

WAB High School

Handbook

for Parents & Students



Western Academy of Beijing

WAB High School

Handbook

for Parents & Students

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FROM THE HIGH SCHOOL PRINCIPAL

Our High School is home to approximately 420 active, enthusiastic young people, who value learning both within the classroom and outside it. We are proud of our academic achievements, as well as our strong programs in the Fine Arts, service learning, China Studies, athletics and our extracurricular programs. In all we do, we are guided by our mission to Connect, Inspire, Challenge and Make a Difference. A student of mine once described High School as a time when, if you are open to new opportunities, you will find your passion. At WAB, you'll explore academics, the arts, athletics, service, global citizenship and a wide scope of special activities and events. We hope that while you are with us, you will use this opportunity to find out who you are and to discover your passions.

As an International Baccalaureate World School, WAB is authorized to offer the IB Primary Years Programme, IB Middle Years Programme, and the IB Diploma Programme. In Grades 9 and 10, a focus on the IB Learner Profile and the Approaches to Learning serves as a way for students to bring together the learning they do within each of their subject areas, while also recognizing our diverse and shared humanity and the responsibilities we hold in the guardianship of our planet. Through the MYP, as well as our Diploma Programme, we hope that students see their learning as relevant and meaningful in a larger diverse world.

Students in the High School balance the academic demands of a college preparatory program with pursuits outside of the classroom. At the Grade 9 and 10 levels, students cover a wide range of courses and develop a firm grounding in their academic knowledge. All students in Grades 9 and 10 follow the Middle Years Programme. In Grades 11 and 12, students can choose a holistic or focused program to speak to their interests and passions, as well as to ensure they have access to post-secondary institutions around the world. There are numerous pathways available to students in order to graduate from WAB. The first major pathway is for students to earn a WAB HS College Prep Diploma, requiring a minimum of 24 credits. When appropriate, students can instead opt for the WAB HS General Studies Diploma, requiring 14 or more credits. Within these two programs of study, various options are available, including: IB Diploma Programme, Individualized Curricular Program, WAB HS Courses and WAB's Capstone Program. Overall, WAB's High School provides students with challenging, engaging and individualized options. Whatever their program of studies, our hope for our students is that they learn and grow by recognizing their strengths and realizing their goals.

The WAB High School building and all High School facilities were designed specifically to provide an environment where students assume increasing independence and responsibility. Wireless internet access, comfortable and well-furnished student spaces, multiple dining options, and quiet study facilities allow students to work, study and socialize in a mature and supportive atmosphere. Outstanding, professional staff and excellent resources provide a world-class collaborative learning community for WAB students to focus on learning and deepen their understanding of themselves and their world, so they can achieve their potential.

The goal of the WAB High School program is to develop open-minded, independent, principled, well-balanced, knowledgeable and inquiring learners, who are willing to take risks, think critically and reflect on their actions and knowledge. It is our expectation that our students will use their critical minds and compassionate hearts as they develop into active citizens in their global community, with particular focus in our China context.

From all of us at WAB: Welcome to our family.

Melanie Vrba
High School Principal

MISSION



PHILOSOPHY

The Western Academy of Beijing offers a challenging and caring community-based educational environment where students are active participants in the learning process. WAB fosters critical thinking and enquiry-based skills to ensure its students achieve to their full potential as individuals and as members of the global community. In this setting, students, staff and parents co-operate in the educational process guided by the following principles.

WAB Educates the Whole Child

The Western Academy of Beijing seeks to develop the intellectual, social and emotional, physical, and aesthetic potential of each child in concert with a moral sensitivity. WAB students will learn how to analyze, synthesize and evaluate new situations, knowledge and rapidly changing technology with ease, confidence and creativity. WAB's educational program provides students with a fundamental respect for the beliefs and values of other peoples and takes full advantage of the culture of its host country, China.

WAB Champions its Staff

The staff teaches with an international perspective. Faculty members are selected for their professionalism, academic qualifications, skills and creativity. Individual professional development is both supported and expected. WAB creates an atmosphere in which the staff's expertise and talents enrich the school community as a whole.

WAB Involves the Parents

Parents are encouraged to participate as partners in the education of their children and in the continuing development of the school. WAB supports, respects and desires such an active role for parents. The Western Academy of Beijing, a community of students, staff and parents, is committed to the creation and support of a dynamic model school with high academic, social and ethical standards.



IB LEARNER PROFILE

WAB has adopted the IB Student Profile as its Learner Profile. As an internationally minded community of learners, our students are becoming:

Inquirers

Their natural curiosity is nurtured. They acquire the skills necessary to conduct purposeful, constructive research and become independent active learners. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Critical Thinkers

They exercise initiative in applying thinking skills critically and creatively to make sound decisions and approach complex problems.

Communicators

They understand and express ideas and information confidently in more than one language and in a variety of literacies.

Risk-Takers

They approach unfamiliar situations with confidence and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Knowledgeable

They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

Principled

They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

Caring

They show empathy and compassion towards the needs and feelings of others. They have a personal commitment to action and service to enhance the human condition and respect for the environment.

Open-Minded

Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Well-Balanced

They understand the importance of physical and mental balance and personal well-being for themselves and others.

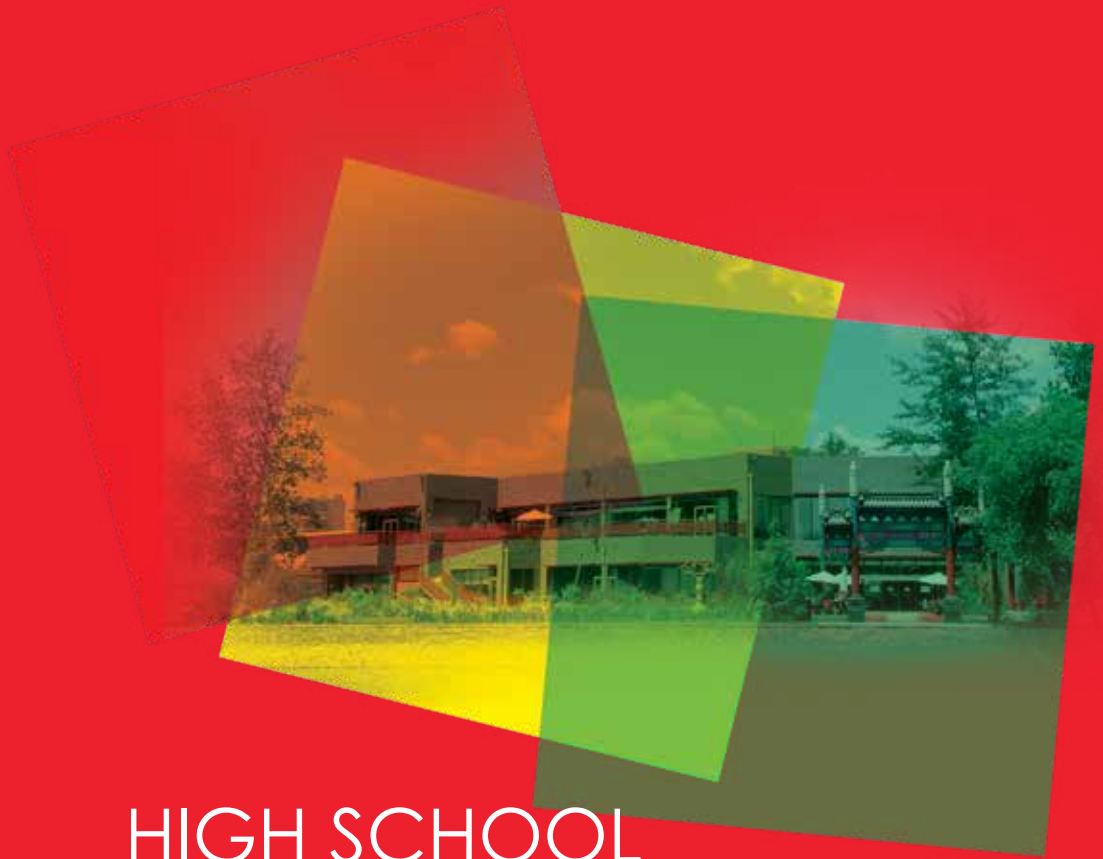
Reflective

They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner and act on them.

FLoW21



Western Academy of Beijing is in the midst of an on-going journey to transform our school experience to maximize learning for each individual student. This initiative is known as the Future of Learning at WAB, or FLoW21. With the active involvement of all members of our community, we are working to update, innovate, and reinvent our teaching and learning practices across the school. Faculty, students, and parents have formed committees to accomplish FLoW21's Targets, or goals, which are based on the latest evidence and neuroscientific research into how we learn. To learn more about the community's work, explore related global stories and resources, and investigate everything about the journey, visit our regularly updated FLoW21 website at www.wab.edu/flow21.



HIGH SCHOOL PROGRAM OVERVIEW

High School Overview

International Baccalaureate Middle Years
Programme (IB MYP) (Grades 9 and 10)

International Baccalaureate Diploma
Programme (IB DP) (Grade 11 and 12)

WAB High School Diploma Program

WAB Capstone Program

WAB High School Diploma

Social Emotional Learning (SEL)

Day 9

China Studies



HIGH SCHOOL OVERVIEW

High School (Grades 9-12) requires that students take increasing responsibility for their learning. Time management skills and personal reflection on assignment feedback are important factors leading to academic success. Many assignments will require that students develop timelines and completion strategies that will provide balance to their daily workload. In Grades 11 and 12, increasing emphasis is placed upon end-of-year examinations and external moderation of International Baccalaureate Diploma Programme/Courses. The independent learning strategies emphasized in the WAB Middle Years Programme (Grades 6-10) prepare students for these increasing demands.

The WAB High School program is designed to:

- Support all students in attaining their educational goals. Enrichment, EAL and Learning Support departments support WAB's inclusive admissions policy. A wide range of course offerings and programs, and emphasis on differentiated teaching strategies, ensure that all students are supported in achieving their potential.
- Provide high-quality, inquiry-based learning opportunities that support the development of independent learners.

- Assist students in developing effective social and emotional skills.
- Meet entry requirements to a broad range of universities and educational institutions around the world. WAB students will be well prepared for the demands of post-secondary education.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (IB MYP) (GRADES 9 AND 10)

During each of the final two years of the IB MYP, students study eight subject groups through an inquiry-based model of learning. In addition, all students are expected to participate in the Global Citizenship Program which includes creative pursuits, service activities, and other opportunities, and, in Grade 10, complete a Personal Project in accordance with IB MYP criteria and expectations. The Personal Project results are moderated by the International Baccalaureate Organization (IBO). Students are also expected to participate in and be assessed upon at least one Interdisciplinary Unit (IDU) each year. Students receive a certificate of completion from the IBO following Grade 10.



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IB DP) (GRADE 11 AND 12)

IB Diploma Programme Courses

The IB Diploma Programme, a comprehensive two-year international curriculum, is well-known and widely respected throughout the world. Applications by successful Diploma candidates are considered most favorably by universities around the globe. Students must complete a total of 6 courses in each year of the two-year programme: 3 Higher Level courses, each requiring a minimum of 240 hours of study, and 3 Standard Level courses, each requiring a minimum of 150 hours of study. IB Diploma students must also complete a mandatory course called Theory of Knowledge (TOK)*, an Extended Essay* of 4,000 words (maximum) and meet the requirements of Creativity, Activity, and Service (CAS). Students successfully completing the IB Diploma Programme will receive both a WAB High School Diploma and a Diploma from the International Baccalaureate Organization.

Students should note that these are two-year courses, assessments are spread across the two years, and, as such, usually require attendance and participation for the duration. For this reason, students will not be permitted to change IB subjects any later than September 25 of Grade 11. Any change of IB courses will require the authorization of the High School Curriculum Coordinator.

** Theory of knowledge and extended essay are open to all students in grades 11 and 12 and strongly recommended for everyone.*

WAB HIGH SCHOOL DIPLOMA PROGRAM

In Grades 11 and 12, students will choose from a range of IB DP courses, WAB High School courses, or co-constructed courses designed to meet the varying interests and needs of our student body. Students can also supplement their courses with a self-designed Capstone program in passion areas. The program offers a comprehensive two-year international curriculum that enables students to fulfill the requirements of their national or state educational systems.

Individualized Curricular Program Courses

Combining IB DP courses, WAB courses or co-constructed courses allows students to pursue interests and build on skills established in the IB MYP or previous school experiences. Increased flexibility in course selection enables students to choose to increase the depth of study in a particular field or to broaden their horizons by choosing from a wide scope of subject areas. Students who do not wish to study IB Diploma courses can also select WAB HS courses. This selection of courses will be aimed at providing a more practical and diverse educational program to meet the range of learning needs in an international environment. WAB courses offer a range of academic and practical activities that respond to community and worldwide educational needs. WAB is responsive to new international trends and developments so that students can prepare effectively for changing workplace, university and research developments. . Internship opportunities are also available to students pursuing this pathway. All students must meet the requirements of Global Citizenship to earn either a WAB HS College Prep Diploma (24 credits) or a WAB HS General Studies Diploma (14 credits).

WAB CAPSTONE PROGRAM

Students may also elect to self-design courses in areas of passion and interest. The Capstone Program includes three elements: Core Learning, Extended Project and Internship. Students in the past have created Capstone courses including computer science, computer game animation, dance, photojournalism and many others, alongside their WAB HS Program, comprising IB DP courses and/or WAB HS courses. Capstone courses receive WAB credit following a defense to an academic panel. Students must submit a proposal and learning plan to be accepted into the Capstone Program. All students must meet the requirements of Global Citizenship to earn either a WAB HS College Prep Diploma or a WAB HS General Studies Diploma.

WAB HIGH SCHOOL DIPLOMA

All students graduate with either a WAB HS College Prep or a WAB HS General Studies Diploma, after successful completion of at least the minimum number of courses listed below in each category. The requirements to receive an IB Diploma are clearly established by the IB, and further details regarding the IB DP can be found in the Course Guide or obtained from the High School Curriculum Coordinator.

All High School courses meet for 70 minutes on an alternate day rotating schedule throughout the school year, which runs from August to June. Courses are typically assessed on a 1-7 IB Standard Scale (7 being the highest). Course credit is awarded for successful completion of courses with a grade of 3 or higher, or a grade of D or higher for TOK. Transcripts will reflect only grades and credits for courses taken at WAB. Transfer credits may be awarded for courses taken at other schools or accredited summer schools. New students joining the High School will, in discussion with a counselor, have their previous transcripts/school reports verified and appropriate credit awarded.

As a guiding principle, students are encouraged to take the most demanding courses in which they can be academically successful. High School is time to extend learning, challenge understandings and develop an individual philosophy of learning.

Given the diverse nature of the student body and the transience of the international community it serves, it is WAB policy not to rank its students or calculate grade point average (GPA).

WAB HS College Prep Diploma Graduation Requirements:

24 Full-Year Courses

WAB awards a High School Diploma to students who successfully complete the High School Program, including Global Citizenship requirements. Credits awarded in Grades 9-12 needed to satisfy the graduation requirements are:

Credits	Subject Area
4	English*
3	Science
3	Mathematics
3	Humanities
2	Foreign Languages
2	Physical Education**
2	The Arts**
2	Technology**
3	Electives

*One English Course must be taken in the Grade 12 year

** Students who enter WAB in Grade 11 and have not had technology, arts or PE in Grades 9 and 10 at a previous school may be granted a course waiver for some graduation requirements at the discretion of the Principal.

WAB HS General Studies Diploma Graduation Requirements:

14 Full-Year Courses

WAB awards a High School General Studies Diploma to students who successfully complete the High School Program, including Global Citizenship requirements. Credits awarded in Grades 9-12 needed to satisfy the graduation requirements are:

Credits	Subject Area
3	English
2	Science
2	Mathematics
2	Humanities
2	Physical Education**
2	The Arts**
1	Electives


** Students who enter WAB in Grade 11 and have not had arts or PE in Grades 9 and 10 at a previous school may be granted a course waiver for some graduation requirements at the discretion of the Principal.

SOCIAL EMOTIONAL LEARNING (SEL)

The culture of WAB fosters self-awareness and respect, nurturing healthy relationships and life-long responsibilities to self, family, friends, the global community and the environment.

Students in all grades are placed in mentor groups of approximately 8 to 10, which meet during Flex Blocks throughout the week. Mentors get to know each student in their group, help to monitor their welfare and progress, and are the constant in their school day. Mentor teachers also work with Grade Level Leaders to deliver the Social Emotional Learning curriculum to their student groups.

Flex Block is 50 minutes per week when students meet in grade-level cohorts to engage in a wide variety of purposeful activities. Student assemblies, information about specific initiatives such as Personal Project, World of Work, Extended Essay, guest speakers, and class year group activities are all part of Flex Block. Also, a key component of Flex Block is Social Emotional Learning (SEL). Research shows a high correlation between pastoral care, academic progress and personal development. Social Emotional Learning (SEL) programs are linked to positive learning approaches and developmental outcomes such as knowledge of self,



self-efficacy, healthy decision making and risk taking, goal setting, negotiation, reflection and empowerment.

SEL is designed as a matrix with a focus on specific topics in each year, generally continuing the topic in subsequent years in an increasingly sophisticated and mature understanding of issues. Some of the topics included in SELare: Identity, Leadership, Healthy Relationships and Consent, Drug and Alcohol Education, Harm Minimization and Healthy Decision Making. Counselors, Grade Level Leaders, and mentor teachers work with their students in exploring, discussing and understanding these issues as they grow and mature as young adults.

DAY 9

Every ninth day, all High School students have self-directed learning time, in which they can choose their own activities under the guidance of their mentor. Students may elect to meet with a teachers or a counsellor, study a topic of interest in further depth,

complete assigned work, engage in physical activity, read, or relax with friends, according to their needs on the day. Teachers from all subject areas are available to support students with their learning and each student has a designated mentor teacher whose role it is to monitor the student's use of time during self-directed learning blocks.

CHINA STUDIES

WAB High School students have a unique opportunity to participate in a one-week China Studies field trip, to deepen their understanding of our host country, to make experiential links between the curriculum and the reality of people and places studied. Trips include curriculum-focused and Chinese cultural activities, and a key community service piece. Links are often made with local people and local schools.

In the September, the whole Grade 9 class goes on the same trip with the class divided into smaller units for optimum travel and experience. In Grade 10 and





Grade 11 students choose one of 8 to 10 trips focused on specific areas of study and interest. The class divides into smaller units of 8-20 in order for students to have a China Studies experience focused on their particular interests.

China Studies for students in Grade 12 is in May, after exams. While it is voluntary, approximately 80% of the graduating students go on this memorable trip.

China Studies field trips, paid for by the school, are required for all students in Grades 9 through 11.

Aims of the China Studies Field Trips

China Studies Field Trips aim to:

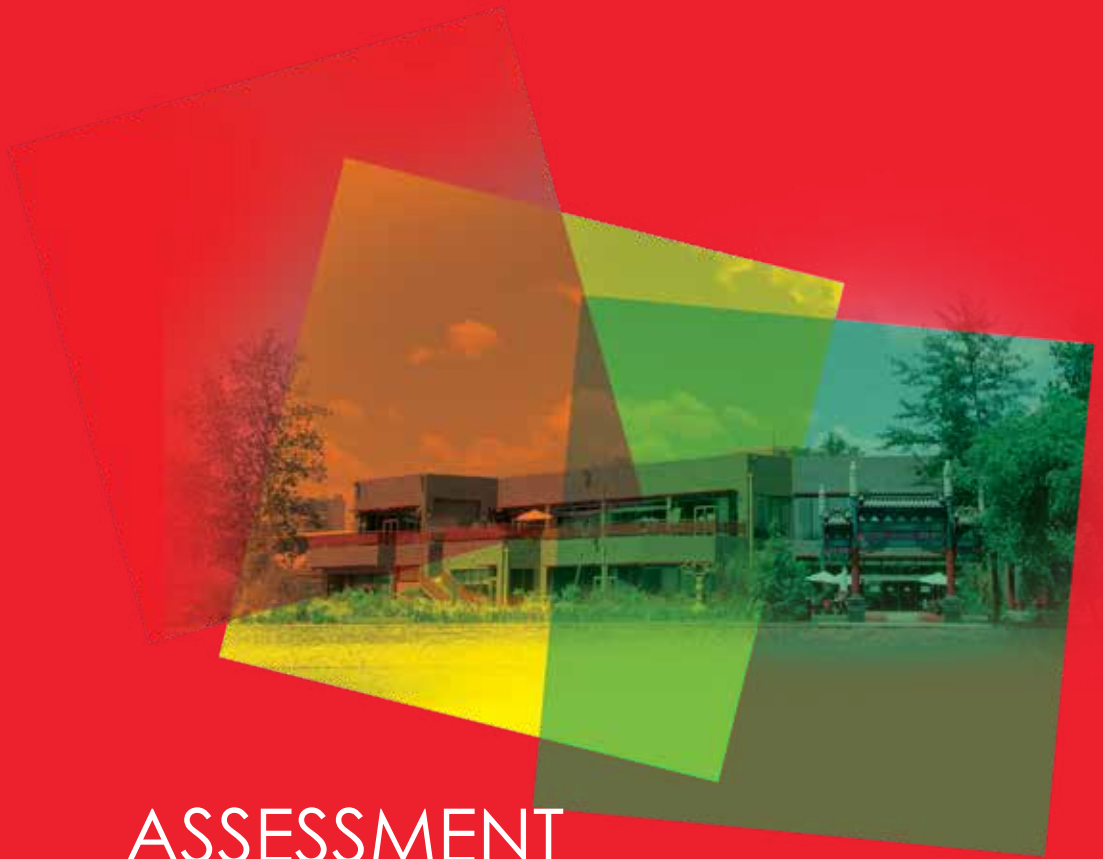
- Enhance the school curriculum by providing opportunities for students to deepen their understanding of curriculum by exploring issues in the reality of modern China;
- Broaden students' experiences of China and improve their understanding and awareness of Chinese culture, geography, history and environment;
- Provide opportunities for authentic, meaningful community service;

- Deepen the understanding of WAB community and "gong he" (工合) spirit;
- Foster both teacher-student and student-student relationships outside of the school environment.

Insurance During Field Trips

WAB provides only limited emergency evacuation insurance in the event of injury during China Studies Field Trips.

All students are required have their own individual medical insurance coverage.



ASSESSMENT AND REPORTING

IB MYP Assessment in Grades 9 and 10

Reporting Procedures and
Parent-Student-Teacher Conferences (PSTCs)

Standardized Tests

School-Based Examinations

Promotion Policy

Withdrawals

WAB HS Holistic and Academic Awards

IB MYP ASSESSMENT GRADES 9 AND 10

Assessment in the MYP is criterion-related, reflecting contemporary educational theory regarding assessment. Students are assessed using a variety of techniques including oral and visual presentations, timed essays, research pieces, portfolio compilations and end-of-course formal examinations. Each subject in the MYP has its own assessment criteria that are age, level and task specific, based on core learning aims and objectives for that subject. Criterion-related assessment compares student achievement with pre-determined criteria that provide guidelines for each individual student to understand and assess his or her strengths and achievements in a specific area. This method of student assessment helps learners plan their next steps for learning and set goals for improvement.

MYP Achievement is Reported Using a 7-1 Scale

To arrive at an achievement level for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 7-1 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the achievement level into a grade based on a scale of 1-7.



REPORTING PROCEDURES AND PARENT-STUDENT-TEACHER CONFERENCES (PSTCS)

Reporting on student progress takes place continually. Teachers record grades for specific assignments and projects in PowerSchool's "Gradebook." All parents have access to their own son or daughter's Gradebook entries accessed electronically via an individual parent password. Teachers also contact parents by email or telephone to report on student achievement or to inform parents of changes in student progress. In addition, a schedule of regular reports and meetings ensures that parents remain informed about their child's progress.

January and June reports include an overall level of achievement in each subject area based on the 1-7 scale. Teachers note the student's progress as well as areas for improvement. Parent-Student-Teacher Conferences (PSTCs) are scheduled in November and March each year.

Grade 12 students will receive December and June reports, as well as a Mock Exam report following their IB DP Mock Exams in February.

STANDARDIZED TESTS

The purpose of standardized tests such as the Scholastic Aptitude Test (SAT), SAT Subject Tests, American College Test (ACT), Test of English as a Foreign Language (TOEFL) and International English Language Testing Service (IELTS) is to give an objective evaluation of a student in comparison to a wide range of other students.

Colleges in the United States typically require the SAT or ACT and usually have a minimum score or range to be eligible for admission. Some colleges also require two or three SAT Subject tests. Colleges in other countries sometimes request the SAT for students not completing the full IB Diploma Programme. The SAT tests are typically second semester of Grade 11 and again during the first semester of Grade 12. It is advisable not to take the SAT more than twice. WAB is a closed test center and offers tests throughout the year. Students can register through the Guidance Office. It is the responsibility of students to complete the required registration documents on time.

In order to assist students in preparation for these important tests, all WAB students will be given the opportunity to take the PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test) in Grades 10 and 11. Opportunities for SAT/ACT preparatory courses are also arranged to assist students in preparing for these important tests.



Achievement Level	Boundary Guidelines	Descriptor
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Source: MYP: **From Principles Into Practice** Published May 2014

TOEFL/IELTS

Some colleges around the world require the TOEFL or IELTS for non-native English speakers. This test is usually taken towards the end of semester two in Grade 11 or early in Grade 12. Students are strongly encouraged to become as familiar as possible with these tests, and to know which tests each of their potential colleges require.

Students may need to register early to secure a test date. WAB does not administer these tests. Students need to talk to their Counselor about where and how to register.

MAP ASSESSMENT

Grade 9 and 10 students at WAB participate in the MAP Assessment. This is a standardized assessment for Mathematical Literacy, Reading and Writing. This assessment tool has been developed to allow teachers and students to predict expected growth, as well as measure a child's progress against norm grade level achievement. Parents receive a detailed score report and analysis of their child's ISA results.

SCHOOL-BASED EXAMINATIONS

Academic Examinations

Students in Grades 9-12 complete examinations in May and June for most subjects.

Examinations are only one part in a series of strategies that aim to assist WAB students in demonstrating their learning. These examinations are created by WAB teachers (with the exception of IB DP final examinations) and focus on work completed over the second half or all of the school year. For Grade 11 IB DP courses, the examinations will cover work from the whole year.

Mock Examinations – Grade 12

In order to provide students with maximum preparation for the May IB examinations, Mock examinations will be held in January or February of Grade 12. At this time, all IB students will write examinations in a testing situation that replicates the official May examinations. Students (and parents) will be individually informed of student achievement and provided with suggestions for future strategies for success through a student achievement report. Mock examination results will count towards the Semester 2 WAB transcript grade.

IB Diploma Examinations – Grade 12

Students in Grade 12 who are taking IB Diploma Courses will write external examinations in May of their Grade 12 year. Results on IB examinations will be available online when the International Baccalaureate publishes them in July.

PROMOTION POLICY

Most High School students are successful in all courses and move smoothly to the next grade level. In some cases, however, a student may experience success in some courses while not meeting the course objectives in others. To require students to repeat courses in which they have demonstrated success is unreasonable. To permit advancement without an understanding of the foundation concepts is counterproductive. In Grades 9 through 12, success in mastering the content of one year is frequently dependent upon successful completion of the previous year's work.

Where a specific learning difficulty has been verified and documented, a student may be placed on an Individual Educational Plan (IEP) and will receive support from the Learning Support teacher as appropriate. In this case, the decision to permit registration in specific courses will be made in consultation between the student, parent, course teacher, learning support teacher, counselor, High School Curriculum Coordinator and High School Principal. When necessary, a note will be made on the transcript indicating that course expectations and assessment policies have been modified to support student learning.

Credibility of the WAB High School Diploma, success in the IB Diploma and acceptance by universities worldwide is dependent upon our maintenance of high standards. The following promotion procedures have been developed to ensure these standards are consistent.

In Grades 9 to 12, promotion is awarded on a course-by-course basis, according to the following guidelines:

- Course credit will be granted to students who score an achievement level of 3 or above. Credit is not awarded for a final achievement level of 2 or below.
- Students who score an achievement level of 2 or below in any subject may write a supplementary examination and/or complete supplementary assignments after the completion of the semester or in August prior to the start of the next school year, (on satisfactory completion, the student will be awarded probationary registration in the next level of that subject)



- The availability of an alternative course may permit students to move into the subsequent year without attaining course credit in the previous year's course. The final decision to permit advancement will be made by the High School Principal in consultation with the parent, counselor, High School Curriculum Coordinator and subject teacher.

WITHDRAWALS

Families are requested to notify the school Admissions Office immediately upon confirming that their children will be withdrawing from WAB. A minimum of two weeks notice is requested to ensure that all documentation can be arranged to assist students in their transfer to another school.

All student requests for documentation, including letters of reference, completion of transfer forms and transcripts should be made to the High School Counselor who will work with teachers to complete the requested documents. IB DP students in Grade 11 who transfer to another IB school for Grade 12 need to contact the High School Curriculum Coordinator at least two weeks prior to departure so that official IB assessment documents can be prepared and forwarded to the new school.

Students must complete a "School Leaving Form" (available from the HS Reception) that verifies that all materials on loan to the school have been returned. This process must be completed prior to the final day of attendance at WAB. Once this process is complete, the student file will be forwarded to Admissions for settling of all accounts and final withdrawal procedures.

WAB HS HOLISTIC AND ACADEMIC AWARDS

All awards in High School at WAB are chosen in the same way. Nominations are solicited each April. An Awards Committee, comprised of the HS Principal, Vice Principal, Curriculum Coordinator, Head of Student Wellbeing, Activities Director, CAS Coordinator, Grade Level Leaders and counselors, collect the nominations and meet to come to consensus on the final award recipients.

Confucius Scholar

The Confucius Scholar award is given to one Grade 12 student. The student named as Confucius Scholar at the Western Academy of Beijing fulfills the WAB mission statement as evidenced through the following criteria:



- The student connects, inspires, challenges and makes a difference.
- The student has excelled in his/her study at WAB High School and is one of the top five academic students upon completion of Grade 12. All courses are equally weighted.
- The student embodies the attributes of life-long learning, as articulated in the IB Learner Profile

John McBryde Award for WAB Spirit

This award is presented to up to two members of the graduating class (one male, one female), who best exhibit John's passion for living, enthusiasm for excellence and courage to dream. These students embody WAB's Gong He spirit. This student recipient should:

- Embody the "work hard/work together" spirit;
- Have a vision and be willing to put this vision into action;
- Demonstrate a willingness to take risks;
- Problem-solve creatively and for the common good;
- Contribute to the WAB community in a variety of ways;
- Work respectfully with students of other nations and languages;
- Use China as a platform for learning;
- Work in a way that shows engagement with the philosophy of life-long learning;

- Be involved in dynamic collaboration rather than solely as a leader;
- Care about themselves, others and the environment.

Karen O'Connell Award for Sustained Contribution to WAB

The Karen O'Connell Award is given to one graduating student. This award recognizes the student who is a force to generate, support and see initiatives through to both completion and sustainability. This student has attended WAB since elementary school.

High School Principal's Award

This award is given to students in Grades 9 through 12 who have made a difference in our WAB community. Were these students to leave WAB, there would be a void in the life of the school. She/he has enriched our community; she/he has indeed connected, inspired, challenged and made a difference.

Athlete of the Year

The WABX Athlete of the Year is chosen by the WABX team. This award is given to the student, regardless of grade level or gender, who:

- Achieved a high performance level;
- Conducted themselves as an excellent role model for other students and who never brings the game or school into disrepute;
- Was a regular and reliable team member;
- Was supportive and helpful to other team members.

Artist of the Year

The WABX Artist of the Year is chosen by the WABX team. This award is given to the student, regardless of grade level or gender, for commitment and achievement in the visual and/or performing arts at WAB. The recipient has been:

- Involved extensively in the performing arts and/or visual arts extracurricular program;
- Conducted themselves as an excellent role model for other students in the arts;
- Demonstrated a high degree of independence, initiative and leadership in the arts;
- Demonstrated passion and enthusiasm for the arts;
- Demonstrated a high level of proficiency in their chosen artistic discipline(s).



Co-Curricular Clubs Award

The WABX Co-Curricular Clubs Award recipient is chosen by the WABX team. This award is given to the student, regardless of grade level or gender, who:

- Attained a high standard of achievement in their clubs;
- Made a significant commitment within the club's program as they pursued their passion;
- By example and support, inspired other students to pursue their interests.

HS Arts Award

As a school that champions its Arts we recognize each year a HS student who has excelled in the Arts. The HS Arts Award is presented to a High School student who has shown exemplary qualities in the Arts. The award focuses on the work in the curriculum. The student has excelled in the subject, achieving above and beyond what might normally be expected for a HS student. This student has also given much to the Arts outside of the curriculum. They have shown commitment, leadership, determination, dedication and passion. They have shown the ability to work with staff and students alike, have been a leader and a role model.

Hilary Munro Service Award for China Engaged Service

The Hilary Munro Service Award is given to one student in each grade level. In honor of Hilary's role as a founder of WAB, this award recognizes individuals who exhibit initiative and take action to help those in the Chinese community who are in need, or to further a local environmental cause. These students have been recognized as a need, designed a program and carried it out.

Gong He Award for WAB Spirit

The Gong He award is given to one recipient in each of grades 9 through 11. This award recognizes those students who, through their contributions to the school community, reflect WAB Spirit. These recipients should:

- Embody the "work hard/work together" spirit;
- Have a vision and be willing to put this vision into action;
- Demonstrate a willingness to take risks;
- Problem-solve creatively and for the common good;
- Contribute to the WAB community in a variety of ways;
- Work respectfully with students of other nations and languages;

- Use China as a platform for learning;
- Work in a way that shows engagement with the philosophy of life-long learning;
- Be involved in dynamic collaboration rather than solely as a leader;
- Care about themselves, others and the environment.

Brandeis Book Award

The Brandeis Book Award is given to an outstanding Grade 11 student in the top 10% of the class who demonstrates a commitment to civic engagement, community service, political activism, social justice or volunteer work.

Clarkson Engineering Award

This award is given to one Grade 11 student who has demonstrated leadership and outstanding academic achievement, as well as excellence in physics and mathematics. The Clarkson Engineering Award further nominates this student for a scholarship to attend Clarkson University.

EARCOS Global Citizenship Award

This award is presented to a student in Grade 11 who embraces the qualities of a global citizen. This student is a proud representative of his/her nation while respectful of the diversity of other nations, has an open mind, is well-informed, aware and empathetic, concerned and caring for others, encouraging a sense of community, and strongly committed to engagement and action to make the world a better place. Finally, this student is able to interact and communicate effectively with people from all walks of life while having a sense of collective responsibility for all who inhabit the globe.

CIS International Student Award

CIS recognizes the outstanding work being done by students attending CIS Member Schools through the CIS International Student Award. Award-winning students promote global citizenship and the development of international awareness in their communities. This award is given to one Grade 11 student each year. Directors/ Heads of CIS Member Schools may submit a maximum of one nomination per school section (primary, middle or senior/high school) each year according to the following criteria:

- The student(s) must have demonstrated a clear commitment to sustained interaction with students of the other nationalities, languages or ethnic backgrounds in a spirit of international understanding and cooperation.

- The student may be a part of a group (one certificate will be awarded to the group - with individual members of the group also receiving a certificate).
- Projects should encompass efforts directed beyond participation in regular school activities.

Possible award projects (by an individual or group of students) include projects that:

- Creatively solve known or emerging problems;
- Acquire and effectively deploy knowledge or resources beyond those immediately available in the school;
- Directly involve peoples of other cultures, racial and ethnic backgrounds, political/economic systems. The student(s) must have made a genuine commitment to initiate, sustain and complete the project or activity. Schools are encouraged to nominate students who have demonstrated a commitment to using languages other than their own mother tongue during the completion of the project.

Academic Achievement and Effort Awards by Subject

Each subject chooses to honor a student who fulfills the department criteria for an academic achievement award. Each subject or department may also honor students for their effort.

Personal Project Award

The Personal Project Award is nominated by the Personal Project Coordinator and chosen by the Awards Committee. The Personal Project Award is given to a Grade 10 student who embodies the essence of the project by exhibiting the following attributes:

- The ability to conduct a sophisticated and rigorous inquiry using a global context;
- The ability to develop a goal that is achievable, challenging and clearly articulated;
- Highly effective organization and time-management skills;
- The ability to consistently work independently under the guidance of a mentor;
- Highly effective collaborative and communication skills, as evidenced in their work with their supervisor, peers and other adults;
- A willingness to take risks throughout the process in order to grow as a learner;
- The ability to reflect on their own learning at each stage of the process and make adjustments along the way based on their reflections and research;
- A desire to ensure all of their action as are principled and ethical throughout the process.

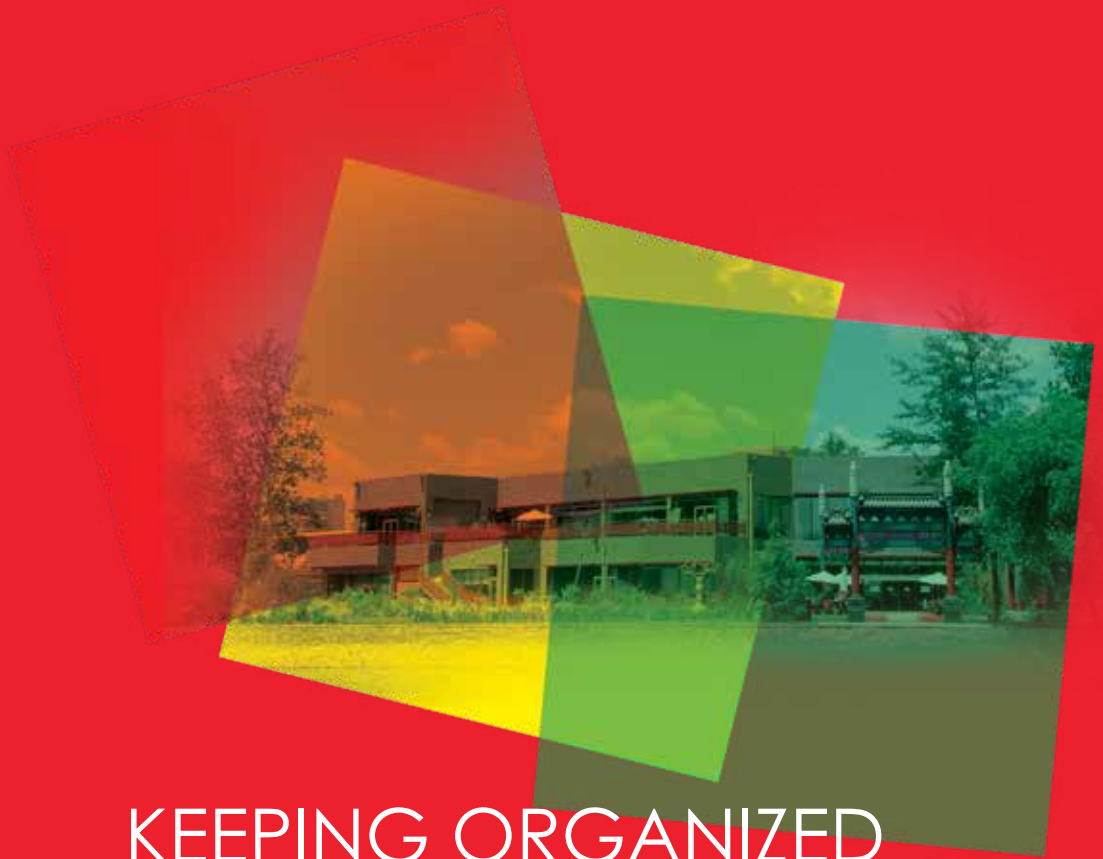
The Duke of Edinburgh's International Awards (chosen by WAB Wild)

The Duke of Edinburgh's International Award is the world's leading youth achievement award, bringing together practical experiences and life skills to equip young people for life. Since it was founded in 1956 by His Royal Highness The Duke of Edinburgh (husband to Queen Elizabeth II of the United Kingdom), over eight million young people have participated in the Award in over 140 countries and territories. WAB is proud to offer the Award to our High School students. The Award is voluntary, non-competitive, enjoyable and balanced, and requires effort over time. There are three levels to the Award: Bronze, Silver and Gold. The Bronze Award is open to Grade 9 students. The Silver Award is open to Grade 10 and 11 students. Students may begin the award program with the Silver Award if they are in Grade 10 or above. The Gold Award is open to any student who has attained the Silver Award. For students at WAB they need to begin working toward the Gold Award at the start of Grade 11 if they were to have sufficient time to complete the Award and be presented with it before they finish high school. The Award is open to anyone under 25 years old, and there may be opportunities to complete an unfinished Gold Award at another Award Centre, perhaps at university.

WAB CAS Award

The CAS award is given to a number of recipients from Grade 11 and 12. This award recognizes students who have gone above and beyond to extend themselves in the areas of creativity, action and service both in school and the community in the spirit of one of our founders, Michael Crook. These recipients should be:

- **Balanced** – they enjoy and find significance in a range of activities and projects involving intellectual, physical, creative and emotional experiences;
- **Global Citizens** – they are aware of their responsibilities towards each other, their communities and the environment;
- **Active** – part of sustained, collaborative projects and committed to looking after their physical well-being;
- **Initiators** – they are willing to accept new challenges and new roles, as well as working on developing leadership skill;
- **Strategic Thinkers** – they give careful consideration to planning, reviewing progress and reporting;
- **Reflective Thinkers** – they understand their own strengths and limitations, and identify goals and strategies for personal growth.



KEEPING ORGANIZED

Time Management

Homework Guidelines

Textbooks, Resources and Supplies

Personal Items at School

Lockers

Bathroom Facilities

Lost Property

Class Schedule and Block Rotations



TIME MANAGEMENT

At times, students will be assigned major projects that will require effective organization over an extended period. Teachers will provide due dates to students well in advance of any major projects. It is an expectation that students organize their workload in a manner that will permit them to simultaneously complete other short-term assignments and also to prepare for assessments.

Grade 11 and 12 students will have study periods in their schedule, while all students will have mentored flexible academic time in their schedules. By making effective use of this time, students can reduce the work required for completion at home and better manage their overall workload.

The completion of homework is the student's responsibility. Parents should provide the structure, setting and encouragement needed to enable their student to be successful with homework.

HOMEWORK GUIDELINES

WAB strives to assist all students to meet their academic potential. The accomplishment of this goal requires a team approach by students, parents and teachers.

Regular practice, review and completion of assignments


at home are necessary, integral aspects of the learning process. By practicing effective time management and by learning the organizational skills required to complete all assignments according to the required deadlines, students prepare themselves for post-secondary studies and for the world of work.

Completing homework in a timely fashion is an educational priority. A regular routine will help students avoid procrastination and develop the time-management and study habits that are vital to success. Students' parents can help by encouraging their children to schedule homework at regular times and by ensuring minimal distractions.

Purpose

Homework is a means of reinforcing skills covered in class and can be divided into three different categories:

- Specific homework assigned by the teacher to reinforce and supplement skills taught during classes;
- Homework resulting from work that was not completed during class time, including revising notes, proofreading assignments and rewriting notes as required;
- Regular review of material covered and advanced reading in preparation for upcoming topics.



If teachers do not assign specific homework, then time should be spent reading, writing in a journal or reviewing previously studied material for future tests/exams. By including regular study and advance preparation in the homework routine, students will find themselves better prepared for examinations and eliminate the need for last-minute cramming.

The amount and type of homework will depend upon subjects and grade level. Students in Grades 9 through 12 should expect an average of approximately 20-30 minutes of homework per subject each evening. In total, High School students can therefore expect to spend approximately 80-120 minutes each evening completing school assignments.

Guidance from Teachers

Teachers are expected to:

- Assign work pertaining to concepts that have been covered in class;
- Ensure that homework assignments and due dates are clearly conveyed to students;
- Ensure that summative assessments are entered into the Assessment Calendar found at curriculum.wab.edu;
- Monitor homework completion, establish and communicate consequences to students;
- Contact parents when work is consistently incomplete or poorly done.

Late Submissions of Assignments

When assigning projects and homework, teachers give consideration to the amount of time required. They attempt to provide sufficient advance notice to enable students to organize their commitments.

Students who are absent on the day a major assignment is due should make arrangements to have the assignment submitted to the teacher that day. Teachers may require that students attend lunch hour, after school, Day 9, or other make-up sessions until work is complete.

Late Submissions of Grade 11 and 12 Assignments

WAB is required to adhere strictly to the deadlines published by the IB. Deadlines associated with IB assessment tasks are therefore not flexible. Students are advised to plan for early completion of assessment tasks. Internal assessments, Extended Essay, TOK, CAS and other assessment tasks will not be submitted for marking or IB moderation if submitted late and will be awarded

a level of "N" (no credit). Courses require submission of all assignments for students to achieve at the highest level and students are therefore advised to pay strict attention to published deadlines. In particular, IB DP students are advised that they are not eligible for an IB Diploma without passing TOK, CAS and Extended Essay requirements.

Examples from the IBO of 'Unacceptable Reasons for Incomplete Assessment':

- Misreading or misunderstanding the examination timetable;
- Oversleeping and therefore being late for an examination;
- Holidays/vacation;
- Family moving house;
- Social and sporting commitments;
- Attendance at interviews;
- Participation in events such as competitions and concerts.

If students are unable to complete on time any assessment task which is to be sent away for external moderation or marking, or any major internal assessment, for good reasons (due to accident or illness), then they must apply for an extension in writing to the teacher and the Curriculum Coordinator prior to the submission date.

TEXTBOOKS, RESOURCES AND SUPPLIES

All subject classes at WAB are highly resourced with up-to-date textbooks, laboratory supplies and materials to enhance teaching and learning. At the start of the year, students are issued textbooks through the library automated cataloguing system. Books are recorded as being issued to individual students. Upon return of the same book, responsibility is erased from the record system. Students will be charged for lost or damaged texts. All accounts including those for lost items must be cleared prior to a transcript being issued at the time of withdrawal.

Mathematics Equipment

All students are required to own, and bring to school, the following equipment:

- A ruler
- A TI-84+ Graphical Display Calculator (available for purchase at the Parent Link outlet in the ES or the High School Resource Room)



Physical Education and Sportswear

Students are required to change into active sportswear for Physical Education classes. At the beginning of the school year, WAB students will be given a PE kit with the basic requirements and will receive more information from their PHE teacher.

PERSONAL ITEMS AT SCHOOL

High School students are permitted to bring personal items to school (including iPads, mobile phones, etc.); however, the following stipulations apply:

- All personal items brought to school must be used appropriately and should only be used in class with teacher permission;
- Mobile phones must not be used during class time and text messaging during classes is forbidden, unless for educational purposes;
- Students who abuse the above privileges may have these items confiscated until the end of the lesson or the school day, or asked to keep personal item(s) at home;

- Students need to look after their possessions and remain security conscious. WAB will not assume responsibility for any loss of students' personal items.

LOCKERS

All students are provided with individual lockers. WAB administration will also keep a key card to each locker. Students should not share lockers. Students are strongly advised to ensure valuables are kept in their locker and that lockers remain locked at all times. Students are also strongly advised to lock their PHE locker during PHE classes. If students must bring something of particular value to school, s/he can give it to the secretary or receptionist at the HS Office for safe keeping for the day.

BATHROOM FACILITIES

A minimal number of separate staff and visitor toilets exist in the HS building. The HUB building currently does not have separate toilets for adults. Shared staff/student toilets in the HS buildings continue to be used, as research into shared washrooms for this age group indicates this results in a reduction of some negative or

inappropriate student behaviors. All HS shared student/staff washrooms have individual toilet stalls. Adult visitors are encouraged to use single stall toilets located near the second-floor Languages classrooms outside of Wild Ginger.

LOST PROPERTY

All found valuables should be given to High School Reception, or another member of staff immediately after being found. Found clothing will be placed in a storage box on the first or second floor of the High School or near the HUB Gym until claimed. These boxes will be emptied periodically. WAB takes no responsibility for lost or unclaimed goods.

CLASS SCHEDULE AND BLOCK ROTATIONS

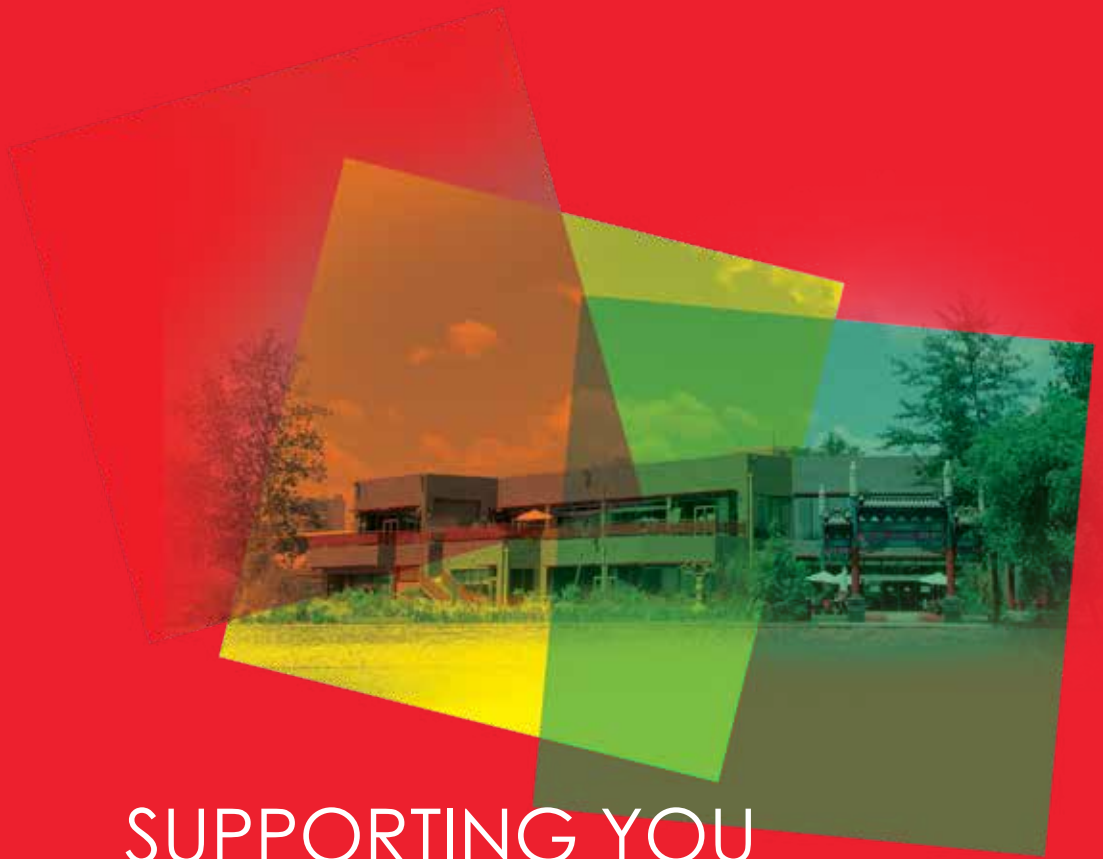
The High School timetable operates on a nine-day rotating schedule. Student instruction in each subject is therefore spread evenly across the day. No single subject receives instruction either exclusively in the morning or afternoon, thereby ensuring each student's optimal learning hours are spread evenly across subjects.

All days contain four instructional periods of 70 minutes. Each day includes a Flex Block of 50 minutes, which is used for Social Emotional Learning, community meetings, flexible academic time, and other educational pursuits. Additionally, each IB DP Higher Level class will have additional lessons to help achieve the extra teaching time required for Higher Level subjects.

Day 9 provides all students opportunities for mentored flexible academic time and, for students taking DP Higher Level courses, further scheduled teaching time.

Rotating Class Schedule and Bell Times									
Times	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
1 st Block 8:30-9:40	A	E	B	F	C	G	D	H	I
9:40-9:55	Break								
9:55-10:45	Flex Block								
10:45-10:50	Transition								
2 nd Block 10:50-12:00	B	F	C	G	D	H	A	E	I
12:00-12:50	Lunch								
3 rd Block 12:50-2:00	C	G	D	H	A	E	B	F	I
2:00-2:10	Transition								
4 th Block 2:10-3:20	D	H	A	E	B	F	C	G	I





SUPPORTING YOU

Student ID Cards/Smartcards

Home and School Communications

Counseling

Technology for Learning

English as an Additional Language (EAL)

Learning Support Center (LSC)

Food Services

Transportation

Health Services

Security

Visitors

Use of School Facilities After School Hours

Off-Campus Privileges for Grade 11
and 12 Students

Emergency Evacuation Procedures

STUDENT ID CARDS/SMARTCARDS

Student ID Cards, issued upon enrollment, are used to purchase food items, to access personal lockers, sign out ICT equipment and library books, operate printers/ photocopiers, and to identify students to guards when entering or leaving the campus. Students may charge their card by depositing funds at the Chartwells cash register throughout the day or by using the Chartwells app. Students will not be able to purchase food or drinks when the balance of the card is zero. Students can also purchase food using WeChat pay.

Students who forget their Smart Cards may attain a one-day permit to purchase from the High School reception. Students should report lost Smart Cards to the office immediately and complete a request for a new card. A charge of 50 RMB will be made for replacement of lost cards.

HOME AND SCHOOL COMMUNICATIONS

WAB uses a wide variety of strategies to ensure that parents remain informed of student progress and aware of school events. Email information is sent out weekly with upcoming dates and events and may also be sent by individual school sections for specific purposes. Additionally, student results are accessible via Powerschool's Gradebook and are updated regularly by teachers. Parents should check the HS section of WAB Weekly each week for updates and information from the HS Office and Counseling Office. Students also need to check their school email and Microsoft Teams accounts daily.

COUNSELING

Counselors support the academic, social and emotional needs of students as well as acting as advisors in their post-secondary plans. Counselors offer support services for students and families as they manage issues of studying and living in an international environment. The goal is to promote personal well-being, healthy relationships and the successful balance of academic, extracurricular and community involvement for WAB students.

Counselors are often one of the first staff members new students meet and they assist with initial placement through review of academic records and help develop a suitable study program. Students also may receive assistance from a counselor in dealing with a wide range of personal, academic and social issues common to this

age group. Typical issues may involve:

- Social Relationships
- Emotional Well-Being
- University Counseling
- Post High School Planning
- Time Management and Decision Making
- Academic Planning
- Problem Solving and Life Skills Development
- Crisis Intervention

Counseling Guidelines for Grade 9-11

REFERENCE LETTERS

A minimum of four working weeks is required from students to request letters of recommendation from their teachers and counselor. A strong recommendation letter takes time to write and it is a courtesy to give at least this amount of time. Immediately after verbally requesting a reference from a teacher, the student should email both the teacher and the counselor to confirm this request. The teacher will either upload their recommendation letter to MaiaLearning platform and or give the letter directly to the Counseling Department; s. All letters of recommendation are confidential and thus are not shared with the student or family. They are sent directly to the educational institutions.

TRANSCRIPTS

Official transcripts are only sent from WAB to other educational institutions. There is a minimum of two working weeks to process such requests. Official transcripts are not given to students, families or other third parties. Official transcripts are only given to students and family if they require an apostille from an embassy. Students or parents may request a hard copy of the unofficial transcript. Official transcripts can be sent via:

- 1) China post: the school will incur the cost.
- 2) DHL courier service: Student/family pays 300 RMB for courier costs. Payments must be received in advance.
- 3) Electronically sent by the counselor: no costs are associated.

The student's final transcript is sent only to the university that the student has chosen to attend; no other final transcripts are sent to a university unless the first-choice university has a conditional offer. In this case, one additional transcript may be sent.



COURSE SWITCHING DEADLINES

Students must meet with their counselor and then complete an add/drop course form to change a course. The deadline for any change of course is September 25. Any course change after this time must only be at the request of the teacher and/or the High School Curriculum Coordinator. Please note that Grade 9 and 10 students will only have one week after the start of a given semester to make a change to one of their arts electives.

PREPARING UNIVERSITY COLLEGE APPLICATIONS

WAB offers a wide range of resources and a comprehensive program to assist students and their families with university college planning. The Counseling Department has a wide selection of tools to support the applicants. Counselors play a key role in assisting students with the college search, essay/personal statement, country-specific requirements, and the overall applications process. More detailed information regarding guidelines and support information can be found on the WAB Parent Portal - parents.wab.edu.

WAB welcomes visitors from universities around the world and hosts several university visits throughout the year. (Due to Covid-19, this has been suspended for 2021-2022.) Parents and students are strongly encouraged to attend virtual and or in-person visits. In addition, numerous sessions for parents and/or students occur

throughout the school year addressing a wide range of university college topics.

WAB also uses MaiaLearning, a web-based college and career planning system widely used in international schools around the world. MaiaLearning is a secure web-based system that is available to counselors, students, and parents, which allows counselors to keep track of all aspects of students' post-secondary plans. It enables students to access up-to-date online information on colleges and universities, and to develop a personalized list of colleges that fit the traits students identify as being key factors in their college search. MaiaLearning enables school and family to be involved in the college selection process in a collaborative manner. The privacy of students' personal information is assured, as users only have access to their own account and records.

APPLICATION DEADLINES

It is the student's responsibility to ensure that they submit their applications in a timely manner. In many cases, school documentation will follow once student has submitted their application. Please allow the counseling office a minimum of two working weeks to process such requests before a given deadline.

UNIVERSITY APPLICATIONS

Students are allowed a maximum of twelve applications in an application year cycle. Applying to university should be a thoughtful process seeking a 'best fit' approach. WAB students should apply to universities that they have fully researched, are of true interest to them and are appropriate given their academic record. The application cycle begins in August in Grade 12 and ends the following September. . Twelve applications are defined as one per university, (University of California system counts as one)

TEST SCORES

Students will need to send their official scores from College Board, ACT, TOEFL and/or IELTS to universities requesting these results. Please be advised that some universities will expect that you send all results of all tests taken.

Grade 12 students should submit their 'IB Results Form' to the counseling office by the April deadline so that WAB can: (1) send final high school official transcript to the university chosen, and (2) request that the IBO send the student's final IB scores directly to the university in early July. If this form is not submitted it will be the student's responsibility to contact IBO and to request that their

results be sent (a cost from the IBO may be incurred).

IB APPLICATION GRADES

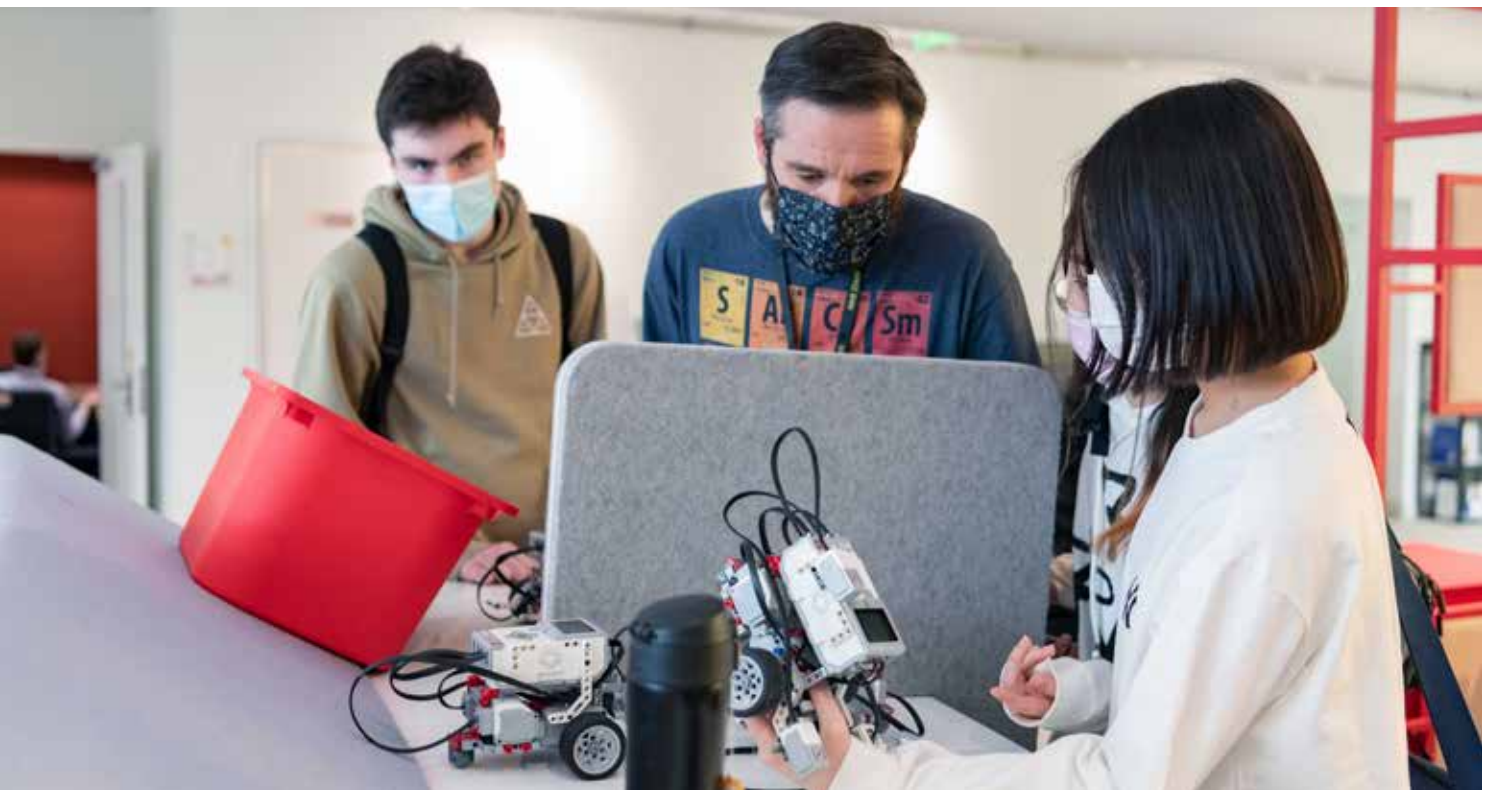
Predicted IB Application Grades

This procedure is done only once a year. The earliest round is in September for Oxbridge applications (due Oct 15). The next round is mid-late October for students applying to Early Decision/Early Action to the United States. IB application grades are only sent to universities if it is requested or if the student make the request that we provide it with other school documentation.

The documents that they are required to present by November 1 include their transcript grades (Gr 9-11) as well as Application Grades (formerly Predicted Grades) for many of these schools and programs. At WAB, these Application Grades are confidential and are not shared with students or parents.

Classroom teachers, Extended Essay supervisor and TOK (Theory of Knowledge) teachers will all be asked for their predictions. Based on all the information, a final application grade will be given to the students. We ask teachers to consider the following factors to develop an application grade number:

- Final Grade 11 (full year) mark;



- Work done for your course to this point in Year 2 (formative or summative);
- Your professional understanding of the IB grade descriptors for your course and course requirements, and your judgement of the student's ability to achieve these standards;
- Extended Essay progress so far (engagement with supervisor, draft of the EE (EXTENDED ESSAY));
- TOK:engagement in class, work completed at the end of Grade 11.

EARLY DECISION/ACTION

If a student applies Early Decision/Action to a particular university (typically the U.S.) then they must follow the rules and stipulations set forth by the university. If the student is accepted to that university (Early Decision), then they must withdraw all other applications as the student is expected to attend that university. In that circumstance, WAB will not process any additional documentation for another university.

UPDATES

Students should update their MaiaLearning account stating the responses (accept, deny, conditional acceptance, waitlist) from universities as soon as they receive notification, along with information regarding scholarships. We ask that students email their counselors with acceptance results that arrive after the school year ends (i.e.: Australia, Korea, Europe).

MID-YEAR/FINAL TRANSCRIPT

WAB sends Grade 12 Interim transcripts out at the beginning of January. . Final transcripts(Final Year report) will typically be sent out within two weeks of students receiving their grades and after they have submitted their ' Leaving Form.' Any questions regarding IB DP (Diploma Program) results or IB DP Diploma should be directed to the IB Diploma Coordinator.

Gap Year

Students planning to take a gap year should meet with their counselor during Grade 12 to help coordinate a cohesive plan for the following year. Students should also request all letters of recommendation and necessary documents before leaving WAB. Parents should plan to meet with their child counselor at least once in Grade 12.

World of Work Program

At the culmination of Grade 10, each student is required to complete the World of Work (WOW) internship program. The World of Work Program is an opportunity

for Grade 10 students to complete a one-week non-paid internship helping them to make informed choices about their future, learn about their strengths, discover new skills, and gain valuable work experience. After the WOW week, students return to WAB and provide a reflection of their work week.

Transfer and Summer Program Applications

If a student is transferring to another school or applying for a summer program, we ask that student/parent notify the Counseling Office to inform what documents (i.e. transcripts and letter of recommendation) will be needed. Please be advised that the Counseling Office needs a minimum of two working weeks to process documents. Please refer to the procedure on letter of recommendations and official documents.

Applications to Boarding Schools

Student/parents must notify the Counseling Office and meet with their counselor prior to November 1st. The Counseling Office directs the entire process; please do not approach teachers before notifying the counselor. . A minimum of two working weeks should be allowed for the teachers and counselors to write letters of recommendation and complete recommendation forms. A maximum of seven boarding schools per student will be processed in any school year. Please refer to the procedure on letter of recommendations and official documents.

TECHNOLOGY FOR LEARNING

WAB is an Apple Distinguished School and runs a successful 1:1 laptop program. All high school students are required to have their own Apple MacBook that meets a set of requirements outlined by our IT Support Staff. For more information, please see the IT Helpdesk in the High School.

It is the requirement that the school software image is installed, which is at no additional cost to you. For more detailed information about laptop configuration and purchasing, visit parents.wab.edu.

WAB's 1:1 laptop program is supported not only by on-site Apple Care to provide prompt repair services but and our IT Helpdesk also facilitates continued learning by providing loaner MacBooks to students who have a genuine reason to seek their use.

Online Services

As a high school student, you will have access to a wide range of WAB online services including:

- **Subscription to O365 which includes:**
 - **Microsoft Teams** – this application will have all of your courses available through subject teams including all of your assignments; this will be the main learning platform you use for all subjects and communication
 - **Outlook email account** for communication (please check your email at least once a day and only use this account for communications with your teachers)
 - **Outlook calendar**
 - **OneDrive** – cloud storage for school-related files
 - **Word, Excel, PowerPoint, Forms and Delve**

- **The media server (figertube.com, Vidigami.com)**
- **Managebac** (for Grade 11 and 12 students)
- **PowerSchool**, for checking your course enrollments and online reporting
- **MyTime** for daily schedules, Day 9 choices and attendance

In addition, WAB has a wide variety of electronic devices such as cameras, iPads, microphones and tripods that are available for borrowing through the library.

Network and Bandwidth

The network and Internet access at WAB are resources that we share throughout the school. Please be aware that bandwidth is monitored. Please think before you take up valuable bandwidth – you must not slow the network down for other users. Examples of how you can slow the network include streaming media, downloading large files and sending emails with large attachments. Torrenting is not permitted at WAB.

Please remember that our campus is a shared space, so please ensure that any content you access is appropriate. With China as our host country, you are expected to utilize technology in a manner that is respectful to the local culture and laws.


Students, please remember:

- You have sole responsibility for your use of educational technology resources.
- You are responsible for your actions and for the content placed in all storage areas and accounts. All files stored in O365 OneDrive must be school related.
- You are expected to be a principled and caring user of technology whether on or off campus.
- You should always think about how your actions could affect others and act appropriately.
- Care should be taken to ensure that gaming and other non-educational uses of computer do not interfere with your learning. Use time wisely; balance is the goal.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The High School EAL Department supports non-native English speakers in Grades 9 through 12. Non-native speakers receive help in all areas of language acquisition in order to reach a high level of English language proficiency and achieve full participation in the WAB curriculum.





The High School EAL Department provides the following support programs:

- **In-Class Language Support (ICLS)**

This program is designed to support non-native English speakers in different classes by co-teaching with the subject teacher.

- **Academic Reading and Writing (Grade 11 and 12)**

The aim of this class is to develop academic reading and writing skills and to support student learning in Grade 11 and 12 courses. This class does not replace an English course.

- **Individual Support**

Individual Support is available to all non-native speakers in Grades 9-12, regardless of language proficiency level, to assist students with classroom work in all subject areas. Sessions for work revision, editing, as well as skill focus are offered during every Day 9.

LEARNING SUPPORT CENTER (LSC)

The role of the HS LSC is to provide support and accommodations for students to help them access the curriculum more productively. Learning Support teachers work with students, parents and teachers to develop the program most suitable for each student. This may involve differentiating using a variety of approaches in order to meet each student's needs at an optimal level.

Learning Support services can take the following forms:

In-Class Support

An LSC teacher will support students within certain subject classrooms. Typically one LSC teacher will support students in grades 9 and 10 in Math and Science, while another LSC teacher will support them in Language and Literature and Individuals and Societies classes. This provides continuity over the final two years of the MYP.

One LSC teacher will support students in grades 11 and 12, usually with meetings during free blocks but occasionally with in-class support. A major emphasis during these DP years is helping students keep organized and on top of their numerous assessments.

Learning Support Class

Identified students in grades 9 and 10 will attend the Learning Support class where they can get 1:1 or small group support for their subject work as well as improving their executive functioning skills to help them access the curriculum. The LS class usually takes the place of a foreign language class.

Assessment Accommodations

Students from grades 9 to 12 who require special assessment accommodations will follow the guidelines for accommodations based on the IBO document "Candidates with assessment access requirements" (2017)

These accommodations can range from extra time to writing the assessments in a separate room. Any accommodation authorized will be available for the student to use, including during final DP exams.

FOOD SERVICES

WAB Food Services are managed by Chartwells, an international company highly regarded amongst its industry peers. WAB Food Services provide a wide range of international food options from various outlets within the school. High School students have access to the food stations in the HS Library, Koi, Bamboo Court, and the HUB Link. Student meal offers include: set menus, custom-made sandwiches, salads and snacks are served at morning break and lunchtime. Additional information can be found in the parent portal under the FOOD SERVICES tab.

There are two different ways to load money onto your child's SmartCard: at the service counter in the HUB Link, High School, or using the Chartwells mobile app. Details and instructions about adding money can be found in the Food Services tab on the WAB Parent Portal.

Don't forget to set a 'low balance reminder' on the Chartwells mobile app to ensure your child always has money on their smartcard.

A minimum balance of RMB 250 is recommended to be charged to the card at all times and represents approximately five days of snacks, drinks and meals for most students.

Queries about food or food services can be forwarded to the Chartwells Unit Manager at chartwells@wab.edu.



TRANSPORTATION

WAB provides student bus service to and from school. Buses arrive at school between 8:00am-8:30am each day. Afternoon buses depart at approximately 3:25pm.

A 4:30pm bus service is available to take students home from After School Activities on Monday, Tuesday and Thursday. These buses leave from the Elementary School. In addition, a 5:45pm "late bus" schedule is provided to take students home from after school activities on Monday, Tuesday, Wednesday (6:15pm), Thursday and Friday throughout the year. While all students may travel on the Late Bus regardless of whether they normally travel to school by bus, the Late Bus service is a limited service due to the number of buses in the fleet and traffic conditions. We regret that it cannot meet the needs of all students and, therefore, it is important that students and parents are familiar with the schedule and stops. Late buses depart at 5:45pm from the HUB (6:15pm on Wednesdays) and students who return from games or competitions at other schools after this time are responsible for arranging their own transportation home.

The bus service is coordinated by the Transportation Office. All school buses are supervised by bus supervisors who are in mobile phone contact with the school at all times.

High School students are permitted to take taxis home unless the school is advised otherwise by the parents at the time of admission.

Students who take the buses are expected to adhere to the following expectations:

- Treat the bus supervisor and bus driver with courtesy and respect
- Wear seat belts
- Respect the duty of the bus supervisor to ensure students are safely seated and wearing seat belts
- Talk quietly and remain seated at all times
- Eat or drink only if there is a major delay and approval is received from the bus supervisor
- Keep windows closed at all times
- Be on time at the bus stop
- Be responsible for personal belongings

Personal Transport

Students who ride bicycles to school should wear a helmet and ride safely at all times.

Students who travel by motorcycle or scooter should always wear a helmet and must have the correct driver's license for their vehicle.

HEALTH SERVICES

A Nurse Office, staffed by a Registered Chinese Nurse, is located within the High School Building and provides services for High School students. A log is kept of all treatment, and parents are notified in the event of any significant illness or injury.


Student Health Screening

The nurses carry out yearly health screening including height/weight checks with BMI and vision screening. Parents are notified of the results of these tests only when there are unexpected results, although our nurses are always available for conversations about a student's health issues.

Illness

Parents are asked to notify the school nurse of any infectious diseases or of any change in the health status of a student, e.g. a vaccination, illness, injury, operation or doctor appointment. It is important for parents to keep students at home if they are sick.

Certain contagious diseases have specific exclusion periods set by the Beijing Center for Disease Control (CDC) and a "Fit to return-to-school certificate" issued by HePing Hospital is required to be sent to the nurse's



office before returning, the school nurses will inform you of these if required.

WAB maintains a “fever-free” environment and requires all students not to attend school if they have a temperature of over 37.3 degrees Celsius. Students must stay home if they suffer from diarrhea, vomiting, have head lice or other contagious diseases. By following this protocol (for more details please see WAB health and illness policy and Procedure, location on the Health Service tab of the Parents Portal), we are able to maintain a healthy environment for all and to minimize the spread of infections to others.

Parents will be contacted by a school nurse before permitting the student with illness to leave. Parents will be informed of any exclusion times due to the illness.

Parents should advise the HS Reception of reasons for all absences from the school, including illness. Parents can use the Parent Portal to log their child’s absence. For all absences with illness (even if the student is absent for just half day), parents are requested to contact the Nurse’s Office.

Injuries

The school nurse will call parents in the event that a student needs to go home due to an injury. In the event of a serious injury or illness, the nurse will contact the parents or guardian, so the student can be transported to the nearest medical center or hospital for further attention. If necessary, the nurse or designated person will accompany the student to the hospital or medical center and meet the parent there. Parents will be notified of any head injury, and an information sheet will be given to every student.

Medication at School

The school nurse must administer all medication during school hours; all medication other than Epi-pens and asthma inhalers should be kept within the nurse office. Please complete the “Permission to Administer Medicine form” (Location on Health Serve tab of Parent Portal) with the student’s name, reason to give medicine, dosage, date and time. All medicines must be in their original container, clearly labeled, with the student’s name, class and the dosage to be given. For prescription medication, please provide a copy of your doctor’s prescription. A few over-the-counter medications (i.e. Panadol, Ibuprofen) are available in the nurse’s office and can be given if parental permission is on file, e.g., Students Medical Health Information or WAB Trip Medical Form.

Medical Records

It is very important that WAB nurses have complete, updated medical records for students at all times. Parents are asked to complete and return the annual WAB Medical Trip form. Parents are asked to keep the nurses updated of any new conditions or immunizations. Parents can also update above details online through PowerSchool.

It is key that you keep the school updated with current work, home and mobile numbers of parents/guardians and emergency contact details; as this is the only way to contact you in the event of an emergency.

For specific illnesses the nurse may require further information and an individual health plan; they will contact you accordingly.

Illnesses and Exclusion from School

WAB’s exclusion period for the following illnesses/ conditions follow the guidelines from the Beijing Center for Disease Control (CDC):

- **Fever:** WAB maintains a “fever free” environment. Students with a temperature of 37.3 0C and above are excluded. Students are expected to be fever-free, without medication, for 48 hours before returning to school. They must also complete the WAB Health Questionnaire as soon as possible. According to your responses, the nurses will contact families with next steps, which could include a new COVID-19 test or a visit to doctor for a medical certificate. Full information on the health policy can be found on our Health Services page in the Parent Portal. Please note that requirements from authorities can change with little notice, so please always follow the guidance of your school section nurse when returning to school after an illness.
- **Diarrhea and Vomiting (Acute Gastroenteritis, include Norovirus and Rotavirus, etc.):** Students who have diarrhea and/or are vomiting or diagnosed with acute gastroenteritis are excluded from school until they have had no symptoms for 72 hours.
- **Conjunctivitis (infected):** Students can return to school once they have been on treatment for 24 hours.
- **Head lice:** Students can return to school after their hair has been treated and they have been checked by the WAB school nurse.
- **Impetigo:** Students can return to school when all sores are dry and scabbed. If they have had antibiotic treatment, they can return after 48 hours.
- **Ringworm:** No exclusion if the student is on antifungal medication.



- **Threadworms:** No exclusion but recommended to see a doctor for treatment to commence.
- **Verrucas (foot wart):** Flip-flops must be worn at all times in the pool area and in the changing room until the wart is gone.

The students with below common contagious diseases or other government required contagious diseases must obtain a **"Fit to return-to-school certificate"** issued by HePing Hospital after completing the exclusion periods from school and take it to section Nurse Office before returning back to class.

- **Influenza:** Students are expected to stay at home for 48 hours after fever-free and no other symptoms.
- **Chickenpox:** Students are expected to stay at home for all herpes are scab-free, no new rash, no exudation.
- **Hand, foot, and mouth disease (HFMD) and Herpangina:** Students must be excluded and cannot return to school until 14 days from the onset of symptoms; The student who still has symptoms after the 14 days exclusion should be excluded from school until symptoms-free one week.
- **Scarlet fever (Streptococcal infection):** Students must be excluded and cannot return to school at least 7 days after having treatment.

- **Measles:** Students are expected to stay at home for 4 days after rash appeared, the onset day of the rash is regarded as the 0th day, but if complications have arisen then they are excluded for 14 days.
- **Mumps:** Students are expected to stay at home at least 21 days after the parotid gland begins to be swollen.
- **Rubella (German Measles):** Students are expected to stay at home 4 days after rash appeared, the onset day of the rash is regarded as the 0th day, but if a lung infection is diagnosed, then they are excluded for 10 days.

SECURITY

WAB provides a comprehensive 24-hour security service. Staff and parents are required to show their WAB ID Cards to enter the school grounds and all visitors must register at the front gate and be issued a Visitor's Pass. Grade 12 students must show their ID cards prior to leaving campus during lunch or during the school day.

The campus is equipped with closed circuit television and a state-of-the-art Fire Command Center.



DAMAGED OR LOST PROPERTY/ RESPONSIBILITY

WAB is not responsible/liable for damage to or loss of personal belongings unless the school is directly responsible.

If personal property has been lost or damaged by another party, other than WAB, the school will assist in investigating the incident but will not take responsibility for mediating between the two parties.

VISITORS

Students wishing to bring guests to school must have permission to do so at least one day prior to the planned visit. The WAB student must complete a "Guest Registration Form" from the office, have it signed by all relevant teachers and return it to the office at least one day prior to the intended date of visit.

When teacher permission is obtained, visitors from overseas may be granted approval to attend up to one day of classes with their hosts. Permission will not be given to students living in Beijing or attending other schools within Beijing. While at school, all visitors must follow school rules and demonstrate respect for other students, teachers, school personnel and property. Guests who do not abide by the above expectations will be asked to leave immediately.

USE OF SCHOOL FACILITIES AFTER SCHOOL HOURS

WAB promotes the use of its school facilities to the community. Respect for self, others and the environment are core expectations. As such, High School students may remain after school to participate in scheduled activities, complete assignments and homework, or simply socialize with friends in the comfortable environment of the WAB campus.

- In addition to organized High School activities students may use the outdoor and indoor sporting facilities when they are not in use for official functions such as matches and training.
- The gymnasium and tennis courts should be booked in advance through the WABX office.
- WAB does not provide direct supervision for students who are playing and practicing outside of organized school activities.

- The school expects students to treat such areas with respect and leave them as they found them ready for the next school day's normal activities.

OFF-CAMPUS PRIVILEGES FOR GRADE 11 AND 12 STUDENTS

Note that due to Covid-19 regulations for schools, off-campus privileges are currently suspended and may change with little notice once reinstated.

Students in Grade 11 and 12 who have first block free may arrive at 9:45 am with permission from their parents and a returned permission form, but students may not leave early if they have a free block at the end of the day.

Grade 12 students are normally allowed to go 'off campus' at lunchtime after showing their ID card to the guards and returning a parent permission form. Students should not bring takeout food back onto campus.

After mock exams, Grade 12 students will be allowed to exit and enter the campus during their study periods when parental permission has been received. Grade 12 students are required to attend Mentor, SEL and Flex Block activities, and class meetings throughout Semester 2. Students who misuse or abuse these privileges will have them withdrawn for a period of time, depending on the severity of the actions.

EMERGENCY EVACUATION PROCEDURES

Established procedures exist for staff and students to follow in the event of fire, earthquake or unauthorized intrusion. In such circumstances, student safety is of paramount importance. In emergency situations, access for emergency vehicles is vital and parents are therefore asked to ensure the school entry areas remain clear of vehicles at all times.

In the event that classes are suspended and students must return home, parents will be notified through the school's emergency contact procedures including text messaging service, email, and/or phone calls.

WAB periodically conducts evacuation drills to practice safe and efficient procedures.



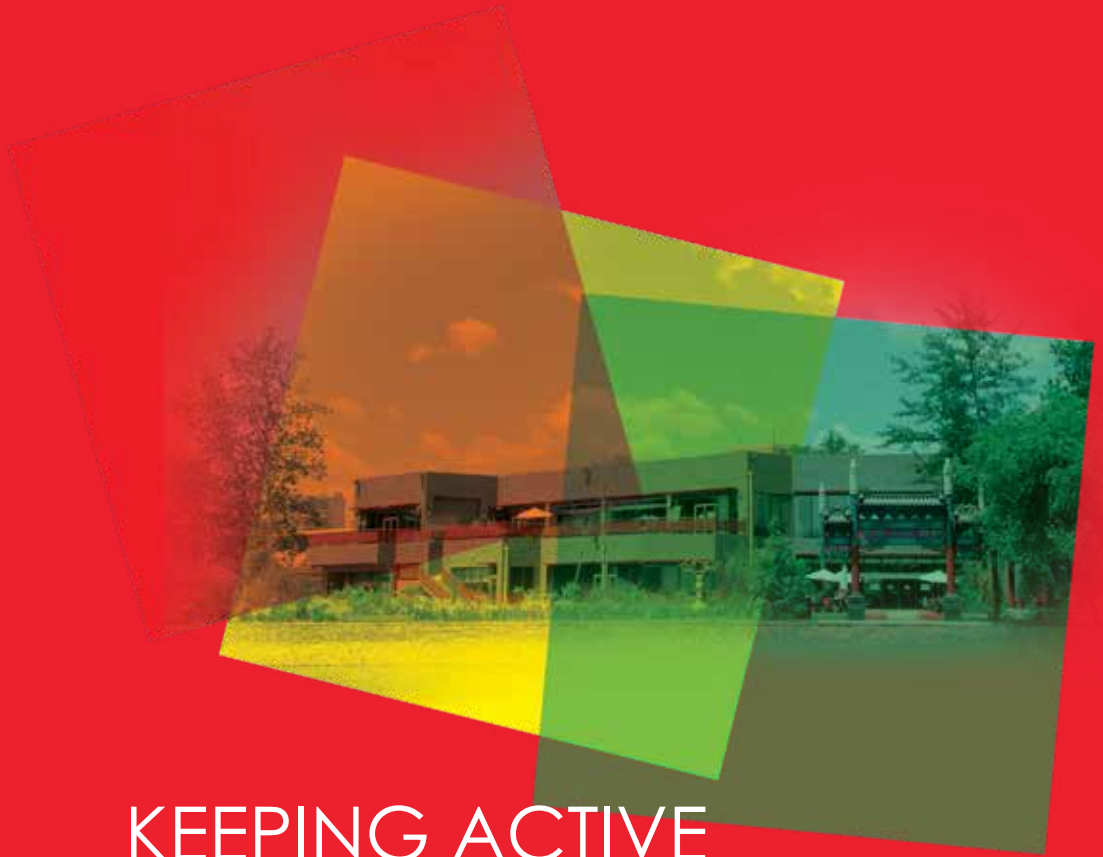
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KEEPING ACTIVE AND CHILLING OUT

WABX

Participation Guidelines
for WABX Activities & Athletics

Global Citizenship

Duke of Edinburgh's International Award
For Young People

Student Council



WABX

After school extracurricular and recreational activities are coordinated by the WABX Department. The HS WABX program seeks to provide a range of interesting activities that promote active and positive lifestyle choices. Activities aim to provide opportunities for development of leadership skills while encouraging students to expand their social group interaction. WAB is a member of ISAC, ACAMIS, JPAC, Tri-Cities and APAC, which provide a wide range of opportunities for different levels of competition as well as opportunities to develop collaborative friendships throughout the Asia-Pacific region. For 2021-2022, travel opportunities will be restricted to within China.

High School students may participate in a range of clubs, sports, arts and other activities taking place before school, at lunchtimes, after school, on weekends and on holidays.

The WABX site gives students and parents up-to-date information on all activities and events and is the first place to look for WABX information (wabx.wab.edu)

Adrenalin Fitness Center

The Adrenalin Fitness Center is open after school for student use between 3:30pm and 5:30pm Monday to Friday. A qualified staff member work in the Adrenaline Fitness Center during these times.

To use the Adrenalin Fitness Center outside of the above times, students are required to undergo an induction session with either the HS HPE staff or the Fitness Center staff. Students should be prepared to present their school ID upon request when using the facility on weekends and after 5:30 pm on weekdays.

PARTICIPATION GUIDELINES FOR WABX ACTIVITIES & ATHLETICS

Involvement in sports teams demands a high degree of commitment. The following guidelines outline the selection process and expectations for students representing WAB.

Team Selections

Students will attend tryout sessions for up to two weeks at the commencement of a new season. At the end



of the tryout period for sports teams, the team coaches will select teams, and students will be notified as to their status. Selection to the team will be based on attitude, sportsmanship, participation, and skill level.

Away Events

Students chosen to participate in an away event for one of the school's member organizations will be required to fund the cost of flights, accommodation and tournament fees. WAB representation at Tri-Cities, ACAMIS, JPAC and APAC away events will be based on:

- Availability to attend the event;
- Attendance records at practices and games/performances (minimum of 75% attendance expected);
- Commitment during practices, cooperation and effort during the lead-up to the event;
- Ability and willingness to host visiting students for WAB hosted events (This requirement is on hold for 2021-2022)
- School citizenship

WAB Hosted Events

WAB representation at home for Tri-Cities, ACAMIS, JPAC and APAC events will be based on the same qualifications and guidelines.

Student Expectations

Students who attend tryouts and are successful in being selected will be expected to adhere to the following guidelines and expectations:

Commitment

By accepting a position on a team or agreeing to perform, students have effectively committed to the event and the schedule outlined before selections. Should there be the need to miss a practice or game (in the case of sport), students are expected to make advance arrangements with the teacher concerned.

Classwork

Teachers will alert student's counselors who are experiencing difficulties with classwork, not reaching their potential or falling behind with their studies. Teachers leading the event will be made aware of any students with academic concerns and may require students time to miss rehearsal or practices in order to improve their academic standing. Students will remain a member of the team or performance group during this time.

Students who are participating in an away event which will cause them to miss class time will be required to obtain a 'Notification of Absence' form from the coordinator of the event and take this to each of their teachers whose classes they will miss.

Behavior

Students must demonstrate and maintain respectful behavior. Students referred to the Vice Principal or Principal for classroom/school related behavior issues may be excluded from participating in practice sessions, games or performances at the administration's discretion.

**Internally suspended students will miss practice sessions and games/performances until after the internal suspension is completed.*

Class attendance

Students are expected to be in attendance in order to participate in or attend any WABX activity scheduled for that day. This includes athletic events and Arts (Music, Arts, Dance, Drama, and Film) performances such as concerts, and other activities.



Travel

In cases of inappropriate behavior, a student may be sent home from events. Parents will be notified as to the reasons for this action and the family will be responsible for all costs associated with the early return of the student. This may include the cost of a chaperone to accompany the student back home.

Expectations While Away

Students must adhere to normal school rules and expectations of behavior while traveling. Students will be required to sign a 'Trip Code of Conduct' before departure.

Parent Expectations

Parents are asked to:

- Encourage students to participate, but do not force or apply pressure;
- Attend games/performances whenever possible. By demonstrating appreciation for good performance and attitude, you can positively affect students' performance;
- Praise positive skill development and improvement in individual and team play;
- Avoid criticism or ridicule of performers, players, coaches or referees;

- Demonstrate appreciation for the volunteer efforts of coaches, officials and organizers – without them we could not provide our programs.


Hosting

WAB is required to host visiting students when we organize events. All team and arts ensemble members are required to host visiting teams and ensembles at events hosted by WAB. Special Note: this requirement is suspended for 2021-2022.

GLOBAL CITIZENSHIP/SERVICE LEARNING

The Western Academy of Beijing strongly believes that "education neither begins nor ends in the classroom." WAB wishes to give every student the opportunity to become a Global Citizen. To that end, WAB embraces the Global Citizenship, Service Learning and CAS programmes to help students become citizens of their global environment.

The CAS components are an integral part of WAB's philosophy – 'To Connect, Inspire, Challenge, Make a Difference'. WAB has incorporated the CAS (Creativity, Activity & Service) program to help students take on new challenges and extend their pre-existing skills through regular participation in creative clubs and physical recreation activities, as well as realizing their true potential by making a difference to their local and



global environment through service-based projects. CAS is a fundamental and mandatory core part of both the WAB and IB Diploma programmes. It is the heart of both diplomas and takes seriously the importance of life outside the world of scholarship, providing a refreshing balance to academic studies.

Global Citizenship expectations and assessment in Grades 9 and 10

- Students in Grades 9 and 10 are encouraged to take part in and complete at least one service project each year.
- A project must last at least one WAB semester, meeting at least once a week, or the equivalent time.
- Students are expected to do this in their own time.
- Students must submit electronic reflective evidence on a regular basis. This will be documented with the help of their mentor teacher. Global Citizenship/CAS expectations and assessment in Grades 11 and 12

At WAB, we expect all students in Grades 11 and 12 to take part and commit to activities and projects. CAS is part of the IB Diploma Programme as well as a WAB High School graduation requirement. One of the main themes of CAS links to the IB Learner Profile and this is the importance of risk-taking (going out of one's comfort zone). Through CAS, we hope students gain independence and leadership skills, which will help them on their journey as life-long learners. Students will be expected to plan and design projects. The emphasis of CAS is on the quality and the depth of the activities and projects leading to experiential-based learning through interaction with others around them. At WAB, students have the choice of more than 60 different projects to choose from. Students should consider the need to help in the community and may start their own project for a particular niche. All new projects need to be approved by the Global Citizenship Coordinator.

Assessment

As well as regular active participation, CAS also involves a significant amount of written records and evidence about planning, goal setting and reflecting for each individual activity and project.

All students must keep a record of their CAS planning, goals and reflections via Managebac (online database) and complete a written end-of-year review, both in Grade 11 and Grade 12. In order to receive their HS/IB Diploma, their final assessment involves a 20-minute exit interview with the Global Citizenship Coordinator. Students will receive, upon request, a recorded CAS achievements at the end of Grade 12.

For further details and insight into the CAS program, please also take a look at your child's CAS Handbook.

For more information regarding the CAS requirements at WAB, please take a look at the attached PowerPoint presentation at parents.wab.edu.

Duke of Edinburgh's International Award for Young People

WAB is proud to offer the Duke of Edinburgh's International Award for Young People (<http://www.intaward.org>). This prestigious award is available to all students at WAB. Students need to personally challenge themselves in three of four available project areas: Physical Recreation, Skill, Service and an Adventurous Journey. This award links well with WAB's Global Citizenship expectations. The award has three levels: Bronze, Silver and Gold. With the help of the WAB Wild department for the journey, students carry out each of the three project areas continuously over either 3 months (Bronze), 6 months (Silver) or 12 months (Gold).

STUDENT COUNCIL

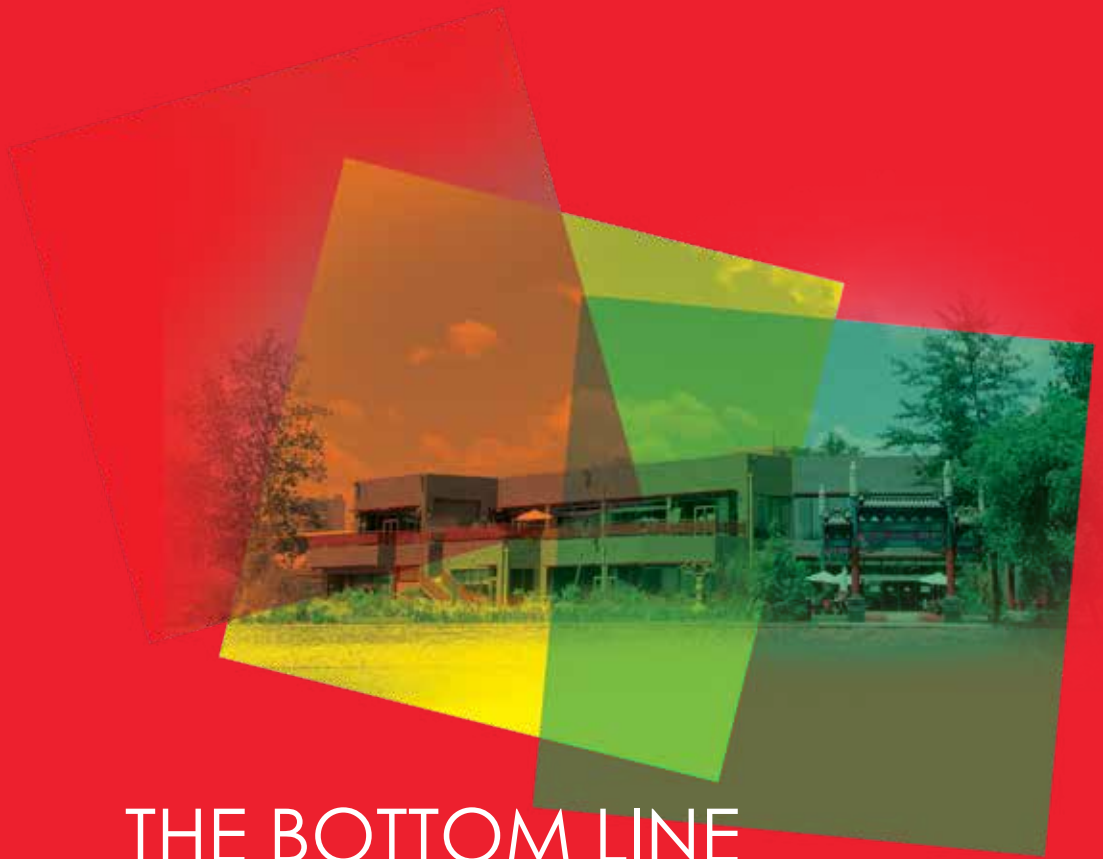
The purpose of the High School Student Council is to:

- Encourage student-initiated activities and ideas;
- Represent the views of the students and the school as a whole;
- Ensure that students have a meaningful voice at WAB;
- Meet regularly with school administration;
- Foster global citizenship in and out of the school environment;
- Provide a democratic forum for the discussion of ideas;
- Support student contributions to WAB, to China and Chinese culture;
- Provide a Student Social Committee which sets up school dances, spirit days and special events.

High School Student Council Elections

An annual election is held in April of each school year through a democratic process. Class representatives are chosen by members of their year group class in August/September.





THE BOTTOM LINE

High School Expectations

Dress Code

Attendance Guidelines

Late Assessment

Academic Honesty Policy

Guidelines Relating to Tobacco, Alcohol,
and Drug Use

Expectations and Consequences of Activities
Relating to Tobacco, Alcohol and Drugs

Expectations and Consequences of Activities
Relating to Theft and Safety

Physical and Emotional Safety

HIGH SCHOOL EXPECTATIONS

The code of conduct we use to create a supportive, collaborative and respectful school environment that promotes effective teaching and learning is based on:

Respecting Yourself

- Come to school prepared. Have the correct books, equipment (e.g. charged laptop) and clothing for lessons and activities.
- Arrive on time every day and organize your time effectively.
- Work to the best of your ability.
- Use your homework planner or software to plan and keep track of what you need to do.
- Complete and submit homework, assignments and projects on time.
- Keep your workspace, bags and lockers organized.
- Fully commit to academic honesty.
- Dress appropriately for a multicultural school environment.

Respecting Others

- Respect other people's rights, cultures, opinions, personal space and property.
- Respect relationships – your own and other people's.
- Use respectful, modest and culturally sensitive displays of affection at school and at school-related activities.
- Treat everybody (other students, teachers, support staff, guards, ayis) with politeness and courtesy.
- Always listen carefully and use appropriate language.
- Work cooperatively and collaboratively.
- Know that bullying, teasing, racism and violence are unacceptable behaviors in or outside of school, including via electronic media.

Respecting the Environment

- Dangerous items must not be brought to school.
- Tobacco, vapes, alcohol, drugs and other harmful substances are not permitted.
- Offensive and pornographic materials, including material stored on any electronic device is not permitted.
- Keep our learning environment neat and tidy – clean up after yourself.
- Look after our equipment, furnishings, buildings, campus and wider environment.



- Wear clothing appropriate for school and school activities.
- Acquire permission before leaving the safety of the school campus.
- Travel safely when off campus – respect your bus supervisor, road safety rules, etc.
- Always wear a helmet when riding a bike or motor scooter.

Practicing Responsibility and Kindness

- Encourage others to behave in a way that respects themselves, others and the environment.
- Use technology (e.g. computers, the Internet, e-mail, telephones, music players, etc.) responsibly.
- Focus on solving problems in a caring and responsible manner.
- Make a continual effort to be kind and polite to others.
- Show high levels of respect and responsibility during all school-related activities.

WAB is committed to maintaining a discrimination-free and bullying-free learning environment. WAB takes a whole-school approach in addressing discriminatory and bullying behaviors by increasing awareness through community education, being proactive and responsive to reported discriminatory and bullying incidents, and increasing teacher understanding and competencies in the use of effective behavior-management strategies.

Examples of Inappropriate Behaviors and Consequences

These lists are not exhaustive but serve as a guide to help establish consistency and understanding across the school. Each incident will be dealt with on an individual basis.

	Inappropriate Behaviors	Consequences
Level 1	Low-level, minor, infrequent behaviors that do not disturb others or interrupt teaching and learning of others	Logical, planned consequences
	<p><i>Examples</i></p> <ul style="list-style-type: none"> • Late for lesson • Unprepared for lesson • Homework incomplete • Incomplete/unsatisfactory classwork • Inappropriate use of technology resources including network bandwidth • Unsuitable clothing • Not cleaning up after one's self 	<p><i>Examples</i></p> <ul style="list-style-type: none"> • Warning • Work contract • Relevant consequences (e.g. no homework – complete at lunch, leaving mess – tidy up, unsuitable clothing – change clothes) • Apology letter • Loss of privileges
Level 2	Repeated Level 1 behaviors, persistent behaviors that disrupt teaching and learning, or behaviors that disturb others	Planned team support which may involve teachers, parents, counselor, administration
	<p><i>Examples</i></p> <ul style="list-style-type: none"> • Disrespect/defiance • Cheating/plagiarism/forging signature • Offensive language • Teasing • Unsafe behavior/play • Property damage/loss • Inappropriate public displays of affection • Irresponsible use of technology resources including network bandwidth • Inappropriate bus behavior • Unexcused absence from a class 	<p><i>Examples</i></p> <ul style="list-style-type: none"> • Behavior or work contract or other means of monitoring • Apology letter/restitution • Loss of privileges • Detention • Payment for damage repair/replacement • Meet with Principal • Parent/teacher conference
Level 3	Repeated Level 2 behaviors, violent, dangerous or illegal behaviors	Planned team support which will include parents, teachers, counselor, admin and other support agencies as appropriate
	<p><i>Example</i></p> <ul style="list-style-type: none"> • Accessing or possession of dangerous, offensive or pornographic materials online or offline • Possession/use of tobacco, alcohol, or drugs • Violent behavior • Bullying/harassment/racism • Obscene/sexual behavior • Truancy/leaving school without permission • Computer Hacking 	<p><i>Examples</i></p> <ul style="list-style-type: none"> • Restitution • Family conference • Counseling • In-school suspension • Suspension • Possible Expulsion

DRESS CODE

WAB does not require students to wear a school uniform, but does expect that dress adheres to the principles of respect, responsibility and kindness. Students are expected to dress appropriately and comfortably for an active day. Students should be neat and clean, dressed in a manner that reflects well on the school and international community. While what is appropriate may vary from person to person and culture to culture, the following guidelines must be followed:

Guidelines for students:

- Shorts and skirts should adequately cover the student's bottom.
- Students should not wear clothes where underwear is visible; this includes clothes made from transparent material.
- Students should not wear t-shirts that bear inappropriate messages.
- Students are expected to wear closed shoes in Science and Design Technology laboratories as they may handle potentially hazardous, hot or otherwise dangerous materials.
- Students are expected to change into appropriate athletic clothing and footwear for Physical Education and sporting activities. More information about this can be shared by PHE staff.
- WAB accepts no responsibility for loss or damage to jewelry or other personal effects - either on school premises or during school field trips - and strongly recommends that students ensure personal items are locked in their personal locker during PE class and other times.

Should a member of our community feel uncomfortable with the dress of a student, they should privately and respectfully ask them to confer with a member of the high school leadership team. The guidelines below may be used in this case.

FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
<ul style="list-style-type: none"> • Student will be sent to the nurse's office. • The nurse will assess the clothing and, if necessary, give the student more appropriate clothes for them to wear throughout that day. • The nurse will make a record of this on the student's PowerSchool log. 	<ul style="list-style-type: none"> • Student will be sent to the nurse's office. • The nurse will assess the clothing and, if necessary, give the student more appropriate clothes for them to wear throughout that day. • The nurse will make a record of this on the student's PowerSchool log. • The Vice Principal will discuss this concern with parents. 	<ul style="list-style-type: none"> • Student will be sent to the nurse's office. • The nurse will assess the clothing and, if necessary, give the student more appropriate clothes for them to wear throughout that day. • The nurse will make a record of this on the student's PowerSchool log. • The Vice Principal will discuss this concern with parents, and the student may be sent home.
<p><i>Note: Students are required to wash any borrowed clothes and return them to the nurse's office the next day.</i></p>		



ATTENDANCE GUIDELINES

It is through regular attendance and active participation in classes that students can be inspired and be inspiring to others, have their thinking challenged and challenge the thinking of others, as well as be better connected to the WAB High School community. In order to grow as a learner and reach their potential, every student must be engaged in the important, ongoing work of each course. A collaborative learning community thrives on the understanding that each person has a responsibility to contribute. Attendance and punctuality ensure a complete experience for the individual student and for the entire class.

Guidelines for Parents

- Parents will call the High School at 5986 5588 ext. 1004 or email High School reception - hsreception@wab.edu - by 8:30am to excuse their child from school.
- Parents will inform HS Nurse Office - hsnurses@wab.edu - when a student will be absent due to feeling unwell, illness, injury, doctor appointment or medical procedure.
- Parents will complete a travel survey when a student returns from traveling.

Guidelines for Students

- Students will arrive to every class at the time noted in the timetable.
- Students will plan sufficient time after break, flex block, lunch and between periods 3 and 4 to arrive at the next class on time.
- Students will attend all classes unless excused by a parent when circumstances make an absence unavoidable.
- Students will sign out at high school reception when leaving school with parental permission.
- Students will be signed out by the nurse if they become ill at school.
- Students who are suffering from diarrhea, are vomiting, have head lice, or have a contagious disease, should not come to school.
- Students who fall asleep in class will be sent to the nurse and will be asked to go home.
- Students will catch up on any work missed due to absences.
- Students will hand in assessments due on the day of an absence via email, Teams, or delivery by a family member or friend if electronic submission is not

possible. If none of these options are possible, the student must contact the teacher for approval of late submission.

- Students who have been absent for part of a school day are permitted to attend ASAs that day only with a note from a parent explaining the legitimate reason for their absence. Students are not eligible to attend ASAs if they have been absent for the whole day.
- Students will provide a doctor's certificate if they are absent for an IB DP internal or external assessment, or a major MYP assessment task, due to illness.
- Students will be required to sit the same or similar test on the first day they return to school.

Guidelines for Teachers

- Teachers will take attendance at the start of every period.
- Teachers will release students from class on time. On the rare occasion when there is an unavoidable delay, the teacher will give students a note for the next teacher.
- Teachers will be consistent across the school in addressing tardiness and absences.
- Teachers will contact the appropriate counselor when attendance concerns arise.

WAB will provide:

- Distinct, noted times when breaks and lunch end and the next class begins.
- Contact from High School reception to inform parents of their child's unexplained absence in the morning.
- Contact from the Vice Principal when a student has reached a total of seven explained or unexplained absences for a single subject within a semester. Note that school-related trips are not included in this total.
- A meeting with the Vice Principal when a student has reached a total of nine explained or unexplained absences for a single subject within a semester. The purpose of the meeting will be to outline future attendance requirements.
- WAB will periodically send attendance reports to parents via email.

Tardiness to School

Being late to school is disruptive to the class. We are aware that on certain days traffic in Beijing will make punctuality an issue, and we will take this into account.

Consequences for being tardy to school:

- Students who are late to school (without parent permission) more than twice in a two-week (10 school days) period will be required to explain their reasons to the Vice Principal
- If the tardiness continues the Grade Level Leader or Counselor and the Vice Principal will meet with the student and parents to discuss the issue.

Tardiness to Class

Being late to class is disruptive to the teacher and the other students.

Consequences for being tardy to class:

- The classroom teacher will deal with tardiness to class.
- Continual tardiness will result in a conversation with the Grade Level Leader and/or the Vice Principal.

Off Campus Lunch Privileges for Grades 11 and 12 Students

- Grade 12 students are permitted to leave campus during lunch hours (parent permission slip required) but must return in time for the start of their afternoon

classes. Failure to return on time may result in the loss of this privilege. Students are required to have signed back in to the high school before 12:48pm. This will enable them to be ready for afternoon classes. Students must not bring takeout food with them onto campus; food from local restaurants must be consumed off campus.

Consequences for returning to campus late after lunch:

- Being late from lunch three times will result in a loss of the off-campus lunch privilege for ten school days.
- Being late from lunch an additional three times will result in a loss of the off-campus lunch privilege for a month.
- Continual late arrivals may result in a loss of the off-campus lunch privilege for the remainder of the school year.

Consequences for skipping a class:

- Students found to be absent from class without a reason will meet with the Vice Principal and their parents will be notified.





Early Departure from School

Occasionally, students may need to leave campus before the end of the day. Students will be permitted to leave under special circumstances only if communication has been received from a parent. Prior to departure, the student must report to the office and sign out at High School reception. Students who become ill during the day must see the school nurse who will contact parents before permitting the student to leave. Note that WAB does not maintain an open campus, where students are allowed to come and go during their free blocks. Parents should not excuse their children from school part way through the school day unless there is a doctor's appointment or similar.

LATE ASSESSMENT

Informative assessment that provides timely, specific and detailed feedback is key to student learning. Major assessment tasks (assignments, projects, examinations, unit tests, etc.) are the means by which teachers determine student progress in relation to WAB curriculum standards. Information from student assessment enables teachers to modify their practice to ensure all students can access the learning. To complete this feedback loop, and make sure what happens in the classroom meets the needs of students in a timely fashion, all students are required to complete the assessment tasks by the date determined by the teacher.

Expectations of Parents

Parents will:

- Call the High School at 5986 5588 ext. 1004 or email High School reception (hsreception@wab.edu) by 8:30am to excuse a student from school;
- Ensure their child has a medical certificate explaining their absence from school on the day of a major assessment;
- Assist their child with submitting major assignments on the date they are due regardless of absences.

Expectations of Students

Students will:

- Complete all assessments;
- Submit assignments by the specified time on the due date and follow the process determined by the relevant department;
- Complete examinations/tests on the date specified;

- Provide a medical certificate to explain absences for major assessments (assignments, projects, oral presentations, unit tests, examinations, etc.);
- Regularly seek help from their teachers to ensure they are prepared for major assessments and to address any difficulties they experience when they arise.
- If absent on the day of a test, students need to meet with the relevant subject teacher as soon as they return to school to schedule an alternative time to do the test;
- If students know they will be absent on the day of an assessment, then they must talk with teacher to set a new deadline one week in advance of the assessment date. This includes absences for WABX commitments;

Expectations of Teachers

Teachers will:

- Give regular, timely and specific feedback to students to ensure they are prepared for major assessments;
- Break major assignments into chunks and check student progress on each stage of the assignment;
- Follow the student referral process when a student misses a deadline for a major assessment or repeatedly misses deadlines for ongoing assessments;
- Plan assessments collaboratively with the support teachers to provide differentiation, when appropriate;
- Follow up with students to ensure they complete/submit the assessment;
- Discuss and negotiate deadlines and refer to assessment calendars to avoid unnecessary clashes or student overload;
- Review the WABX calendar when setting due dates;
- Follow the procedures of the Academic Honesty Policy if concerned that the integrity of an examination/test or assignment has been compromised.

Process and consequences for late submission (this does not apply to excused absences)

The following consequences apply to summative assessment only. This includes Extended Essays and Personal Projects. Teachers may set individual processes and consequences for late submission of formative or ongoing assessment. If students are repeatedly underprepared for, or submit formative assessments late, then teachers must follow the student referral process.

Grades 9 and 10

- Student submits work by the end of the day or in the next class, whether or not it is complete.
- If a student is absent for a test/examination, the test needs to be completed on the day s/he returns to school. If it is an unexcused absence then the results of the test/examination will not count towards the student's final grade. If a teacher suspects collusion then s/he must refer students to the Academic Honesty Policy.
- Teacher grades the work and provides written feedback.
- Teacher follows student referral process.

If it is a second or third late assessment (within one subject or across a number of subjects) then the following additional steps will occur:

- The teacher meets with the parents – HOD or Curriculum Coordinator attends this meeting. If the late assessments are across a number of subjects then the Curriculum Coordinator will meet with the parents. At this meeting an action plan will be formulated for supporting and monitoring student application and effort. This plan will include clear indicators of success and consequences for repeated late assessment.
- The student works with his/her counselor on a time-management plan.
- The student may receive no credit for the assignment/project.
- The student will receive no credit for the test if it was an unexcused absence on the day of the test.
- Where a student misses three or more assessment dates, the Principal or Vice Principal will meet with the parents to determine whether the student can achieve academic success at WAB

Grade 11 and 12

- Student submits work by the end of the day or in the next class, whether or not it is complete.
- The assignment may receive no credit.
- If a student is absent for a test/examination, the test needs to be completed on the day s/he returns to school. If it is an unexcused absence then the student receives a no credit for the examination/test. If a teacher suspects collusion then s/he must refer students to the Academic Honesty Policy.
- Teacher grades the work and provides written feedback

- Teacher follows student referral process.

If it is a second or third late assessment (within one subject or across a number of subjects) then the following additional steps will occur:

- The teacher meets with the parents – HOD and/or Curriculum Coordinator attends this meeting. If the late assessments are across a number of subjects then the Curriculum Coordinator will meet with the parents. At this meeting an action plan will be formulated for supporting and monitoring student application and effort. This plan will include clear indicators of success and consequences for repeated late assessment.
- The student works with his/her counselor on a time management plan.
- Where a student misses three or more assessment dates, the Principal or Vice Principal will meet with the parents to determine whether the student can achieve academic success at WAB.

ACADEMIC HONESTY POLICY

Academic honesty is essential in all places of learning across the world. WAB students need to understand the importance of this issue both at school, and beyond. The school will educate students about academic honesty, thus preparing them for further academic life. As an IB World School, WAB uses and follows the IBO guidelines on academic honesty. What constitutes malpractice by the IBO is considered malpractice at WAB.

Malpractice includes the following:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).** (Diploma Programme Academic Honesty, pg13) WAB uses the MLA conventions for citing of sources.



Guidelines for students

- Students will complete the academic honesty module within the first month of enrollment in the High School.
- Students will not share their work with others.
- Students will submit drafts of their work to their teachers.
- Students will use turnitin.com to assist in preventing plagiarism.
- Students are responsible for submitting work that is their own.
- Students must seek assistance from teachers, librarians and curriculum coordinators to clarify academic honesty questions.
- Students will cite sources of ideas and other materials used in work submitted.

Guidelines for parents

- Parents will ensure the guidelines for helping students are followed.
- Parents will ensure tutors receive the guidelines.

Guidelines for teachers

- Teachers will educate students about academic honesty within the context of their subject.
- Teachers will clearly identify on each assessment what

should be done independently and what collaboration is acceptable.

- Teachers will set assignments that do not lend themselves to academic malpractice.
- Teachers will see drafts of work where appropriate.
- Teachers will educate students on how to use turnitin.com grammarly.com.
- Teachers will inform counselors of incidents of malpractice so that it can be logged.
- Teachers will meet with students and parents when an issue arises, as required by the consequences outlined below.
- Teachers will model academic honesty by citing sources on materials used in class.
- Teachers will treat any incident of academic dishonesty fairly and in line with the policy.

WAB will provide:

- A module of learning on academic honesty;
- PSE sessions on academic honesty;
- Online originality-verification tools (such as Grammarly) to reduce academic malpractice;
- Guidelines for parents and tutors clarifying what type of academic help is acceptable.

CONSEQUENCES FOR ACADEMIC MALPRACTICE

<ul style="list-style-type: none"> • Meeting with teacher, HOD, parents and student. • Student receives no credit for the assessment. 	<ul style="list-style-type: none"> • Meeting with teacher, curriculum coordinator, parents and student. • Action plan made. • Internal or external suspension may be given. • Student receives no credit for the assessment. 	<ul style="list-style-type: none"> • Meeting with teacher, high school administrative team, parents and student. • Internal or external suspension may be given. • Student receives no credit for the assessment. • The IBO may be notified of the incident. • Student may be excluded.
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A second incident of academic malpractice will result in the next level of consequence, up to and including expulsion.

GUIDELINES RELATING TO TOBACCO, ALCOHOL AND DRUG USE

Students are expected to follow the laws of China including those relating to theft, drinking under the age of 18, illegal substances and drugs. In the case that students are deemed by the police to be engaged in illegal activity, school consequences are heightened, as explained below in the section on "illegal activity."

WAB expects all students to be aware of the expectations and responsibilities of being a member of the WAB community including the consequences in relation to theft and the use of drugs, alcohol and tobacco. Students should not use illegal substances or drugs at school or during personal time. WAB has very specific expectations and consequences in relation to illegal activity in China.



WAB provides support services to students and families who may deal with issues of drug experimentation, use or abuse of drugs, alcohol, and tobacco. Families can request referrals from WAB should they wish to test for drug use in Beijing or referrals for an international testing center.

WAB provides awareness programs through Health and PHE, SEL and other presentations for students and parents throughout the year.

Searches of a student's person, bag, possessions and locker may be carried out under supervision of two members of WAB's Senior Management Team when possession of inappropriate items is suspected.

Hair or urine testing for drug use identification may be carried out at random and/or when drug use is suspected. Such tests will be conducted under the supervision of the school nurse and a member of the WAB Senior Management Team. Hair testing detects drug use for up to a 3-month period. It tests for the presence of five substances: cocaine, opiates, phencyclidine (PCP), marijuana and methamphetamine (including ecstasy).

Tests will usually be processed by a leading company based in the United States using a hair sample. The student will not be identified by name. The size of the hair sample will be approximately 1.3 cm and one to two strands of hair deep with reasonable hair length. Care will be taken to avoid an obvious gap. While hair from the head is the preferred collection point, body hair may also be used.

Students may also have a urine test to determine the presence of drugs. These tests may be done in Beijing. Results will be given to the student and family and, with authorization, shared with WAB.

Students who test positive will be suspended from school for a time to be determined by the Principal and will then become subject to periodic testing. Individual or family counseling may be required. A second positive test will result in expulsion from school.

We encourage students and parents to work proactively with the school. Students should 'self-refer' where they are experimenting with or using drugs or where parents know or suspect drug usage. In this instance, the student will not be suspended, but must undertake family conferences and counseling and will be subject to periodic drug testing at their own personal expense.

Where the school has any reason to suspect that any student is using drugs, discussions will be initiated with the student and/or parents in an effort to maintain open and honest dialogue. When drug use is revealed through



such discussions, this will be considered a 'self-referral,' and the school is prepared to work in partnership to establish appropriate intervention help and support for the family. WAB is committed to the welfare of all students and the WAB Counseling Department is available to provide individual and family counseling support. The counselors will also be available for information, advocacy and ongoing monitoring of behavior change programs.

WAB hopes that in the spirit of positive relationships between school, staff, students and parents, very few targeted tests will be necessary. In an effort to provide a safe and drug-free environment, WAB reserves the right to drug test students as a condition of ongoing enrolment at WAB. An informed consent document will be sent home to parents at the beginning of each year.

EXPECTATIONS AND CONSEQUENCES OF ACTIVITIES RELATING TO TOBACCO, ALCOHOL, AND DRUGS

Tobacco

Expectations

Students should:

- Observe a smoke-free after-hours zone around school of 200 meters;
- Self-refer if they have a smoking habit.

Students must not:

- Possess, smoke, chew, exchange or sell any type of tobacco products (including cigarettes and vapes) at school or school supervised events;
- Smoke or vape, in or out of school, from 8:00am – 4:30pm.

Consequences of non-compliance

- If school is aware of underage smoking, parents will be informed and conference held;
- Loss of off-campus privileges;
- Family conference and counseling, suspension, expulsion.

**Note: Conversations between students and counselors are considered confidential.*

First Offense	Second Offense	Third Offense	Fourth Offense
<ul style="list-style-type: none"> • Confiscation of material • Family conference 	<ul style="list-style-type: none"> • Confiscation of material • Family conference, counseling and suspension 	<ul style="list-style-type: none"> • Confiscation of material • Family conference, counseling and suspension • Meeting with Assistant Principal to determine further options 	<ul style="list-style-type: none"> • Confiscation of material • Expulsion

Alcohol and Chemical Substances

Expectations

Students should:

- Self-refer if they use drugs or alcohol problematically.

Students must not:

- Possess, drink, exchange or sell alcohol or any unauthorized chemicals or medications at school at any time or at any school-supervised activity;
- Drink alcoholic beverages or use chemical substance at school or at school-supervised events;
- Attend school or events under the influence of alcohol or other illegally used drugs.

Consequence of non-compliance:

- If school is aware that a student is drinking alcohol socially – inform parents/conference;
- Family conference, counseling and suspension, expulsion.

First Offense	Second Offense	Third Offense
<ul style="list-style-type: none"> • Confiscation of material • Family conference and suspension 	<ul style="list-style-type: none"> • Confiscation of material • Family conference with the Assistant Principal, counseling and suspension 	<ul style="list-style-type: none"> • Confiscation of material • Expulsion

Illegal Drugs

Expectations

Students should:

- Self-refer if they use drugs illegally.

Students must not:

- Use drugs at school;
- Attend school or events under the influence of drugs;
- Use drugs socially;
- Bring or be in possession of illegal or non-prescription drugs, drug paraphernalia or food containing drugs at school. These include but are not limited to narcotics, stimulants, barbiturates, suppressants, marijuana, hallucinogens;
- Distribute/sell drugs at school.



Consequence of non-compliance

First Offense	Second Offense
<ul style="list-style-type: none"> • Confiscation of material • Family conference, counseling, suspension, monitoring including periodic drug testing • Possible expulsion 	<ul style="list-style-type: none"> • Confiscation of material • Expulsion

**Note that any student found selling or distributing drugs at school will face immediate expulsion.*

***Note: Self-Referral**

Self Refer	First Offense	Second Offense
<ul style="list-style-type: none"> • Family conference, counseling, monitoring 	<ul style="list-style-type: none"> • Confiscation of material • Family conference, counseling, suspension, monitoring including periodic drug testing 	<ul style="list-style-type: none"> • Confiscation of material • Expulsion

EXPECTATIONS AND CONSEQUENCES OF ACTIVITIES RELATING TO THEFT AND SAFETY

Theft

Expectations

Students should:

- Respect other's property at all times.

Students must not:

- Steal, "borrow" or take anything that is not theirs;
- Assist others in theft or disposal of stolen property.

Consequences of non-compliance

Parent Conference, counseling, suspension, expulsion

First Offense	Second Offense
<ul style="list-style-type: none"> • Family conference, counseling and suspension • If the value of the stolen item is RMB 2,000 or more: Expulsion 	<ul style="list-style-type: none"> • Expulsion

PHYSICAL AND EMOTIONAL SAFETY

Expectations

Students should:

- Always be and know that they are safe and cared for.

Students must not

- Cause intentional physical harm;
- Make threat of intentional physical harm;
- Cause intentional emotional harm;
- Make threat of emotional harm;
- Bring objects to school that may be injurious or harmful to others e.g. weapons, drugs or food containing drugs.

Consequences

Parent conference, counseling, suspension, expulsion

First Offense	Second Offense	Third Offense
<ul style="list-style-type: none">• Family conference• If serious harm or threat: expulsion	<ul style="list-style-type: none">• Family conference, counseling and suspension• If serious harm or threat: expulsion	<ul style="list-style-type: none">• Possible expulsion





Western Academy of Beijing

10 Lai Guang Ying Dong Lu, Chaoyang District 100102, Beijing PRC

Tel: (86 10) 5986 5588 Fax: (86 10) 6432 2440

wabinfo@wab.edu

www.wab.edu