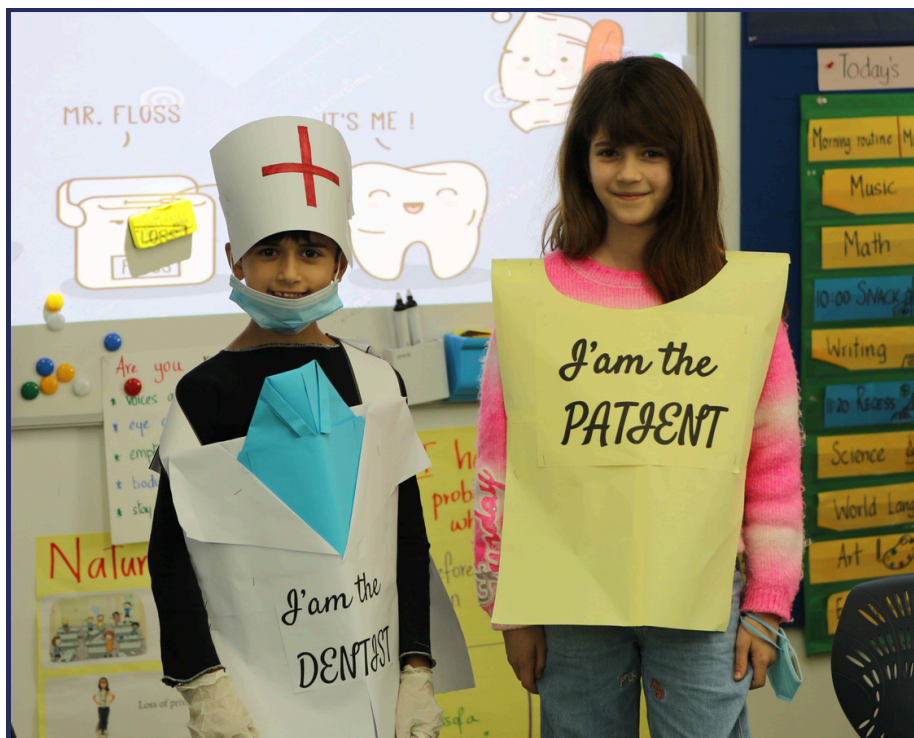
Staff training initiatives were carried out to maintain a safe and healthy campus environment. This included CPR, EpiPen training, and ongoing guidance on school health protocols, such as administering medication during off-campus trips.

EMERGENCY PREPAREDNESS & ON-THE-GO SUPPORT

The Health Office ensures medical readiness and rapid response during school trips, sporting events, and special activities. Our support includes preparing and managing first aid kits, packing emergency medications, and organizing student medical information for both on-site and off-site events. We work closely with staff and trip leaders to assess risks, respond to incidents, and maintain student safety at all times.

Islem Gmati & Sabine Ben Salem

Nurses



Marketing & Communications Report



Throughout the 2025–2026 school year, the Marketing & Communications Office continued to strengthen ACST’s brand by capturing and sharing the stories that define our community. Through strategic storytelling, photography, videography, and digital communications, Marketing highlighted student learning, faculty expertise, community events, and school initiatives, helping current and prospective families gain an authentic understanding of life at ACST.

EMPOWERING STUDENT VOICES

One of the year’s most exciting initiatives was the launch of Falcon Eye, a student-led media program that gives students the opportunity to become storytellers for their own school. Falcon Eye not only provides students with practical media and communication skills but also ensures that ACST’s story is told through authentic student perspectives. By empowering students to create meaningful content, the program has become a platform for developing creativity, leadership, collaboration, and digital literacy.



BRINGING THE ACST EXPERIENCE TO LIFE

Another highlight was the launch of the “Day in the Life of a Student” video series. Created to give prospective families an authentic view of the ACST experience, the series follows students through a typical school day, showcasing classroom learning, co-curricular activities, teacher and peer interactions, and campus life. These videos provide a genuine perspective on student life and have become a valuable resource for admissions and community engagement.



AMPLIFYING STUDENT LEADERSHIP

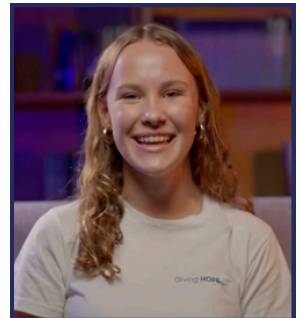
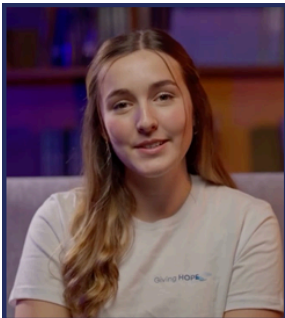
Marketing & Communications also provided comprehensive support to the ACST Model United Nations (MUN) program, particularly during the ACST MUN II Conference. Dedicated webpages were developed to showcase the conference, provide information for participants, and introduce the student leadership team.



A coordinated social media campaign complemented the event, featuring interviews with conference leaders and behind-the-scenes content that highlighted student leadership, collaboration, and the impact of the conference. These efforts helped increase visibility for the event while celebrating the achievements of ACST's MUN students.

CELEBRATING STUDENT IMPACT

Supporting student initiatives extended beyond MUN. Throughout the year, the department partnered closely with CAS students, helping them raise awareness for their service projects and community initiatives. Through interviews, photography, videos, and digital storytelling, Marketing amplified student-led projects and shared their impact with the wider school community. By giving visibility to these initiatives, the department helped celebrate student leadership while encouraging greater community engagement and participation.



CELEBRATING THE PEOPLE BEHIND THE SCENES

One of the defining communication campaigns of the year celebrated the dedication of ACST's Facilities and Security teams following the severe flooding that affected the campus. While much of their work often happens behind the scenes, these teams worked tirelessly to restore the campus, ensure the safety of students and staff, and prepare the school for a successful reopening. Through a series of stories, interviews, photographs, and videos, the campaign recognized their commitment, resilience, and professionalism, shining a well-deserved spotlight on the individuals whose efforts are essential to the daily operation of the school.

STRENGTHENING PARTNERSHIPS

Throughout the year, the Marketing & Communications Office partnered closely with the Leadership Team, the Parent Teacher Organization (PTO), the Falcon Parent Council, and departments across the school to support major initiatives and events through strategic communications, media coverage, and storytelling. The department highlighted classroom activities, athletics, arts, parent engagement initiatives, and community celebrations that reflect the ACST community.



LOOKING AHEAD: CONTINUING TO SHARE THE ACST STORY

As ACST continues to grow, Marketing & Communications remains committed to finding new and meaningful ways to tell the school's story. By continuing to expand student-led storytelling, strengthen community engagement, and celebrate the people and experiences that make ACST exceptional, the department will continue to foster pride within the community while strengthening the school's reputation locally and internationally.

Nawras Boumiza

Marketing & Communications Specialist

PTO Report



OVERVIEW

The Parent Teacher Organization (PTO) plays a role in strengthening the bonds that unite our school community. Bringing together parents, students, teachers, and staff, the PTO's mission is to foster connection, promote inclusivity, and create meaningful opportunities for engagement throughout the school year.

Over the past year, the PTO has worked to build a vibrant and welcoming community by organizing social, cultural, and charitable activities that reflect the diversity of our school. Through these initiatives, we aim to create bridges between cultures, support students and families, and contribute positively to the life of the school.

SIGNATURE EVENTS

Throughout the school year, the PTO organized several major events that have become important traditions within the school community.

Ice Cream Social

The Ice Cream Social marks the first major gathering of the school year. This event brings together students, parents, teachers, and staff to celebrate the beginning of the new academic year. It provides an opportunity for new families to meet members of the community while allowing returning families to reconnect after the summer break.

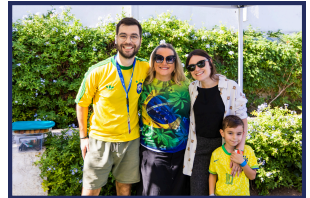


Happy Hour

The PTO also organizes a Happy Hour event for adults in the community. This informal gathering allows parents, teachers, and staff to connect in a relaxed environment and strengthen relationships beyond the school setting.

International Day

International Day remains one of the most significant events of the year, welcoming more than 1,200 participants. The event celebrates the incredible diversity of the ACST community. Participants proudly join a flag parade representing their nationalities, explore cultural displays, and enjoy traditional foods from around the world.



Community Iftar

During the month of Ramadan, the PTO organized a community Iftar that welcomed 265 members of the school community. This shared meal offered a meaningful moment of cultural exchange and solidarity, bringing together families of different backgrounds to experience and learn about an important cultural and religious tradition.



Staff Appreciation Lunch

Toward the end of the school year, the PTO hosts a Staff Appreciation Lunch to recognize the dedication and hard work of the school's staff and teacher. This event is an opportunity for the community to express gratitude to those who support and guide our students every day.



COMMUNITY SUPPORT

Beyond organizing events, the PTO remains committed to supporting both the school community and charitable initiatives. During the year, the PTO assisted members of the community who wished to organize charitable collections, including the Giving Tree during the December holiday season, back-to-school donations, and a shoe collection initiative.

This year, the PTO also organized a special recognition ceremony to thank the staff members who responded quickly and effectively when the school experienced flooding. Their dedication and commitment ensured the safety and continuity of the school environment, and the community was proud to recognize their efforts.

More broadly, the PTO remains ready to support the school whenever needed and works closely with school leadership to contribute positively to the life and resilience of the institution.

COMMUNITY ENGAGEMENT & INCLUSION

In addition to our signature events, the PTO supported or organized several activities throughout the year, including: Halloween, Movie Night, and seasonal hikes.



The PTO also organized cultural activities that allowed families to discover the rich heritage of Tunisia. These included: Guided visits (Medina and Sidi Boussaid) and Workshop (Mosaic, Glassblowing and Cooking). These experiences encouraged cultural exchange and provided opportunities for community members to learn together.



The PTO collaborated with several student organizations, strengthening connections between students and parents. Our partners included: Green Team, National Honor Society (NHS), Student Government Association (SGA) and Youth Club

Communication and coordination within the parent community were supported through grade-level WhatsApp groups as well as a general PTO communication group, allowing families to stay informed and engaged in school activities.

LOOKING AHEAD

The PTO remains committed to maintaining the strong traditions that have helped build a vibrant school community while continuing to explore new opportunities for engagement.

Our goal is to further expand participation and create even more inclusive activities that bring together students, parents, teachers, and staff.

By continuing to celebrate diversity, encourage collaboration, and support community initiatives, the PTO aims to strengthen the sense of belonging that defines the ACS Tunis community.



ACKNOWLEDGEMENT

The PTO would like to express its sincere gratitude to the entire school community. The success of our initiatives depends on the enthusiasm, participation, and support of parents, students, and staff. Without this collective engagement, our efforts would not have the same impact.

We would also like to warmly thank the PTO organizing team, whose dedication and commitment made it possible to plan and deliver each event throughout the year.

Our appreciation also goes to the school staff, who consistently support our initiatives and respond to our many requests with professionalism and kindness.

We extend our thanks to the student organizations that collaborated with us and helped strengthen the connection between students and the broader community.

Finally, we would like to thank ACST for its trust and continued support of the PTO in our mission and engagement across the school.

Gautier Clivaz
PTO President





American
Cooperative School
of Tunis
SINCE 1959

Address: BP 150 Cite Taeib M'hiri
Laouina, Tunis2045

Tel: +216 71 760 905

Email: school@acst.net

Website: www.acst.net



[acst_school](https://www.instagram.com/acst_school)



[American Cooperative
School of Tunis -ACST](https://www.facebook.com/AmericanCooperativeSchoolofTunis)



[American Cooperative
School of Tunis \(ACST\)](https://www.linkedin.com/company/AmericanCooperativeSchoolofTunis)