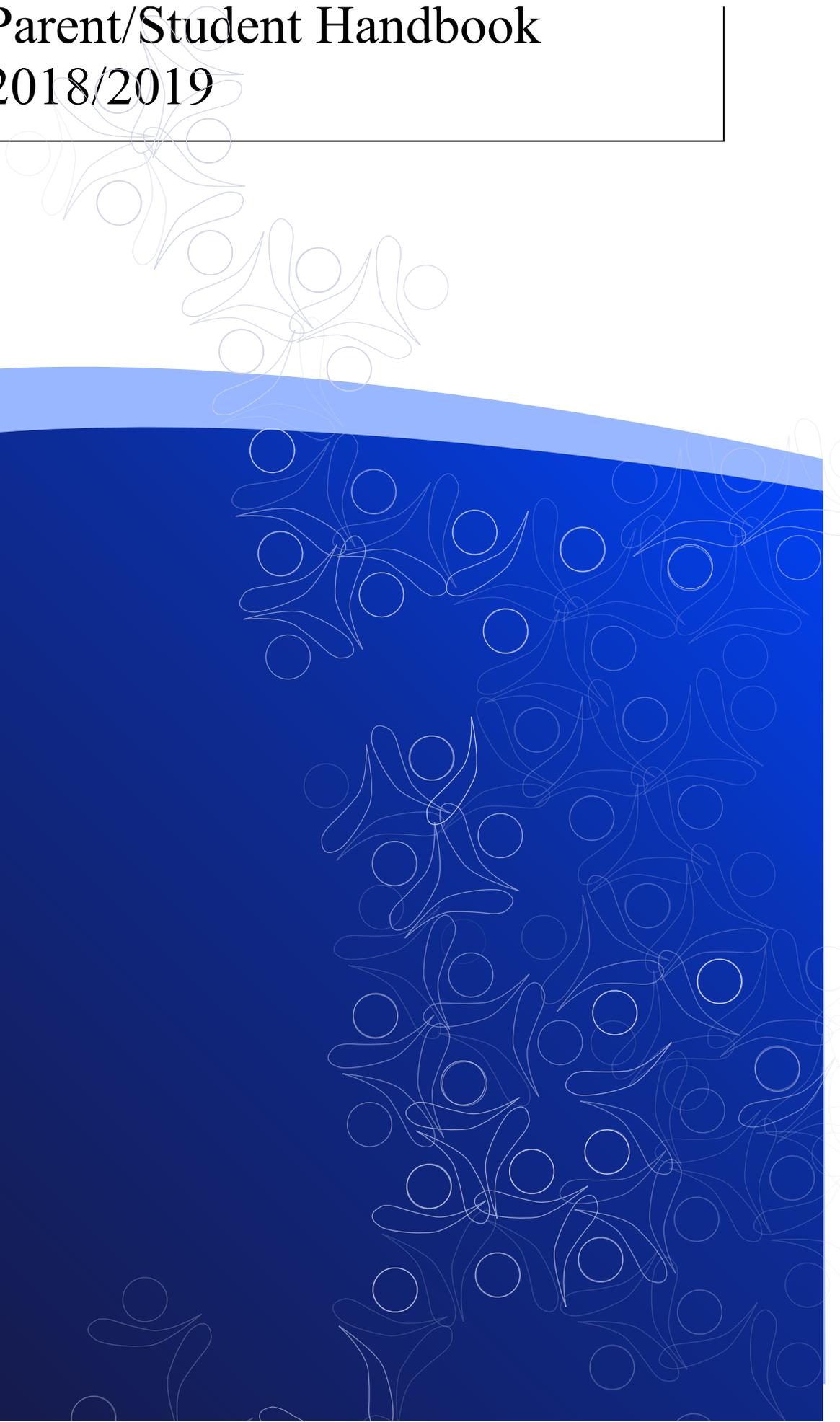




# Parent/Student Handbook 2018/2019









# About our School

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Al Batinah International School (ABIS) is focused on becoming a leading international school in the GCC by providing an innovative, inquiry-based education that empowers its students to be successful. ABIS will be recognised for its motivating, supportive and individualised learning environment and for its close and respectful connections with its community and host country.

#### Mission Statement

We will challenge and inspire all students to reach their full potential by becoming well-rounded global citizens and successful lifelong learners.

#### Learning Pact

A simple 'Learning Pact' forms a powerful agreement for students to invest in their own development: Challenge Yourself, Involve Yourself, Be Your Best, but we think it is a positive message for all of our staff and community. By challenging we expect students to try new things, tackle tasks they may be afraid of, experience a degree of pain to become better in a sport, or try harder to excel in an area they previously took for granted. By involvement we mean taking an interest in their own development, participate in debates and discussions in the classroom and work as part of a team. By being one's best we challenge them to try their hardest to excel in all areas and reach their full potential.

Our Mission Statement, Vision Statement and Learning Pact are in place to drive our school forward and to keep us focused on student development and learning. In the interest of every student, we encourage all of our teachers, students, parents, administration and Board members to help us work towards these worthy goals.

#### B. STATEMENT OF PHILOSOPHY

Al-Batinah International School values continuous learning and a high level of personal achievement. Together, as teachers and parents, we are committed to providing meaningful pastoral care that enhances students' personal development and encourages them to respect each other's strengths and differences. Individual and collective achievements are fostered through inspiration, recognition, and by continuously challenging students to go further and do better.

Our school's teaching style is a constructive blend of the old and the new. We neither abandon traditional methods in favor of the latest trend, nor do we ignore advances in our understanding of child learning, psychology, technology or science. Our approach to education would best be described as a balance between conventional teaching and guided inquiry, aided by technology and innovation, in which we nurture each student's innate sense of curiosity in themselves and their external environment.

## C. STATEMENT OF PURPOSE

As outlined in the Mission Statement and Vision Statement, Al-Batinah International School seeks to provide a diverse and rich inquiry-led curriculum and environment in which students can grow towards their full potential, gain personal fulfillment, achieve self-discipline, take on a responsibility for their own environment, and appreciate their own cultural and artistic heritage as well as that of others.

We offer a complementary balance of the International Baccalaureate (PYP, MYP and Diploma and Cambridge IGCSE curriculum with students benefiting from an experienced staff of international teachers. Maximum class sizes are established to maintain low student/teacher ratios that will benefit students. We believe that the core instructional program will offer opportunities for students to demonstrate what they know and are capable of doing. All academic areas as well as extra and co-curricular activities allow for these opportunities.

## D. SHARED BELIEFS ABOUT CHILDREN

### Belief Statements

We believe every individual has significant intrinsic worth and potential.

We believe individual and cultural diversity create positive and enriching forces in every community.

We believe every individual has the responsibility to respect oneself and other individuals and to strive for the betterment of the community.

We believe open and effective communication and a collaborative environment are essential for people to support and accomplish shared goals.

We believe learning is a life-long process nurtured by a zest for learning created by the acquisition of social, problem-solving, creative, critical thinking, and effective communication skills.

We believe learning is most effective in a secure, health and positive environment.

We believe all people have the responsibility to themselves and society to strive for excellence.

## 2) SCHOOL LEARNING OUTCOMES

### A: LEARNING PHILOSOPHY

In many respects the International Baccalaureate Organisation's Mission Statement and Learner Profile is the foundation of learning and guides decisions about our instructional program inside and outside of the classroom. When students leave our school, we expect them to be prepared for their next educational experience by being:

#### The I.B. Learner Profile

Communicators  
Balanced  
Risk Takers  
Reflective  
Inquirers  
Caring  
Knowledgeable  
Thinkers  
Open Minded  
Principled



### B: ADJUSTMENT TO A NEW SCHOOL

Children take differing amounts of time to settle into a new school. Even when the adjustment time is exciting and fun, it can still be stressful. It is important to give children a lot of support during this time and stay in contact with teachers. The following are some behaviors we have seen as children adjust to a new school and community.

- Some children come cautiously into the new school. They remain quiet and reserved for a while and gradually get acquainted with new people and things and make new friends. This is a relatively steady transition.
- Some children dislike the school at first. Everything about their old school was better, bigger, more fun, harder, more interesting. Sometimes if children have very strong personalities, they may bully other children. Gradually they settle in and begin to make friends and enjoy themselves. Sometimes some negative behaviors continue for a while, but are less exaggerated.
- Some children are very upset by the move to the new school. Perhaps they have changed grades in the move as well, and their confidence is shaken. Sometimes this takes a while to overcome.
- Some children come to the school full of confidence and enthusiasm and after a time (three to four months), they become unhappy. In a month or two they rebound and are again happy and begin to settle more solidly.

We encourage parents to stay in close contact with teachers in order to help the child make the best adjustment possible. We will do our best to help students settle in and form friendship groups.

### 3) A. GENERAL SCHOOL INFORMATION

#### School Hours/Front Desk Hours

7.50: AM – 4.30 PM

#### Arrival:

8:00-8:20 AM Arrival for Students (They should be in class by 8:20 so please aim to arrive by 8:10)

8:20 AM Start of the School Day

#### Dismissal:

3:20 PM Dismissal for students

3:30 – 4:15 PM After-School Activities – Sunday, Monday, Wednesday

Early Years students will start the school day at 8.30am and will need to be collected at 1pm.

The School's telephone number is: 968 26850001

The School's fax number is: 968 26850003

#### Visitors to Campus

All visitors must sign in and out at the Front Desk located at the front of the school. Once the security team recognizes parents as part of the school community they may not require a signature to enter the school.

### B. ENTRY AGE, GRADES AND AGES

September 1st is the "cutoff" date for entry to the various grades. ABIS follows the Oman Ministry of Education's age placement requirements. The table included illustrates this guide. Please note that our K1 and K2 students are combination classes and are part of the Early Childhood Centre.

<b>AGE BY SEPT 1<sup>st</sup></b>	<b>GRADE</b>
3.2 years	K1 ECC
4	K2 ECC
5	K3
6	Grade 1
7	Grade 2
8	Grade 3

9	Grade 4
10	Grade 5
11	Grade 6
12	Grade 7
13	Grade 8
14	Grade 9
15	Grade 10
16	Grade 11
17	Grade 12

The K3 age is the first criteria taken into consideration for the placement of students at any grade level. Children must be 5 years of age by September 1<sup>st</sup> in the year they wish to enroll in K3.

The final placement of students will be determined following discussions with the concerned teacher and other relevant stakeholders such as the PYP Coordinator, the IGCSE Coordinator, the DP Coordinator in conjunction with the area Team Leaders, with the Head of School having final authority.

### C. ADMITTANCE AND WITHDRAWAL POLICY

Primary students will normally be required to complete an assessment in Math aptitude, English/Reading and an interview prior to acceptance. In regard to the IB Diploma, admission decisions will be made by the IB Diploma Coordinator in conjunction with the Secondary Team Leader and Head of School. In all instances the student's progress is monitored and entry is on a trial basis only. If a student is unlikely to pass then a more appropriate course of study may be put in place.

The school does not have a traditional special-education needs program that withdraws students from classes to provide additional support, but operates inclusive practice and accommodates students with mild specific learning difficulties. This is subject to available resources and students with identified learning problems may not be accepted if the school cannot provide an appropriate curriculum and provide adequate support.

Application forms for enrollment can be obtained from the Admission Office or on-line. By policy, tuition must be paid in advance in order for a child to be admitted to school. Tuition fees and procedures for payment are available in the office. School records and reports from the previous school along with other documents are to be submitted with the application forms. The school reserves the right to request that all required documents be submitted before a child is allowed to enroll at the school.

#### Non-Re-enrollment:

If there is a strong feeling that the school is doing a student a disservice by re-enrolling them, or if the school's services and teaching approaches, philosophy and education expectations are incompatible with the requirements of the family, there may be a decision to not offer a place to a student for the following school year. The Head of School will make the final decision in such a case.

#### Parents Withdrawing a Student from School voluntarily:

If a family wishes to withdraw their child from school, it is advisable to notify the school as soon as possible in order to ensure that any required records are ready. Should notification not occur in a reasonable time, ABIS may not be able to guarantee the timely availability of reports or records. Records include a formal progress report or an update if there is a recent report on file. Specialist teachers, when applicable, may be consulted for their input on students transferring. The office will prepare past reports and a transfer form. All signed out materials must be returned or paid for prior to the student departing or reports will not be released.

### D. ATTENDANCE

Students are expected to be in school every day school is in session. Our hope is that every attempt will be made to keep absences to a minimum so the regular learning continuum can be maintained. When it is necessary to take your child out of school during lesson times, parents should notify the school in advance.

#### Minimum Attendance

One of the cornerstones of successful academic performance is regular attendance at school. The school reserves the right to withhold academic credit from a student who misses more than 15 days of school per year. If a student's attendance falls below 90% in a semester then the Head of School has the right to consider disenrollment. Medical conditions will be taken into account if the necessary supporting documents from medical authorities have been provided to the school.

#### Tardiness

Students are considered tardy after 8:20 AM. Teachers will inform the relevant section Team Leader (i.e. Primary or Secondary) if a student is consistently tardy (more than 2 times a week). The parents will then be notified so that a conference may be arranged.

#### Absences

Attendance is taken each day at 8:20 AM. Parents are requested to inform the school before 8:20 AM if a child will be absent.

Students who are absent are permitted to make up all work missed, and are required to do so in the same number of days as they were absent. Students who are on suspension may not be permitted to make up work for credit. Make-up work is the responsibility of the

student and parent and includes obtaining, completing, and returning assignments in the appropriate time frame.

The School may consider special extenuating circumstances for waiving this rule, but any such request must be made in writing to the Head of School well in advance of the end of the school year.

For the purpose of school transfers an attendance record will be included on the Semester and End of Year reports.

## E. GRADE PROGRESSION REQUIREMENTS

It is the aim of the School to meet the academic needs of each child, and it is necessary for each child to demonstrate a basic understanding of both the knowledge and the skills components of the curriculum in order to qualify for the next academic year's course of study.

A student who receives two or more grades which do not meet grade level expectations for the year may, at the discretion of the Head of School, be asked to repeat a grade.

### Secondary School Only

Students receiving a failing grade (less than a 3) in core academic subjects (English, Maths and Science) may be asked to make up the course work in one or more of the following ways, as agreed upon by the Secondary Team Leader.

- Performing extra work in the subject until an appropriate evidence of progress has been indicated.

- Demonstrating proficiency in the course by means of an examination.

## F. COMPUTER AND TECHNOLOGY USE GUIDELINES

Students will be taught how to use their iPads, the network, e-mail and Internet appropriately. In all instances the general school expectations for behaviour and communications in relation to the 'Code of Conduct' apply. Users are responsible for appropriate behaviour on the school's computer network just as they are in a classroom or in any school facility, and should be polite, respectful and principled. Communications on the network are often public in nature and students must act with care and show sensitivity to other users. The network is provided for users to conduct research and collaborate together online to enhance learning. Access to network services is given to students, faculty and staff who agree to adhere to these guidelines. A guiding principle is that network access is a privilege and not a right so users must act responsibly.

The network administrator(s) will review rules to maintain system integrity and ensure that the system is being used responsibly.

Freedom of speech and free access to information is encouraged, however students are held responsible for seeking appropriate materials and avoiding those that are potentially offensive. The list below illustrates, but is not limited to, actions which are not permitted:

- Displaying, saving or distributing offensive messages or pictures.
- Using obscene or vulgar language.
- Damaging or disrupting computers or iPads, computer systems or computer networks.
- Harassing, insulting or attacking others through electronic methods.
- Revealing the personal address or the phone numbers of students or colleagues.
- Violating copyright laws.
- Using another's password or account without their permission.
- Trespassing in the folders or work of another person.
- Intentionally wasting limited resources (i.e., bandwidth, file space, paper and ink).
- Downloading software for non-instructional purposes (i.e. games).
- Distributing any material in a manner that might cause congestion of the video and data network.
- Using chat programs.
- Employing the network for commercial, political or profit-making purposes.
- Accessing inappropriate sites.

Violations may result in a loss of access, as well as other disciplinary action deemed appropriate by the Head of School.

#### Cyber Bullying

Cyber bullying involves the use of information and communication technologies such as e-mail, text messages, instant messaging, defamatory personal web sites, and defamatory online persona polling web sites, to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Any form of cyber bullying will not be tolerated.

#### Computer/iPad Use Agreement

It is required that an IT contract be signed by all students and their parents to ensure that computer access to the internet is used in a responsible manner. To gain access to the network, students must sign this form.

### G. TELEPHONE/CELL PHONE USAGE

#### Use of Telephones

Students must ask for permission to use the Front Desk phone. Phone calls are to be kept to a minimum. We will not transfer calls to students. In case of an emergency, students will be brought to office to take a phone call.

#### Use of Mobile Phones

In general students are not allowed to use mobile phones during the school day between 8.00 and 3:20. However, secondary students may be given permission from individual teachers to use their cell phones for certain lessons or on an individual needs basis. Those

who need to communicate with home may request permission to use the Front Desk phone. The duty monitors on the school bus carry cell phones and can be contacted in case of an emergency. The School takes no responsibility for phones lost, stolen or damaged on school grounds.

#### Student Messages from Home

Messages and items for students should be delivered to or phoned in to the Front Desk by parents. All messages and items will be delivered to the student by a staff member.

### H. PERSONAL PROPERTY

#### Personal Property

Students are discouraged from bringing items of value to school. Sometimes this is unavoidable and secondary students are encouraged to lock items of value in their lockers and not to leave them lying around. It is advised that all jackets, clothing, lunch boxes, etc. should be clearly marked with the student's name. The school will not accept responsibility for lost or stolen goods.

#### Lost and Found

Labeling items of clothing and other personal items is encouraged because it means the items found can be returned to their owner. Found items without names will be maintained in the "lost and found" containers located around the campus for at least a calendar quarter. Any item not claimed after that time may be donated to a charitable cause.

#### Student Supplies

The School provides basic supplies for all students. Students will be issued textbooks and other school property for use during the academic year. Students are expected to return the textbooks and materials when required. If textbooks are handed out using a numbered system, students must return the textbook with the same number they were given. Students and parents are responsible to pay for any lost or damaged textbooks or materials. A standard fee of 5 OMR soft-back and 10 OMR for a hard-back will be charged for lost or damaged books if it is difficult to gauge the exact cost of replacement, which should also normally include postage and packing.

### I. LEAVING / ARRIVING ON CAMPUS

Any student leaving or returning to campus during the school day must be signed out at the front desk upon departure and signed in upon arrival by a parent or guardian.

### J. SCHOOL LUNCHES

All students who remain at school during the afternoon are required to bring a packed morning snack and lunch from home each day. Students are encouraged not to share lunches as they may not be aware of dietary requirements of their classmates.

When considering what to incorporate into student lunches please think healthy. The school encourages students to have “rainbow lunches” – this includes a variety of fruits, vegetables, carbohydrates and proteins. ABIS requests that parents do not send soda (fizzy drinks with added sugar) or juice or candy (sweets/chocolate bars, etc) to school in lunches. It is not permitted for fast food, such as McDonalds or Kentucky Fried Chicken, to be delivered and consumed at the school. Please also note that we have a “nut free” policy when preparing snacks and lunches to avoid allergies.

## K. CURRICULUM

The course of studies at Al-Batinah International School currently includes English, Mathematics, Humanities, Science, Visual Arts, Physical Education, Dance, Arabic mother tongue, and Language B (French and Arabic). More information can be found on the school’s website at [www.abisoman.com](http://www.abisoman.com)

When reading about the various learning areas, it should be kept in mind that learning in the school continually moves across discipline boundaries. When children focus on a particular topic, they may discuss, interview, read, write, study graphs, measure, or make models; they may inquire, test ideas, calculate, paint, sing or do any number of learning activities that are not narrowly tied to one specific subject area. We use the term “integration” to describe our commitment to this principle of ‘bringing things together’ and making meaningful and real connections in learning. This approach requires continuous planning and development and does not exclude or reduce the need for teaching specific skills, knowledge and concepts.

## L. HOME-SCHOOL COMMUNICATIONS

Communication between home and school is crucial for student success. An important part of this process is having up-to-date information regarding telephone numbers and email addresses. Parents change locations, businesses, internet service providers and telephone numbers and we do not always hear about it immediately. You cannot assume that your child will tell us. Therefore, we ask that whenever there is change that you inform the school immediately. The school will communicate with you through a variety of means.

### Parent Evening

Approximately 3 weeks after the first day of school, a Parent Evening will be hosted in school to invite parents to meet the teachers and to learn more about the school, its general policies and its programmes. Students are not required to attend this evening.

### Curriculum Evening

Around six weeks after the start of the school year there will be a Curriculum Evening where parents attend classroom meetings to learn about the specific classroom expectations, programmes and policies.

### Meetings

Three Way Conferences and Student Led Conferences are scheduled at the end of the first and third quarters respectively. There may be other times when teachers wish to meet with parents. Teachers will contact parents when the need arises. Parents wishing to meet with teachers should contact them via email or through the School Office to make an appointment. The Head of School is also available to talk over any issue related to your child and the school, though we urge you to contact the Primary Team Leader or Secondary Team Leader if the matter is an issue relates directly to these sections of the school. In general the school maintains an open door policy though on occasion certain members of staff may be very busy so it is advised to call ahead and make an appointment.

There is a document available online where teachers can record notes during any formal interview with parents.

#### Class updates

Teachers will regularly send out information to parents about the curriculum and class events in the form of an update on the Broadcaster or via email.

#### School Newsletter

The school transmits regular updates on the Broadcaster online. Families will receive information about events that have occurred in the school as well as information about upcoming events and important dates. For these reasons it is very important for parents to take the time to regularly read the Broadcaster. Parents can easily sign up for the weekly round up of posts by subscribing to the Grade information they want on the Broadcaster site. An email will be sent every Thursday to the address you provide. Many parents find this more convenient than visiting the Broadcaster site.

#### Broadcaster details:

<http://abisoman.com/broadcaster/> password: parents

#### Parent Volunteers

ABIS is delighted to draw upon the support of its community and welcomes parent involvement in school life. Parents very often help out in events like Sports Day and International Evening, but there are many other opportunities to do this throughout the year in a range of ways. These can include hosting coffee mornings, supporting fund raisers, organising clothing sales, beach cleans up, environmental projects, swimming classes, library support, reading support, mother tongue support, Oman week chaperone, etc. If you are interesting in helping out in the school as an unpaid volunteer in any capacity, please either contact a member of staff or email Michelle Simpson on [m.simpson@abisoman.com](mailto:m.simpson@abisoman.com) (Primary Team Leader) or Ann Gaillard (Secondary Team Leader) on [a.gaillard@abisoman.com](mailto:a.gaillard@abisoman.com)

## M. ASSESSMENT AND REPORTING

## Assessment

Research has shown that regular assessment of students' learning is essential to their growth as learners, and thus is a vital part of all effective academic programs. We believe in the value of observing children's learning in an ongoing way and use a variety of tools to measure their progress and development. A variety of assessment tools are used to ensure authentic assessment is taking place. Formal testing will be a part of the assessment procedure and is included in the final assessment of each unit of work. Contributing to their overall assessment is the provision of authentic opportunities for students to demonstrate their understanding. We observe and document student daily performance in school and use these observations and data to provide evidence of their progress. It is a combination of all of these tools and methods that will give us the most complete picture of students' growth, and will assist us in planning the appropriate next steps in their learning.

Additionally, children will be actively involved in learning how to evaluate their own work, and how to identify their own logical next steps. Student learning is enhanced when they understand what their learning goals are, and especially when they have an active role in deciding upon them. Similarly, they benefit greatly from the opportunity to determine what they need to do to reach those goals, and then how to evaluate and describe the progress they have made.

Teachers communicate with parents in a variety of ways, both formal and informal. These include the use of the Broadcaster, parent-student-teacher conferences, student reports, progress reports, informal notes in the student planner, and telephone conversations. We hope that parents will contact their child's teacher when they have a question or a concern about their child's progress.

### Primary School Assessment (PYP)

Primary teachers are required to use a variety of assessment strategies, both formative and summative, to make student learning as effectively as possible. As the Primary school applies PYP assessment procedures, the following explanation has been taken from the "Making the PYP Happen" guide (Page 37). "In the earliest stages of curriculum planning, good assessment practice requires that teachers ensure the summative assessment tasks are linked to the central idea of either the transdisciplinary unit of inquiry or of any teaching outside the programme of inquiry. This summative assessment should provide varied opportunities for the students to show their conceptual understanding. With these central ideas and assessment tasks in mind, activities and resources can be selected. Teachers should develop ways to assess prior knowledge and skills in order to plan the inquiry. Teachers should also consider ways of assessing students' learning in the context of the lines of inquiry that support the inquiry into the central idea (formative assessments). Continuous assessment provides insights into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction."

### Secondary School Assessment (IGCSE and IB)

Assessment in the Secondary School generally works on a 1-7 scale with 7 being outstanding and equivalent to an A+. Half points have been introduced to enable the teacher to indicate

to a student more precisely how they are doing. Cambridge is a different examination board to the IBO and therefore IGCSE is graded from A-G, therefore the chart below has been created to indicate the approximate numerical level the student has achieved. Each level is based on up to five assessment criteria, which are shared with students. It follows logically that the student must score highly in each criterion to be awarded a 7.

Another aspect of Secondary assessment is that its level of demands and rigor is calibrated to the age and stage of the students. Because a student in Grade 12 should be able to produce work of a much higher quality than a student in the Primary school, the expectations are much higher. Because the level of expectation is higher each year, it is normal for students to start the new academic year scoring lower grades than they did at the end of the previous year. The general expectation is that throughout the course of the year they should at least be able to raise their grade up to the same level that they achieved at the end of the previous year and perhaps beyond if they work exceptionally hard. Level 7's are rare and statistically less than 5% of students are awarded them in IB programmes. Our focus in the secondary school is not purely about achieving a 7 but about how much one can improve individually and thus we celebrate progress as much as

IB Numerical Level	Description	Alphabetical score
7	Outstanding ( <b>significantly above average</b> )	A+
6.5	Working towards a 7	A
6	Very good ( <b>well above average</b> )	A-/B+
5.5	Working towards a 6	B
5	Good ( <b>above average</b> )	B-/C+
4.5	Average Level of Achievement	C
4	Approaching ALA	C-/D+
3.5	Working towards a 4	D
3	Needs improvement	D-/E+
2.5	Working towards a 3	E
2	Significant improvement needed	E-/F+
1.5	Working towards a 2	F
1	At beginner level	F-/G

Average IB subject score

Official IGCSE pass

Target here and above

achievement, which enables everyone to succeed in their own way. The numerical levels are closely linked to the reports and target setting process with each student aiming and striving to do better with each assessment. Teachers equip students with strategies and assessments to enable them to reach their personal targets.

## Reports

Student progress is reported up to four times each year. A comprehensive report is given at the end of each semester which is supported with a mid semester progress report.

Additionally, there will be a “Three Way Conference” and a “Student led Conference” each year. Teachers will send home a “Progress Report” if they feel there is a need to communicate with parents regarding student progress in addition to the regular reporting schedule. It is also expected that both teachers and parents request meetings at any time they feel they are needed. We want to have open and frequent communication between home and school.

Prior to the release of final reports in June, students must return all school property in good condition. Any missing or damaged items must be replaced or paid for. If a student leaves during the course of the year, the same procedures must be followed.

## N. ACADEMIC DISHONESTY

We strive for a respectful and honest learning environment. If students are found cheating then they will receive an automatic zero on the relevant assignment and have the work sent home to be signed by a parent. In the event that a student is found to be academically dishonest, one or both of the following may occur: the student’s parents will be notified and the grade may be lowered on any work completed. In the case of external exams like the IGCSE or IB Diploma it is likely that the student will fail the corresponding subject completely. Examples of academic dishonesty include:

- Copying the work of others in any form.

- Plagiarism.

- Allowing / assisting others to copy work.

- Attempting to or altering grades or falsifying a parent’s signature.

- Accessing and copying work from the Internet and presenting it as original work.

- Claiming somebody else’s work as your own.

To avoid the serious consequences of being caught committing academic dishonesty the school coaches students on good academic practices such as citation and referencing.

## O. CO-CURRICULAR ACTIVITIES

The After School Activity program will offer activities that may not be normally available to students within the regular school day. It will be conducted from 3.30 – 4.15pm on Sunday, Monday and Wednesday afternoons. These activities will generally be free of charge. In addition to these activities ABIS hopes to become a centre for events and activities sponsored by the faculty and outside groups. Though it is not usually the case, there may be a charge if students wish to sign up for these clubs. Further information regarding these additional activities will be made available through the school office and through updates on the Broadcaster.

## P. HOMEWORK POLICY

The school has a homework policy, which is available by request and can be found on the Broadcaster. The policy is guided by educational research and is age and stage appropriate.

What does research on homework tell us?

In summation, research on homework has found that:

- Homework at a secondary level can improve achievement if it is instructionally relevant as an extension, preview or review of what is specifically being taught, or to be taught, in the classroom.
- Too much homework can have a negative effect on academic achievement.
- The correlation between homework and academic achievement in the elementary grades is inconclusive. There is a significant positive correlation (relationship) between homework and achievement in the secondary (high school) years.

### Homework in the Early Years

Play is a fundamentally important part of learning in the early years of a child's development and, as such, is included here as an essential part of the child's learning and development. As the children get older, reading together forms are really important part of their academic development and is strongly encouraged by the school.

Spending quality time with your child whether with reading, board games, outdoor play or exercise is the very best way that you can support your child's academic development.

### Homework in the Primary Years

Students in the Primary Years are expected to start taking responsibility for their homework.

Children in Grades K3, 1,2,3, 4, 5 and will receive weekly homework.

### Homework in the Secondary Years

Students in the Secondary Years increasingly take control of their own learning. Details of

homework will be shared via the students' iPads and their individual websites. The amount of time assigned does not include Creativity, Action, Service or private reading, but concerns set work by teachers.

Please also note that in the run up to exams and important tests students may exceed this number though every effort will be made to reduce other work at this time so as not to put too much pressure on the student.

**Table showing the school's age and stage homework expectations**

**Early Years**

Evidence shows that play is a fundamental and important part of learning in the Early Years.

Grade Level	Free / Outdoor Play	Shared reading with parents	Basic numeracy practice	Total HW minutes per school day	Total HW minutes per week
KG 1	Daily min. 30 minutes	-	-	-	-
KG 2	Daily min. 30 minutes	-	-	-	-
KG 3	Daily min. 30 minutes	Daily 5 minutes	-	5	25
1	Daily min. 30 minutes	Daily 10 minutes	-	10	50
2	Daily min. 30 minutes	Daily 15 minutes	Daily 5 minutes	20	100

**Primary Years**

Students in the Primary Years need concrete structures to help them organise themselves.

Grade Level	Reading	Maths	Arabic	English Language and Unit of Inquiry	Total HW minutes per school day	Total HW mins. / week
3	10 minutes	5 minutes	5 minutes	10 minutes	30	150
4	15 minutes	10 minutes	5 minutes	10 minutes	40	200
5	20 minutes	15 minutes	5 minutes	10 minutes	50	250
6	20 minutes	20 minutes	10 minutes	10 minutes	60	300

**Secondary Years**

Students in the Middle and Diploma Years take control of their own learning.

Grade Level	7	8	9	10	11	12
Total HW minutes per school day	70	80	90	100	110	120
Total time per week	350 minutes	400 minutes	450 minutes	500 minutes	900* minutes	900* minutes

\* Grade 11 and 12 IB Diploma Students are also expected to use any free periods and/or some of the weekend for study to do approximately 15 hours (800 to 900 minutes a week).

#### 4) BEHAVIORAL MANAGEMENT

##### A. CODE OF CONDUCT

We seek to foster the development of the whole child through a positive learning climate, which centers upon quality relationships between student and teacher, between student and student and between teacher and teacher. In order to achieve this the school has a 'Code of Conduct' that, along with the IB Learner profile, guides student behavior and attitudes towards themselves, others and the environment.

A simplified version of the Code of Conduct for the younger years:

We show respect for ourselves  
We show respect for others  
We show respect for the environment

More sophisticated version of the Code of Conduct for the older students:

We show respect for ourselves  
By caring for our health and safety;  
By being self-disciplined;  
By having high standards and ambitious goals;  
By having pride in our personal appearance;  
By taking responsibility for our own learning;  
By being honest with ourselves and others.

We show respect for others  
By not disrupting the learning of others;  
By actively listening and cooperating;  
By being courteous and helpful;  
By using language that is not offensive to others;  
By helping others when they are in need.

We show respect for our environment  
By taking pride in the environment;  
By not wasting resources;  
By being positive ambassadors for the school.

School teachers regularly form "essential agreements" with students, which are classroom rules that all students in their classes have agreed upon. This is an excellent way for students to take ownership of the rules that support their learning. Certain rules have been established already that are non-negotiable so the purpose of the essential agreements is to formulate additional rules that support learning and student welfare.

## B. NON-NEGOTIABLE RULES FOR STUDENTS

### STUDENTS AT ABIS WILL:

1. Behave in a Safe Manner.
  - I will leave potentially dangerous objects at home.
  - I will move carefully in the halls, stairways and around the school premises.
  - I will behave in a safe and responsible manner at bus stops, on buses and on field trips.
  - I will not bring, or be under the influence of any drugs, alcohol or tobacco products at school.
  - I will not push, hit or behave in any way that may hurt or cause injury to others or myself.
  
2. Respect Myself, Others and all Property.
  - I will endeavor, at all times, to treat others, regardless of my impressions of them, in a way that I myself would wish to be treated.
  - I will treat all adults and students with respect.
  - I will respect the privacy and personal property of others.
  - I will respect school equipment and facilities.
  - I will respect our environment.
  - I recognize that honesty is a clear expectation and that semi-permanent borrowing of possessions not mine, without the owner's knowledge and consent, is stealing.
  - I will be honest.
  - I will dress according to the Dress Code in this handbook.
  - I will not tease, name call, swear, threaten, put down or cause hurt feelings in others.
  - I will not bully or intimidate others.
  
3. Be Responsible for my Learning.
  - I will act in a way that does not interfere with the teaching or learning in my classroom.
  - I will be where I'm supposed to be, when I'm supposed to be there, fully prepared.
  - I will follow instructions, and classroom and school rules.
  - I will manage my time and materials effectively.
  - I will leave potentially disruptive objects at home.
  - I will complete all assigned work.
  - I recognize that all assessment tasks require an exemplary standard of honesty.

### C. STUDENT RIGHTS

Along with student responsibilities, students have the right to be treated with respect and dignity in a manner appropriate to their age. It is the school's intention to ensure that all students are treated in accordance with articles listed in the Universal Declaration of Human Rights.

### D. CONSEQUENCES FOR MISBEHAVIOUR AND BREAKING RULES.

Students are responsible for following school and class rules. When infractions occur teachers are responsible for addressing these issues with individuals or as whole group. Both the teachers, Coordinators, Section Team Leaders and the Head of School use a variety of consequences and/or discipline strategies to promote learning and prevent re-occurrence of infractions. The nature of these consequences will depend upon the severity of the misbehaviour and the age of the child. Each student shall be held responsible for:

Knowing the School's Behavior Code and School Rules, and abiding by them.  
Behaving in a way which is neither harmful to the welfare of other students nor interfering with the learning of others.

Unacceptable student behaviors include, but are not limited to:

Vandalism, theft and disrespect;  
Cheating or plagiarism;  
Physical and/or verbal intimidation or harassment of others;  
Acts causing embarrassment or bringing disrepute to the school;  
Possession and/or use of weapons or facsimiles of weapons;  
Use, possession and/or distribution of controlled substances including alcohol.

The possible consequences for breaking school rules and general misconduct include:

Being required to apologise to the person they have offended or shown disrespect.  
Being asked to sit in a specific location in a classroom if they are disrupting the learning of others.  
Being isolated from a group until their behavior improves  
Being asked to correct one's misbehavior. For example if a student deliberately drops rubbish they will asked to collect rubbish and litter from around the school site.  
Counseling  
Detentions  
Loss of privileges or leadership responsibilities  
Suspension  
Expulsion

Disciplinary action will be determined on a case-by-case basis, taking into consideration relevant factors including such things as the student’s age, previous involvement in

	<b>Stages</b>	<b>Who is now involved?</b>
1	A look, glance or non-verbal signal to behave.	Classroom teacher or duty teacher.
2	A verbal reminder of the essential agreement, expectation or school rule in place and a verbal warning.	Classroom teacher or duty teacher.
3	A carefully chosen consequence relating to the nature of the misdemeanour and age of the child. possibilities include: <ul style="list-style-type: none"> <li>• Being asked to stay in to complete work that should have been completed.</li> <li>• Being temporarily separated from peers.</li> <li>• Being asked to move to a better learning spot.</li> <li>• Being asked to 'cool off' in a supervised area.</li> <li>• Being asked to do (up to) a 40 min lunchtime detention for the teacher.</li> <li>• Being asked to clean up the classroom or site.</li> <li>• Being asked to apologise or make restitution to someone they have shown disrespect.</li> </ul>	Classroom teacher or duty teacher.
4	The student’s teacher advisor and/or school counsellor will be involved and asked to mentor students and contact teachers to look for behaviour patterns. The programme coordinator or section team leader will be informed. A student may be placed on a behaviour tracking system and parents will be informed.	Relevant programme coordinator, section team leader or Head of School, parents and counsellor.
5	Up to a 40 min lunchtime detention or up to a 60 min after school detention from either the relevant programme coordinator, section team leader or Head of School. Record placed in student file and parents informed.	Relevant programme coordinator, section team leader or Head of School, parents
6	The formation of an action plan and student behaviour contract. Record placed in student file and usually a meeting will be requested with parents.	Relevant section team leader, parents and possibly Head of School.
7	1 or 3 day suspension. Parents informed. Record placed in student’s file.	Head of School and parents.
8	Permanent exclusion by the Head of School and Board.	Head of School, Board of Governors and parents.

inappropriate behavior and the seriousness of the conduct. Where possible consequences will be specifically related to the nature of the misbehavior as outlined previously. The school follows a structured hierarchy of consequences that increase in severity. In principal the seriousness of the stages increases with continued rule infractions, however the school leadership team reserves the right to apply more serious consequences and move to any

stage in the diagram overleaf if it is deemed necessary. Please note that ABIS has a positive learning environment with few discipline issues.

Chart showing how ABIS supports positive student behavior expectations

#### E. BUS CONDUCT

All school rules and behavioral expectations also apply to bus behavior. While riding the bus or waiting for the bus, children are under the supervision of school employees. The bus monitors have a list of rules that assure a safe, pleasant and orderly atmosphere on the bus. Children are expected to know and follow these rules. If inappropriate behaviors take place on the bus, parents will be contacted and students may be suspended or banned from using the bus service.

#### F. SUSPENSION

Suspension is the removal of a student's right to attend regularly scheduled classroom instructional sessions. During the period of suspension, the student may either be required to stay on school grounds or remain at home.

The Head of School may suspend a student when it is deemed the circumstances warrant that level of discipline. However, the suspension process will only be pursued when other alternatives have failed or when the student's action is severe enough to warrant his/her removal from class.

In all cases, the Head of School will inform the student's parent/guardian of a suspension.

#### G. EXPULSION

Expulsion is the removal of a student's right to attend school. If a student's behavior is of a very serious nature, the discipline process may proceed directly to expulsion without first having exhausted other alternatives.

A student will not be expelled unless the student has first been provided an opportunity to present their version of events to the Head of School together with representation from the student's parent or guardian.

As the school's superintendant, the Head of School's decision on disciplinary matters is final. However, there is an appeal option available, which entitles families to appeal a decision made by the Head of School to the School Board.

## H. SCHOOL UNIFORM AND DRESS CODE

### **ABIS Dress Code - effective August 22nd, 2016.**

ABIS is an international school that believes in expressing individuality, allowing student choice, showing respect for others, especially our host country, and caring about student safety. The following policy states the school's age appropriate position on its dress code.

All students from K3 to 12 are required to wear ABIS branded tops (shirts, blouses, T-shirts, sweaters, jackets) for all day to day activities and classes including PE. The ABIS logo must be visible at all times. Tops can be bought either directly from the school or from its selected supplier(s) from the choices and colours available. Students can choose what they wear below the waist, as long as it follows the guidelines below. ECC (K1 and 2) - have the choice of wearing school branded clothing or other age appropriate attire. Guidelines:

- Clothing should be smart, not torn, stained, or bleached.
- In line with cultural norms, clothing should cover from the shoulders down to the knees.
- Clothing should not be tight or revealing. Leggings can be worn, but only with shorts, skirts or loose fitting clothing that covers the thigh area.
- There should be no distracting patterns, images, logos, or fluorescent colours.
- Footwear should be secure and have a protective back strap. Footwear must be suitable for the activities\* undertaken.
- For students in Grade 4 and up the knees and shoulders must be covered.
- All primary students must wear hats and sunscreen whilst outside. Secondary students are encouraged to wear hats and sunscreen and make responsible choices.
- Any jewellery or accessories worn must be safe, discreet and respectful.
- Hats/headwear (unless for religious purposes) should not be worn inside.
- For PE and external activities\* students will be required to wear school approved clothing.
- All girls wearing dresses should also wear shorts or leggings underneath when appropriate.

\* examples include sports, science, field trips, etc

\* examples include MUN, Dance, etc

The Secondary School will form an Essential Agreement on what is respectful and reasonable in terms of hair, jewellery, and makeup, etc. The school's dress code will be reviewed at least once annually. The school's approach will be to positively guide students on responsible choices. If guidelines and agreements are ignored, the following steps are likely to apply (at the discretion of the school's leadership team):

1. A verbal warning will be given to the student, who will be expected to change into an appropriate clothing item loaned by the school.

2. Parents will be contacted about the dress code expectations. Student will wear a school loaned item.
3. Student will need to go home to change or parent will need to bring in appropriate clothing for the student to wear.

#### Theme Dress Days

Occasionally the school holds theme dress days. Students may dress appropriately for the theme that day (i.e., crazy hair day, pajama day, etc). Students should use good judgment in dressing for theme dress days and be respectful of local and host country values.

### 5) SAFETY MATTERS

#### A. SAFETY AND SECURITY

The safety and security of the students is always our first concern; therefore, we ask that parents enter and exit through the main doors at the Front Office during the school day. We encourage parents to understand the need for such measures and to co-operate fully with the school by using the appropriate procedures at all times.

Individuals who are not the parent or legal guardian of a student will not be allowed to pick up students unless the school has a signed letter naming the person who will collect the students. Students will not be allowed to be picked up by another parent without prior written notice to the school.

If parents are leaving their child(ren) under the guardianship of another, the school must be notified in writing stating the dates involved and the name(s) and telephone number of the temporary guardian. It is best to have a signed power of attorney in case of any emergency while parents are away.

#### B. EMERGENCY PROCEDURES

Our first action in any situation is to assure the safety of all students and staff.

##### School Evacuation

In the case of fire or any other type of emergency, students and staff must be prepared to evacuate the school in a timely and orderly manner. Evacuation drills will be planned by the Head of School. Students and staff will practice the school's evacuation procedures at least once per semester. At the sound of the fire alarm, students, staff, and visitors must report to their assigned area (in the car park) and await further instructions.

##### Lock Down Procedure

A lock down is implemented when an extraordinary event occurs creating a dangerous situation from outside the campus such as an armed intruder. In case of a lock down, all classroom doors and some main access doors will be locked. Students and staff will go to the nearest room or remain in their present location until the “all clear signal” has been given. Classroom doors will be locked and the supervising staff member will not let anyone enter the room unless permitted to by a member of the management team using the designated password.

#### Local/National Emergency

In case of a local or national emergency students and staff will report directly to their classrooms to await further instructions. Everyone will be informed whether to remain on campus or evacuate the school.

If the school believes it is unsafe to allow students to travel home, the students will be kept at school and supervised by the school staff until it is safe to travel home or his/her parents collect the student.

The school will endeavor to contact all parents to explain what is happening and provide them with the opportunity to collect their children from school. In case of an emergency, we ask that parents not phone the school as this will congest the telephone lines and prevent us from contacting parents. An SMS will be sent by the Head of School concerning what emergency arrangements are in place.

#### School Closing

In the event of severe weather conditions or other emergencies, the school will either cancel or delay the opening of school. This decision will be made as early as possible. The school will contact families once a decision has been made.

### C. HARASSMENT, WEAPONS AND SUBSTANCE ABUSE

Sexual, racial, or any other harassment - including bullying by any member of the school community - is prohibited. This policy includes conduct on campus or at any activity connected with the school including field trips, athletic contests, concerts and social functions. All members of the school community are responsible for their conduct and should treat others with respect and dignity. Any individual who believes that he or she is a target of sexual, racial or other harassment or who witnesses such harassment of another has the responsibility to the school community to take the following action: The recipient of the harassment and/or the witness to the harassment should make it known that the behavior is unwelcome. Behavior that continues after it is known to be unwelcome should be reported to the school authorities immediately.

No weapons, including knives, guns, or explosives, may be brought to school or to any school function either on or off campus. (This excludes ceremonial traditional dress required for formal functions by Omani citizens.) Using an object in a threatening manner as a

weapon will also be held to be a violation of the weapons policy. The School forbids anyone possessing replica weapons, such as toy guns or plastic swords or knives, at school without authorization from the Administration (i.e. for a drama performance.)

#### D. DRUG FREE AND SMOKE FREE ENVIRONMENT

Possession and/or use of alcohol, tobacco, or non-prescription drugs are prohibited. This includes any school function on or off campus. The School believes that the primary responsibility for education and supervision of students regarding substance abuse belongs to the parents.

Students who violate these policies risk immediate expulsion from school.

#### E. EXCURSIONS

At times throughout the year, the teacher may organise educational excursions or visits to support the students learning. A notice will be sent home informing you of the excursion. Permission will need to be granted by parents before children can attend. Adult supervision may also be sought for any excursion we organise. We prefer a low child to adult ratio in the primary and we will encourage parents to volunteer to attend with their children.

#### F. MEDICATION

If a child is to be given medication while at school, it must be clearly marked with the child's name and must be in its original container. The medication must be handed to the school medical officer (nurse) and only the medical officer will be allowed to administer the medication to children. If the medication is obtained by doctor's prescription the same prescription must accompany the medication to school. The following information must be clearly stated:

Name of medication  
Required dosage  
What it is for  
Time it is to be given  
Doctor's name and telephone number  
Parents' emergency telephone number

In the event of a serious injury or illness, the medical officer (nurse) or school office personnel will contact the parents or guardian so that the child can be transported to a medical facility for further attention. In extreme emergencies, the medical officer will accompany the student to the facility and meet the parents there.

If your child has a condition such as asthma or has had a severe allergic reaction in the past, please speak with the medical officer about these or any other conditions you have concerns about.

The medical officer is available from 8.20-3.20. The school medical officer treats minor injuries and illnesses, performs first aid, and administers medications. Student health records are kept in the main office. Several teachers in the school have also had First Aid training.

#### Immunizations

It is required that all children attending the school have all government required immunizations including the following:

Measles, Mumps, Rubella, Diphtheria, Pertussis, Tetanus, Polioyelitis

Parents must provide documentation of these immunizations with the dates of vaccinations at time of registration. If you have any questions regarding the above please contact the school.

If your child is ill, please do not send her/him to school. Many children's illnesses are very contagious. If in doubt, please contact the school medical officer.

#### G. NUT FREE POLICY

Students are not able to bring any type of nuts to school in any form. This is to ensure the safety of any student with severe "nut allergies."

