



**STUDENT/
PARENT
2021/22
HANDBOOK
HIGH SCHOOL**



ABA
— O M A N —
INTERNATIONAL SCHOOL

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Mission

ABA provides an international education of the highest quality to enable students to be confident, responsible, caring, life-long learners.



Vision

ABA students achieve their maximum potential in an environment of intercultural understanding and respect, to meet the challenges of a rapidly changing world.

Values

Communication
Diversity - Inquiry
Integrity - Knowledge
Open-mindedness
Reflection - Thinking
Willingness to Take Risks



IB Learner Profile

The Learner Profile guides all three programmes, and lists the attributes we hope to develop in our students as they become internationally minded lifelong learners. As IB learners we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and make sensible action on complex problems. We exercise judgement in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

HIGH SCHOOL CONTACTS

Grading and Reporting

Grading and Reporting

ABA issues reports of student progress at the end of each marking period (approx. 9 weeks). All students, Grades 6-12, receive mid-semester and end of semester reports. Students in Grades 6-10 receive reports indicating progress according to MYP subject assessment criteria. Students in Grades 11-12 receive reports against DP assessment criteria.

Reports are issued on the cycle below:

	Mid-Semester 1	Semester 1	Mid-Semester 2	Semester 2
Grade 9 MYP	Long	Short	Long	Short
Grade 10 MYP	Long	Short	Long	Short
Grade 11 DP	Long	Short	Long	Short
Grade 12 DP	Long	Short	Long	Short

The IB MYP assessment system used in semester reports is as described below in the table.

Grade/Mark	IB MYP Descriptor
7	<ul style="list-style-type: none"> ● High – quality frequently innovative work ● Comprehensive understanding of concepts and contexts ● Consistently demonstrates critical and creative thinking ● Independent transfer of knowledge and skills in complex situations
6	<ul style="list-style-type: none"> ● Work of a high quality with some innovation ● Extensive understanding of concepts and contexts ● Frequent evidence of sophisticated critical and creative thinking ● Frequent transfer of knowledge and skills with some independence
5	<ul style="list-style-type: none"> ● Generally high – quality work ● Secure understanding of concepts and contexts ● Sophisticated creative and critical thinking in some cases ● Often transfers knowledge and skills, in familiar situations
4	<ul style="list-style-type: none"> ● Work of good quality ● Basic understanding of most concepts ● Basic critical and creative thinking in most cases ● Flexible in transferring knowledge and skills in some cases
3	<ul style="list-style-type: none"> ● Work of an acceptable quality ● Basic understanding of many concepts ● Basic critical or creative thinking in many cases
	<ul style="list-style-type: none"> ● Inflexible in transferring knowledge and skills in most cases
2	<ul style="list-style-type: none"> ● Work of limited quality ● Significant misunderstandings of many concepts ● Rarely demonstrates critical or creative thinking ● Infrequently transfers knowledge and skills
1	<ul style="list-style-type: none"> ● Work of very limited quality. ● Significant misunderstandings of most concepts ● Very rarely demonstrates critical or creative thinking ● Rarely transfers knowledge and skills even with support

Adapted from MYP: From principles into practice. May 2014 (updated September 2017).

High School Diploma- Credit System

The aim is to recognize academic achievement and/or academic improvement. Therefore, a semester grade of 2 will be considered a conditional pass. **The passing condition for a course with a semester grade of 2 will be as follows:**

- Consecutive semester grades must average to a 3 or higher (providing the later grade is the higher one), which indicates improvement in order to gain credit for both semesters.
- **Note 1:** A semester grade of 1 automatically results in no credit.
- **Note 2:** Sem. 1 & 2 = Grades 9/11; Sem. 3 & 4 = Grades 10/12

Sample Conditional Pass Situations:

Grade 9 or 11		Grade 10 or 12		Total Credits
Sem. 1	Sem. 2	Sem. 3	Sem. 4	
2	3	4	3	1 ½
The average of semesters 1 and 2 equals 2.5. Therefore, credit is granted only for the second, third and fourth semesters.				

Sem. 1	Sem. 2	Sem. 3	Sem. 4	Total Credits
	2	4	3	2
The average of semesters 2 and 3 equals 3. Therefore, credit is granted for all semesters.				

Sem. 1	Sem. 2	Sem. 3	Sem. 4	Total Credits
4	3	2	4	2
The average of semesters 3 and 4 equals 3. Therefore, credit is granted for all semesters.				
Sem. 1	Sem. 2	Sem. 3	Sem. 4	Total Credits
3	3	4	2	1

				½
The 4 th semester grade of 2 cannot be compensated for as it is at the end of the course and doesn't show academic improvement. Therefore, credit is granted for the first three semesters only.				

Conferences

Planned Conferences: Formal parent-teacher-student conferences are scheduled twice a year, one in November and the other in March/April. Students are expected to attend with parents. These will be conducted on-line for ease of access for all parents and students.

Parental Request Conferences: If a parent wishes to speak with any teacher at any time, a conference time can be arranged. *The teacher is the primary contact concerning students' progress.* Subsequent to meeting with the teacher, parents may meet with their child's High School Learning Mentor, or one of the Counselors or MYP/DP Coordinators. If an issue is unresolved, parents should schedule a meeting with the Principal and/or the Head of School.

Student Organized Events

Any student or group of students who wish to organize activities on campus may complete a 'Facility Request Form' available at the Reception Desk. Once the form is complete with all the details provided, students should then take the form to the Principal or Counsellor for approval.

If the event involves Elementary or Middle School students, the form must also be presented also to the Elementary/Middle School Principal so that they are informed of the details and can make the necessary arrangements.

Student Code of Conduct

The immediate purpose of the **Student Code of Conduct** is to ensure our School Mission is supported in the classroom and in the community. Primarily, this is to ensure that the conditions for learning are agreed. The Code of Conduct also serves to teach students the value of individual responsibility and consideration for others.

The level of discipline in the school is directly related to the commitment of both staff and students to the ideals of the school. Rather than enforcing strict adherence to a detailed code of behavior, the school encourages students to demonstrate an understanding of the following key principles:

- Attendance and the relative freedom of students at ABA are privileges that should not be abused.
- The chief mission of the school is to provide learning opportunities and a caring environment for students from all over the world.
- Teachers and support staff deserve respect for the work they do on behalf of students.
- Students should, in turn, receive respect from teachers and the staff for their academic effort and concern for the welfare of the school community.
- ABA students support the Mission by affording respect to all others.

In addition to understanding the principles outlined above, students should be aware that bringing the school into disrepute through untoward behavior, both on and off campus, is considered grounds for disciplinary action. "Untoward behavior" includes (and is not limited to) public consumption of alcohol, illegal substance abuse, rowdiness, and consorting with undesirable persons.

The severity of the sanction imposed on the student will depend upon the degree of seriousness of the behavior. This will be judged solely by the administration in consultation with the member of staff concerned, if any, and when necessary, the Board of Directors. To protect the integrity of this process and the rights of the student, an appeals process is established. The administration wishes to emphasize that stern measures will be taken against individuals whose actions embarrass the reputation of ABA.

Threat/Bullying/Harassment (Including Cyber/Digital)

Any type of threatening, bullying or harassment by ABA students or parents goes against the ABA Mission and will result in disciplinary action. This includes all forms of on-line, physical, written or verbal incidents. Use of social media that brings the school into disrepute will also be treated as a disciplinary matter.

IT facilities are for educational use only. School and personal computers are not to be used for recreational use, including the playing of PC based games, downloading or participating in online games and recreational use of e-mail (See Acceptable Use Policy - Appendix 5). Use of the Internet and other electronic communication services is a privilege and not a right. Inappropriate use will result in termination of that privilege and will subject a student to school disciplinary consequences.

Specifically prohibited unethical activities include:

- a) Sending, saving or displaying offensive messages or pictures, or accessing, uploading, downloading or distributing pornographic, obscene, violent or sexually explicit material;
- b) Violating copyright laws (including copying and transmitting document, software, music and/or video files without a license; and plagiarizing - copying and presenting as one's own, the work of others found on the global internet or local intranet);
- c) Accessing, downloading or transmitting any material in violation of any law of the Sultanate of Oman; or distributing material protected by state or federal laws; d) Hacking or attempting to gain unauthorized access to the files or network services of any organization or individual, including the account of another student.

Academic Honesty

In accordance with the IB Learner Profile (2013) and ABA's Mission, Vision and Value statements, we expect students to be principled and act with academic integrity. We ask each member of the school community -- students, teachers and parents -- to familiarize themselves with what constitutes academic honesty outlined in the Academic Honesty Policy.

A copy of the full Academic Honesty Policy can be found in Appendix 1.

Health Services

The school employs a trained nurse whose primary role is to support student learning. The nurse is located in the health office in the Administration Building. The school nurses' responsibilities include:

- 13
- Providing acute, chronic and emergency care
- Assessing student health status; health appraisals
- Activities and education to promote health and safety

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- Identifying problems and making referrals
 - Medication administration
 - School/community/health care provider liaison
 - Nurses available from 7:15 a.m. to 5:15 p.m. on school days

All parents of students enrolling in ABA are required to complete the Student Health Record and provide documented proof of immunizations. The signature of parents/legal guardians is required to provide consent for the school to seek medical assistance in the case of an emergency. It is our school policy to call a parent immediately if a child requires urgent medical assistance. In cases, when direct contact with a parent is not possible, ABA will transport the student to one of the following hospitals (Khoula, Muscat Private and/or Royal Hospital). **The cost of any medical consultation or treatment is the responsibility of the parents.**

Sick Children

If your child is ill, and running a fever, please do not send them to school. If your child stays at home, it is the responsibility of the parent to inform the Learning Mentor, High School Office and Registrar via email. See Absences under Attendance Regulations.

Accident Reporting

Any accident and/or injury sustained by a student must be reported to the school nurse. If necessary, the school nurse will complete an Accident Report form.

Procedure:

Advance medical care is required if:

- injury involves severe bleeding
- injury involves head, neck and /or spine
- injury has impaired walking/breathing

In any of the above events, the student **should not be moved** until seen by the school nurse and/or a teacher trained in first aid. ABA ensures that multiple staff members receive annual first aid training.

The parents/legal guardians will be contacted immediately. If unable to contact the parent, the student will be transported to a hospital i.e. Muscat Private, Khoula or Royal.

Minor Injuries (Non-Life Threatening)

1. If able, students should report to their classroom first and inform the teacher. The student should then report to the health office.
2. The school nurse will assess the student's condition.
3. Non-prescription medication may be given for fever, cold, cough or allergy.

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4. Students are allowed to rest for one period and are observed.
 5. Students either return to class or the school nurse will contact the parent to pick up their child. (A student pass is completed by the nurse and the respective Principal is informed)
 6. Incident is recorded in the logbook and on iSAMS school medical database.
 7. All students must wait in the nurse's office until they are picked up by their parents/driver.

Moderate/Severe Injuries

1. Student reports to or is transported to the health office.
2. Student's condition is assessed, and emergency care provided.
3. Parents will be contacted.
4. School nurse will determine if more advanced care is needed.
5. Parents and/or school nurse will transport student to a medical facility. Ambulance may be a necessary means of transport.
6. Incident will be documented on iSAMS school medical database.
7. Accident form completed and is held in the Nurse's Office and a copy goes to the Head of School.

Communication - Parental Enquiries & Concerns

Maintaining a supportive, triangular relationship among students, parents and faculty is vital to the success of your child. Clear, open and respectful communication is the foundation of this triangular relationship.

Every attempt will be made to communicate with parents regarding their child's academic and social progress through mid-semester and semester grades, notices of academic difficulty, iSAMS parent portal, ManageBac, email messages and other channels such as telephone conversations.

The cultural diversity of parents in our international community at ABA may lead to occasional special concerns to arise. Most can be dealt with effectively by following these few simple guidelines:

Academic / Teaching Concerns

Please contact the teacher directly for a face-to-face meeting.

Parents and students often hesitate to openly discuss class concerns with teachers but approaching teachers directly has the most positive results. For routine matters relating to your child's academic progress and classroom activity, please bring your concerns to the attention of the classroom teacher involved.

All teachers make themselves available to deal with parent concerns. Since teachers are obviously busy in the classroom for most of the day, parents are asked to make an appointment for a time that will enable the problem to be discussed in an effective manner. This will usually be outside normal school hours and can be arranged by email. Teachers are required to respond to your request within a maximum of 48 hours.

Social / Emotional Concerns

Should your child be experiencing any difficulties of this nature please inform the relevant Counsellor or section Principal/Assistant Principal.

Daily /Curricular Concerns

Please contact the High School Principal in one of the following circumstances:

- (a) the matter concerning your child has been discussed with the teacher concerned and satisfaction has not been obtained
- (b) the matter concerning your child is judged by the parent to be of a serious enough nature to warrant immediate action by the administration (i.e. by-passing stage 1 above)
- (c) the concern is not related directly to the normal classroom learning situation but is of a general curricular, behavioral or daily school organization nature.
- (d) there is a sudden emergency situation.

Financial Matters

Contact the Chief Financial Officer, Mr. Bahul Pillai for all financial matters.

Contact with the Head of School

The Head of School will normally be aware of most serious concerns brought to the Principals through meetings with the administrative team. If it is felt that his involvement is required, even without a request from a parent, this will happen.

Other circumstances in which the Head of School may be involved in parental concerns are:

- the matter has already been brought to the attention of the Principals and, in the opinion of the parent, it has not been resolved satisfactorily or not been dealt with at all,
- the matter is not related to the routine operation of the academic program and social life of the school,

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- the matter is financial or legal and passed on from the Business Office, • the matter is of a truly very serious, dangerous, threatening or urgent nature requiring immediate, high-level administrative action,
 - the matter requires an interpretation of school policy,
 - the Parent-Teacher Association Committee requests action on a matter of general concern,
 - the Board of Directors, through the Chair, are required to take action on a matter.

Contact with the Board of Directors

Parental approaches to the Board are regarded as a last recourse. Consequently, the Board of Directors, acting collectively will deal with a parental concern only in the following circumstances:

(a) the matter has been brought to the attention of the Head of School, and in the opinion of the Head of School, the matter requires the Board's intervention

and/or

(b) the matter is presented to the Board Chair, whereby he determines whether the matter needs the full Board's attention. Procedurally the Chair will then consult with the Head of School with a view to resolving the issue. Should this not be possible or if the Chair feels that the full Board should be consulted, the matter will be placed on the agenda for the next Board meeting.

General High School Information
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School Week

The school week runs from Sunday to Thursday. Students are expected to be in the Registration rooms **by 7:20 am**. Teachers will be in their rooms from 7am. Traffic can be busy at drop off times, please make the necessary travel time allowances. **All High School Students should enter and leave via the doors at the rear of the school.** Classes end at 2:15 pm, although After School Activities or ASAs may run up to 4 - 6 pm. (Most finish before 4:30 pm)

In addition to the daily 15-minute Learning Mentor session held each morning, the school day is divided into eight 40-minute instructional periods, many classes meeting in double period blocks. Students usually have two supervised eating and recreation breaks during the day.

Period	Time
Registration/ Learning Mentor	7:20am- 7:35am
Transition	5 mins
1	7:40am- 8:20am
2	8:20am- 9:00am
Transition	5 mins
3	9:05am- 9:45am
4	9:45am- 10:25am
Break	35 mins
5	11:00am- 11:40am
6	11:40am- 12:20pm
Break	35 mins
7	12:55pm- 1:35pm
8	1:35pm- 2:15pm

Pastoral Care

Student Life Program

The Student Life Program is designed to deliver the pastoral care needs of students

in grades 9-12. The Principal oversees this program in consultation with the School Counsellors. Student Life Facilitators are responsible for oversight of the students in their Student Life groups. Classroom teachers are responsible for contacting the Learning Mentor, Counsellor or a member of the High School Team regarding any students in their classes that are having emotional or academic difficulties.

Role of the Learning Mentor

Learning Mentors meet with their students at the start of every day. Learning Mentors will meet with all their Homeroom students on a rolling basis to discuss their academic targets and wider life at ABA and write a summary holistic comment about their progress for each mid-semester report. Parents are advised to meet with Learning Mentors/Advisors at Parent-Teacher Conferences.

Counselling Services

What is the role of a School Counselor?

ABA school counselors serve as student advocates. They work to promote and enhance student success by addressing students' academic, personal/social and career developmental needs. (The school counselor is not a disciplinarian, an administrator or a psychologist).

When should I see the school counselor?

Anytime! The school counselor is here to assist you in a variety of areas. Some common topics include:

- General questions about school life
- Organizational, study and test-taking strategies
- Academic plans and course options
- Stress management
- Peer, teacher and family relationships
- Helping to understand self and others
- Problem-solving, decision-making, conflict resolution and, goal setting
- Making healthy choices
- Career awareness, planning and information
- University planning and application process

Will the school counselors tell others what I discuss with them?

The school counselors provide a confidential setting and are bound by a strict code of ethics. However, there are three situations in which a school counselor is required to inform the school administration and parents. These include if a student reveals one of following:

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1. They plan to or are hurting themselves.
 2. They plan to hurt someone else.
 3. Someone is hurting them.

How do you sign up to see the school counselor?

If the school counselor is in her office, you are welcome to stop in and introduce yourself. Otherwise, email the respective counsellor for an appointment.

Creativity, Activity and Service (CAS)

“Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service making a positive difference to the lives of others and to the environment.” IBOCAS

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

CAS experiences are compulsory for all High School Students. Passing CAS is a requirement for both the ABA High School Diploma, and in order to receive the IB Diploma.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity –Arts and other experiences involve creative thinking.

Activity–Physical activity contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

Service –An unpaid and voluntary exchange that has a benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The CAS Program aims to develop students who:

- Enjoy and find significance in a range of CAS experience
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth

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- Explore new possibilities, embrace new challenges and adapt to new roles
 - Actively participate in planned, sustained and collaborative CAS projects
 - Understand they are members of local and global communities with responsibilities towards each other and the environment

In order to demonstrate these concepts, DP students are required to undertake a CAS Project.

The project challenges students to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making

DP and MYP students are required to document and reflect on the seven learning outcomes in their online portfolio, ManageBac.

- Identify own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken, developing new skills in the process
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to and perseverance in CAS experiences
- Demonstrate the skills and recognise the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

Home Learning

Home learning provides a natural opportunity for parents, students and teachers to work cooperatively. It can be a two-way window that reflects how the school supports the child and, in turn, how the parents nourish the child at home. There are five types of home learning students may find themselves engaged in:

1. Practice – reinforcing familiar skills
2. Work completion – finishing work assigned in class
3. Preparation or study – reading and reviewing, organizing and memorizing material
4. Extension, creative learning, or enrichment – building on already successful learning, offering processes, ideas, and information in new ways
5. Online learning in lieu of face-to-face learning

It is important to have a functioning computer, printer and internet access at home for your child. Managing home learning is one of the major challenges facing many adolescents. Please contact your child’s advisor or teacher if they are having a difficult time managing their homework assignments.

Home Learning Assignments

Teachers routinely assign home learning and expect students to complete and return assignments so they can be assessed. Students access their curricular documents via Managebac and Google Classrooms. Teachers will clearly inform students of their policies regarding late submissions. Missed assignments will be recorded in the school database, and the eventual completion of the work will be required. Contact will be made home via the Learning Mentors for consistent missing of deadlines. Students may be required to enter into a Study Support programme until the work is completed.

Home learning assignments are utilized to assist the pupil to achieve satisfactory school progress and develop desirable work habits. Through these assignments, parents can also become more aware of the aims and objectives of the instructional programme. Assignments are an outgrowth of the work done in the classroom, and sufficient instruction is given by the teacher to ensure that the pupil can work independently. The type of assignment, and the time devoted to it are determined by the grade level and age of the pupil. Assignments vary in length. Some will be of a long-range variety. There may be some evenings when no homework has been assigned.

If a student is feeling undue stress as a result of excessive homework assignments, parents are encouraged to contact the Learning Mentor, Counsellor and/or subject teacher immediately.

High School Communication

Daily Bulletin

Announcements concerning students are read from the Daily Bulletin each morning during the Homeroom period. In addition, the Daily Bulletin is posted in key locations around the school, is on the ABA website and available via the iSAMS portal.

SMS Messaging

An SMS service to family GSM/mobile phone numbers is established to notify parents in case of emergency only. It is important that your current phone numbers are **kept** updated using the parent iSAMS portal.

Emails

Emails of events, schedules and permissions are often sent to parents. Parents are

asked to reply as requested. Students should be encouraged to routinely check their school email accounts.

Emergency Procedures

Evacuation and lockdown procedures are posted in each classroom. There are regular drills to familiarize the children, teachers and administrative staff with our emergency procedures. Parents that are in the building when the evacuation alarm sounds are asked to observe the same rules as the children and evacuate the campus immediately, calmly and silently and follow staff members' instructions.

Fire Drills and Lockdown

Drills will be held at regular intervals throughout the year. Emphasis will be upon student safety therefore quick but orderly departure from classrooms to a central area where the roll is checked is essential.

Evacuation

In the event of an emergency, students and personnel may be moved off site to a safe haven. In such circumstances parents will be informed, using the telephone tree, or SMS system, in order that students may be collected as soon as possible.

Parent Contact Information

It is imperative that **parent contact details are current and accurate**. It is expected that parents will keep contact information updated via the iSAMS parent portal and inform the Registrar if other official student/family details have changed.

High School Procedures

Books and Materials

All students will be issued with textbooks and materials for their various subjects at no additional cost.

Accountability for subject materials is considered an important responsibility for each student.

If a student loses a book, he/she will be billed for the replacement cost. Students

may be charged for excessive damage to textbooks and library books. In the event that school text or library books are not returned, the school will withhold the student's report card until the book is returned or paid for.

All students are expected to provide their own pencils, pens, crayons, mathematical equipment, files and file paper as required. Items brought to school should be clearly marked with the student's name.

Library

The ABA Libraries provide a calm and well-resourced space for students and staff to undertake research, do recreational reading, and work on projects with the support of a Teacher Librarian. Students can use and access resources and complete homework using internet connected PC's, with full Library catalogue functions. The Secondary Library has a wonderful selection of resources in a variety of formats: reference, non-fiction and fiction collections, English Language readers, a growing world languages collection, electronic books, teenage and curriculum-based magazines and video and DVD collection for staff classroom support. All students can borrow up to 6 items for 2 weeks, with a 2-week renewal period (except the AV and reference resources). Students have access to the Library during booked lessons to undertake recreational reading and research from 7.30am - 3.30pm Sunday to Thursday. Some students undertake community service in the Library during breaks and in the afternoon.

Student Council

The High School Student Council for grades 9 - 12, provides leadership opportunities for ABA students. The council has a faculty supervisor who advises the organization on its role and responsibilities. The council assesses the morale and social life and can communicate the needs of the student body to the faculty and administration. The High School Student Council, in conjunction with the faculty advisor, can plan events and programs that would be of interest to the students and the school community.

Field Trips

Field trips are an integral part of the educational process. Students participating in school-sponsored activities must have teacher permission to be absent from a class and a signed permission slip from parents. Students who have encountered disciplinary problems or who have a record of excessive absences may be prohibited from participating in such activities. Students are responsible for make-up work and evaluations in classes that they miss.

Lockers

Students in grades 11 and 12 can elect when/how to use a locker. Students in grades 11 - 12 must provide their own lock, which should be a good quality

combination lock. Students in grades 9 – 10 will be supplied with a combination lock by the school. If your child loses their assigned lock, they will need to check with the Business Office for the cost of a replacement.

Bag Tags

All students are required to have a clearly visible and appropriately marked 'bag tag' on any bag, including PE bags and lunch boxes. Special ABA bag tags are issued to all students at the start of the school year. Should replacements be required students can collect them from their Advisor or from the Administration Office.

Recreational Breaks & Cafeterias

Within the daily schedule there are two break periods for all students. Breaks are from 10:25 to 11:00 and 12:25 to 1:00 each day. Staff members are on duty at every recess period for supervision of all grade levels. Students may bring drinks and snacks with them from home for consumption during their recess or break periods. Microwaves are available in both cafeterias for heating food. Care should be exercised to avoid items that can be easily spoiled or broken in transit. There are two cafeterias where food can be purchased during break times; one to serve grades 9-12 and the other to serve grades 6 - 8. The cafeterias accept cash and coupons (which are purchased from the cafeterias). Shaded areas on the campus are provided, where students can sit to eat.

ABA is working towards becoming an environmentally friendly campus. We have recycling in place for paper and card, plastic bottles, compostable food waste, aluminum cans and ring-pulls. Water dispensers are available all-around school and every ABA student is expected to have his/her own re-usable water bottle as a part of their school resources and tools. We therefore ask you to ensure your child has her/his own labelled non-disposable water bottle for use on campus.

Students are not allowed to leave campus during school hours to buy food from outside vendors. Students are not allowed to order food to be delivered to school.

Students who would like to order food for a school activity/event need to get written permission from their activity advisor.

Lost and Found

A lost and found box is located under the stairs at the rear entrance to the cafeteria in the administration building. Please check with the Receptionist for lost valuables. Unidentified items are turned into the lost and found box. Students are expected to have all personal items labelled with their name.

Telephones and Cell Phones

Students may use school telephones. ABA has a wireless internet facility for educational use. **Students are not permitted to use mobile devices in class without permission from the class teacher.** Students who use mobile phones during classes will have the phone confiscated until a parent comes to school to collect it.

Students bring in mobile telephones at their own personal risk and the school cannot be held responsible for any damage or loss of telephones. Morning mentor time, corridors and the cafeterias are device free zones.

Transportation

The school does not provide school-sanctioned transport for students to and from school, nor does it coordinate private "car pools". Although the school is not directly responsible for such arrangements, ABA students travelling to and from the campus are expected to reflect the highest standard of behavior.

Mopeds/Motorcycles

Students **may not** ride mopeds to/from the school without written permission from the Head of School. Any request for permission must be accompanied by documentation showing that the moped is registered and insured, and that relevant training has been successfully completed by the rider.

Campus Access Passes

All ABA parents are expected to apply for an ID card in order to enter the campus either on foot or in their vehicle. Vehicle access is permitted up to 7:40 am and then after 2:00 pm. ID's should be shown to Security Personnel at the school gate.

Unregistered vehicles and unlicensed drivers are not allowed to transport students to school. Students are expected to abide by all Omani laws.

Visitors

After first visiting security at the main gate, all visitors are asked to report to the Administration Office upon entering the campus. Students may bring a visitor to class for one day, but only if they have previously sought permission from the Principal who will sign a Guest form, after which the teachers concerned will sign the form to acknowledge their agreement. The completed form should be returned to the Registrar. Approval may be denied if circumstances are not appropriate. Generally, visitors should be family members or friends, in the same age range as their host, visiting from overseas. Guests may not attend school on the first and last days of a school term, before a published school break or during an exam week. Guests are required to dress neatly and abide by the ABA code of conduct. Guest

forms are available in the Administration Office.

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Extra-Curricular Activities

The school offers a wide range of activities outside school hours. These range from athletics to yearbook, badminton to volleyball, and many others. There are a wide range of activities to choose from during the school year. An updated list of activities will be provided with the weekly Newsletter and on the Parent and student portals activities section of the school website.

The program on offer varies seasonally, at the mercy of the weather, as well as from year to year depending on supply and demand. A few of the more specialized clubs may require a fee but most are provided within the school framework at no extra charge.

The success of each activity depends very much on the enthusiasm and commitment of the students and their parents. Students are encouraged to attend at least one activity per semester.

The International Award for Young People (Grade 9-12)

The school independently operates The International Award for Young People. The program encourages young people to make positive changes to their lives and communities by learning practical skills that are valuable to their personal and professional development. The school provides the three levels of achievement of the Award (Bronze, Silver and Gold). At each level there are four sections to complete (Service, Skills, Physical Recreation and Adventurous Journey) Participants complete all four sections at each level in order to achieve their Award. At Gold level, participants also complete a Residential Project. For information on the award visit <http://www.intaward.org>

Middle East South Asia Conference (MESAC)

MIDDLE EAST SOUTH ASIA CONFERENCE (MESAC)

The school is a member of The Middle East South Asia Conference (MESAC) The MESAC philosophy is dedicated to coordinating a range of sporting and other activities through inter-school collaboration. Participants in MESAC tournaments benefit in many ways.



Students taking part in MESAC events, as with other extra-curricular activities, should realize that it is a commitment. The tournaments are scheduled a year in advance and, once committed; students must follow through with a demanding training program. This is usually over a ten-week period.

Experience has shown that MESAC events are very popular and enjoyable. The school has laid down eligibility criteria for students taking part in MESAC events as it is considered a privilege to be selected.

Eligibility Requirements for Participation in MESAC Teams

All schools taking part in MESAC events recognize the value of high standards in sports and other activities. Participation involves commitment but not at the expense of academic standards in school. Participation in MESAC events must therefore be earned. Students are generally selected after try-out sessions about two months prior to the tournament. All players will be selected for Junior Varsity or Varsity teams to ensure the best chance of team success at the discretion of the Coaches and the Athletic Director. At this time, they should be aware that there are strict eligibility criteria, which must be met.

These are:

- Demonstrated academic progress and success.
- No significant disciplinary problems as determined by teachers, coaches and administration.
- Regular attendance at practices, even when participation is not possible due to injury. Students may be released to take part in other school events at the discretion of the coaches.
- Compliance with all MESAC rules as stated in the MESAC Handbook. Students and parents must sign a list of MESAC rules shortly after try-outs.

Below are the guidelines regulating student travel on school sponsored athletic/activity trips. These guidelines were adopted to ensure students are allowed ample opportunity to participate in activities that require them to be absent from school, while maintaining the continuity of their academic program.

General guidelines for all ABA sponsored trips are:

A maximum of three trips per year

- 10 school days missed in total per school year
- Normally no more than one trip per quarter

Students are responsible for collecting assignments and classwork in advance of absences due to team travel. They are also responsible for submitting work as soon as possible on their return to classes.

MESAC Events for the 2021/2022 school year can be found on the [school website](#).

Please note that due to the impact of Covid 19 all 2020/21 MESAC events are under review)

Season 1 - November - December - Golf, Swimming, Varsity and JV Volleyball, Varsity & JV Academic Games

Season 2 - January – February - Varsity and JV Soccer, Varsity and JV Basketball, Senior Fine Arts, Cross Country, Tennis

Season 3 April - Varsity and JV Track, Varsity and JV Badminton, Speed and Debate

POLICY ON RETURNING FROM OVERSEAS FIELD TRIPS

Students are required to return to school from overseas trips **ten hours** after they land in Muscat or at the start of the next school day, whichever is sooner. **One hour** can be added to the expected return time for every full hour the flight is delayed. It is the responsibility of the accompanying faculty member to inform the respective Section Principal of any delays before 7:00 a.m. on the morning they are due to return.

Students returning from overseas trips are not to be set any tests/quizzes or assignments on the day of their return. Students are to be given a one-day grace period to hand in assignments or to write tests or quizzes.

Attendance Regulations

Student Attendance

The following attendance guidelines concerning student attendance are supported by: POLICY 7.3.1 STUDENT ATTENDANCE

The School's instructional program is based on regular and consistent attendance of students to allow them to maximize their learning. Since irregular or insufficient attendance is regarded as seriously disruptive to the student's studies and the instructional program, the Head of School is authorized to take the necessary action.

The Head of School shall establish appropriate attendance Regulations. These Regulations shall be published in the Student-Parent Handbook and shall be followed by students.

High School

Parents should notify, in writing, permission for absence, one week prior to an intended absence. When considering the request, the appropriate administrator will consider academic performance, attendance and lateness record, reason for the request and the individual needs of the child before determining an absence as authorized or unauthorized.

- If cumulative unauthorized absences are more than 10% (approximately 18 days) by the end of an academic year this may result in repeating the grade level

Absences

In the event of sudden illness or family emergency, student attendance may be excused. However, when a student is absent from school, it is the responsibility of the parent to inform the High School School Office by phone on 24955853 or 24955800 or email the High School School Office (secondaryoffice@abaoman.org) and Learning Mentor to report the absence. On the day the student returns to school he/she must have a letter signed by their parents or a Doctor's certificate indicating the duration and reasons for the absence. This must be shown to the Learning Mentor. If no notification is received the absence will be regarded as unexcused. Assignments handed in late due to excused absence will only be accepted by the teacher once the reason for the absence has been verified.

If a student is habitually absent during the school year, a meeting with the parents and Counselor or relevant administrator will be scheduled.

Planned Absences

Parents who intend to have their children miss school for a day or more should make a formal request for leave to the HS Principal at least one week in advance of the planned absence. If granted leave, the student concerned should arrange for make-up work with their teachers. Please note that all absences, excused or unexcused, count against the total allowable in any semester.

Parents Out of Country Policy

If both parents are scheduled to be out of the country, the school must be notified and contact details of individuals responsible for their child's welfare must be provided. The school may contact parents and ask them to return to Muscat.

Make-Up Work

It is the responsibility of the student to communicate with teachers to clearly note what make-up work is required after an absence and set deadlines for each make-up assignment.

Tardiness

Students are expected to arrive at class on time. Lateness is extremely disruptive to class lessons and discourteous to both the teacher and fellow students. Repeated patterns of tardiness will be dealt with as a discipline problem by teachers and administration.

Any student arriving at school after the registration period (7:40 am) **must sign in** at the High School Office **before going to class**.

If a student is chronically tardy, a meeting will be scheduled with parents and the student.

After School Hours

Punctuality of Departure

It is equally important that children be collected from school on time.

Students are requested to vacate the school grounds at the end of the day dismissal time unless they are accompanied by a teacher or are taking part in school-related activities. After 2:30 pm there is no scheduled supervision on ABA's campus, except for school-related activities. Students who are not signed up for one of these activities or who are not under the direct supervision of a teacher are expected to depart campus.

Closed Campus Policy

ABA runs a Closed Campus Policy. Once students arrive on campus they must remain at school for the duration of the school day unless they receive administrative permission to leave.

Should parents wish to take their children out of school during the school day they must notify the Administration in writing. Students given permission to leave campus **must sign out** at the Middle and High School Office. When the student returns to school on the same day, he/she must check in with the High School Office to receive a pass to be admitted to class. Students participating in after school activities must also remain on campus.

After School Events and Student Socials

Students are encouraged to participate in events and socials throughout the year. Only ABA students are permitted to attend, no guests are permitted. Social functions are established for the enjoyment of students.

These are usually organized by the Student Council. Punctual collection of students at the end of school-sponsored events is especially requested. Chaperones are severely inconvenienced by late pick-ups.

Guidelines:

1. Students absent during the day of the social event are **not** permitted to attend the event.
2. Students should be collected promptly.
3. In the event of an emergency, parents will be contacted at home.
4. Any behavioral concerns will be reported to the HS Principal and will jeopardize further participation in social events.

Absence from Physical Education

If a student is unable to participate in PE for a genuine medical reason, an explanatory letter is required. A medical certificate should support this if the exemption is for an extended period. Letters should be given to the physical education teacher.

Physical Education During Ramadan

Consideration is given to all students who are fasting during Ramadan. Those students will be allowed to participate in an alternative PE program arranged by the PE staff. Parents please provide written notification to PE staff if your son or daughter will be fasting.

Discipline

Disciplinary Procedures

The table below outlines the agreed procedures our teachers will follow when addressing disciplinary issues arising in their classes. The expectation is that any discipline issues be resolved with those directly involved. If this is not successful, the following steps should be taken:

Step 1	The issue should be addressed individually with the student in a meeting outside of class.
Step 2	If it continues, the Counselor or relevant Principal will be informed of the situation and parents are notified. The teacher, Counselor or relevant Principal will meet with the student.
Step 3	If the situation persists, a resolution meeting will be scheduled with the student, parents, the teacher involved, and the relevant section principal.

These steps have been established to provide some general guidelines for dealing with discipline in the classroom. Teachers will use their professional discretion in working with students to help them be successful at ABA.

Any member of staff who observes inappropriate student behavior will first attempt to restore order and, if necessary, bring the matter to the attention of the Principal. The Principal will determine the nature and severity of subsequent disciplinary action.

Teachers will report excessive tardiness and concerning absences to the Registrar who, in turn, will consult with the Principal and/or the student's Homeroom Advisor to resolve, depending on the specific case.

Teachers may issue detentions to students as consequences for incomplete homework assignments and similar classroom infractions. The Homeroom advisor may also issue detentions directly to students for excessive tardiness or unexcused absences.

Suspension (In School & Out of School Suspension)

A student may be suspended from all School activities immediately and without prior notice to parents. Parents must be informed immediately of suspension by

the Principal and confirmation of the sanction given in writing with reasons for the action (copied to the Head of School). An initial suspension may not exceed 5 days. A student suspended from School must be collected by a parent or guardian. During the period of absence from the School a student is not permitted to attend any classes, participate in any school-related activity or return to the School premises for any reason. On returning to the School at the end of a suspension period a student will be readmitted only after discussion between the Administration, parent and student concerned.

While on in-school suspension a student must:

- Arrive on time
- Meet with the Administration
- Complete assigned work

Expulsion

Expulsion is for the most serious offences or for repeated infractions of school regulations. This action must be proposed by the Head of School and ratified by the Board. Expulsion forms part of the permanent record of the dismissed student.

Harassment

ABA will not tolerate any form of harassment. If a student is being harassed, the student's Advisor, relevant Counselor or Principal should be informed immediately. Harassment includes both personal and online activities.

FORBIDDEN ITEMS

The following items are forbidden at school and will be confiscated:

- weapons
- matches and lighters
- chewing gum
- any other item the administration deems unacceptable or inappropriate

The school is a smoke free campus. The use, possession, purchase or selling of tobacco products including e - cigarettes/vapes or illegal substances incurs an automatic out of school suspension.

Dress Code

Student Dress Code

Students are responsible for being neat, clean and dressed appropriately for serious study. ABA does not have a "uniform" but has adopted an established dress code which attempts to provide a sense of school identity, recognize climatic and cultural restrictions, yet offer some individual flexibility. Students are expected to take responsibility for their attire based on these codes and come to school dressed in an appropriate manner with a well-groomed appearance.

In respect of our host culture, all clothing should be loose-fitting and plain (i.e. no embroidery, large logos, excessive rivets, large/numerous pockets, etc.) **Uniform skirts, shorts or trousers can be either navy blue or black materials.**

- **Dress code:** All clothing should be loose-fitting and plain (i.e. no embroidery, large logos, excessive rivets, large/numerous pockets, etc.)

NO leggings/ jeggings/ tight trousers/jeans/sweatpants/military fatigues

- A (not too tight or short) ABA polo shirt of colors white, navy blue, light blue, and yellow. These are available for sale at the ABA uniform shop.
- Only ABA Vipers hoodies are allowed throughout the year. These can be purchased through the Vipers Booster club Pop up events.
- Plain navy blue, black, khaki or beige trousers/shorts/skirts. Each of these items **must** be worn at or below the knee and loose fitting. **(In Grades 9 - 12 shorts are not permitted.)**
- Trainers, sandals, and sneakers may be worn. For safety reasons heels **cannot be higher** than 5 centimeters and flimsy, unsecured sandals are not allowed.

In an effort to regularize uniforms, the school has secured the services of a company who we have negotiated with to supply custom-fitted tailored schoolwear. They will tailor items in a number of styles in school-approved fabrics at very reasonable prices. Samples of the products can be found at school and at the uniform shop.

Dress Code Violations

It is the responsibility of the student to adhere to the ABA dress code. Parents will be notified and requested to bring the appropriate apparel to school or to students will be given alternate appropriate clothing for the remainder of the day. Repeat violations of our dress code will be dealt with according to our Student Code of Conduct.

Physical Education - Dress Code

P.E. uniform consists of:

- Vipers ABA PE Shirt,
- ABA logo shorts – knee length,
- Sports shoes with non-marking soles,
- A reusable water bottle,
- Sunhat and sunscreen for classes outside,
- One-piece swimwear suitable for active participation, swimming cap, goggles and towel in swimming classes.

All jewelry is required to be completely removed for class and students with long hair must ensure that it is tied back for classes. **Students are not to bring valuables, watches or money to PE.** Lockers are provided outside their homeroom to store valuables.

If students are unable to participate in PE, an explanatory note from home and/or the doctor must be provided to the PE teacher. Wherever possible a modified program will be agreed for the duration of the restriction. Students are required to help with equipment and be involved in roles of leadership as the lesson develops. It is therefore imperative that students still bring their PE kit to every class. Opportunities to shower will be provided at the end of each lesson. Therefore, students must remember to include soap and towel in their PE kit.

Mufti Day

Approximately one day a month the dress code is relaxed to enable the student council to raise funds. A contributory fee (200 baizas) is collected from each student who chooses to wear "mufti". All students are expected to dress in an appropriate manner; collarless T-shirts and the like are acceptable provided any printed logos/designs respect local standards of decency. No excessive jewelry is to be worn.

Dress code guidelines still apply. Boys in grades 9-12 **may** wear appropriate shorts on **Mufti days** only.

Public Show of Affection

Following Omani law, public show of affection such as hand-holding, walking arm-in-arm, and walking with arms around waists is unacceptable between boys and girls. Parents will be contacted and expected to support the school's position.

High School

HIGH SCHOOL GRADES 9 – 12 Learning Mentors 2021 – 2022

9KAB	Ms. Kirsten Birchall	kbirchall@abaoman.org	
9WES	Mr. Waleed El Shohba	welshohba@abaoman.org	SF12
9CER	Mr. Christopher Engstrom-Roberts	croberts@abaoman.org	
9Ena	Mr. Edwin Nast	enast@abaoman.org	
9MAK	Ms. Melissa Akey	makey@abaoman.org	
9MPO	Mr. Michael Poirier	mpoirier@abaoman.org	S16
9MGi	Mr. Mario Giraldo	mgiraldo@abaoman.org	
9PDG	Mr Paul Griffiths	pgriffiths@abaoman.org	SG14
10PBr	Mr. Paul Brotherton	pbrotherton@abaoman.org	Gym
10KBr	Mrs. Kym Brotherton	kbrotherton@abaoman.org	S37
10CMi	Mrs. Cecilia Michan	cmichan@abaoman.org	SF
10ALA	Mr. Anthony Langrish	alangrish@abaoman.org	Music
10RMK	Mr. Ruairidh Mackenzie	rmackenzie@abaoman.org	S9
10AHU	Mr. Atiq Hussain	ahusain@abaoman.org	
10PGA	Mr. Peter Gange	pgange@abaoman.org	
10JW	Mrs. Jelena Walker	jwalker@abaoman.org	
10JBE	Mr. Jason Belston	jbelston@abaoman.org	
11AKU	Mr. Aneesh Kumar	akumarpc@abaoman.org	
11MBe	Mrs. Malena Belston	mbelston@abaoman.org	Art
11JJA	Mr. James	jjames@abaoman.org	
11TEK	Mr. Tommy Elderkamp	telderkamp@abaoman.org	
11JGA	Mrs. Janique Gallivan	jgallivan@abaoman.org	S11
11ANB	Mrs. Aida Nausia Bonet	anausiabonet@abaoman.org	S15
11BPH	Dr. Bina Philip	bphilip@abaoman.org	SF
11GMi	Mr. George Miletti	gmiletti@abaoman.org	S39
12NNA	Mr. Nikhil Narayanan	nnarayanan@abaoman.org	
12JEJ	Mr. James Jones	jjones@abaoman.org	S7
12SMO	Mr. Sebastian Monclar	smoncalr@abaoman.org	
12RSh	Mr Ruslan Shaymardanov	rshaymardanov@abaoman.org	
12SCo	Mrs. Samantha Cole	scole@abaoman.org	S11
12DWi	Mr. Dan Willms	dwillms@abaoman.org	SF
12SJo	Mr. Sen Jose	sjose@abaoman.org	SF

Academic Programme

In grades 9 - 12 every student is deemed to be working towards the ABA Diploma, a High School diploma for which a minimum of 25 credits are required. The specific credit requirements for graduation are as follows:

Subject Areas	Minimum Credits Required
English	4
Mathematics *	3 or 4
Humanities	3
Science *	3 or 4
Modern Languages (in the same language)	2
Creative Arts**	1
Physical Education	1
Research Project ***	1
Electives	6
Total	25

* Students must complete 4 credits in either Mathematics or Science. Students will choose which subject they will complete the 4th credit in.

** May be satisfied by enrolling in any Creative Arts course (e.g., Drama, Art, Music, Theatre) *** Students must successfully complete either The Personal Project or The Extended Essay to meet this graduation requirement.

Grades 9 and 10

From August 2017, students in Grade 9 follow nine courses, and are prepared for the MYP Certificate taken in Grade 10. All students take prescribed courses in:

Language and Literature (English)

Mathematics

Physical and Health Education.

Language Acquisition (continuation of a previous language studied in

Grade 8). Students must also study at least one subject from:

Sciences (Physics, Chemistry or Biology)
Individuals and Societies (Geography or History)
Arts (Visual Art, Drama or Music)

Students have two electives where they can select from the choices below.

Design, Chemistry, Biology or Visual Art
History, Geography or Design

Grades 11 and 12

Students in grades 11 and 12 may follow the International Baccalaureate Diploma, or take IB Courses certificates, to make up their ABA High School Diploma. The IB Diploma is an optional extra qualification available to academically motivated and versatile students, who follow a set of six challenging courses in a range of curriculum areas during grades 11 and 12 and fulfill certain other requirements. Detailed information on IB courses and the IB can be obtained from the IB Coordinator or from the school website.

In grades 11 and 12 study periods are allocated to help students develop the independent study skills and research skills, which will be needed in higher education. The library is available to students during their study periods for academic work.

Grades 9 - 12 at ABA is thus based on worldwide university/college preparation and, indeed, most ABA graduates (over 90%) proceed to higher education. The university advisor is at the students' disposal for advice on university applications and course selection.

Course Changes

Course changes will only be made with a compelling reason to do. If a student in grade 9 - 12 wishes to change one of their courses, he/she must:

- 1) Initially discuss any possible changes with the appropriate Coordinator (MYP/DP).
- 2) The HS Assistant Principal will check implications for credit requirements, timetable, class sizes and exams.
- 3) The student will be directed to discuss possible changes with the relevant individuals (teachers, parents, university Counselor etc.)
- 4) The student will then return to the HS Assistant Principal to talk through the information they have gathered. If a move appears possible and in the best interests of the student, then:
- 5) The HS Assistant Principal will issue the student with an add/drop form and instruct them on who, how, why, when this is completed.

6) The student will gather the required signatures and return the form to HS Assistant Principal for final checking and signature.

7) The HS Assistant Principal will pass the form on to the Registrar who will make relevant changes in the database.

8) Once all changes are made in the database the Registrar will inform the relevant teachers by email and issue the student with a revised timetable.

No class change occurs until this process is complete.

Attendance Regulations

Grade 9 - 12 daily class attendance is a condition for fulfilling credit requirements, course completion obligations, and general academic progress at school. Class credit is earned by the student's participation in class through discussion, written work, and examinations.

Since regular or insufficient attendance is regarded as seriously disruptive to the student's academic success, the Head of School is authorized to take the following action, if deemed appropriate:

In grades 9 - 12, cumulative attendance of less than 80% per course as measured in instructional time, for any one semester, can result in the denial of course credit.

Examinations

Scheduled examinations are held at the end of the second semester of grades 9 and 11 and in February/March of Grades 10 and 12 and make up 20% of that semester's grade. It is expected that all students take semester exams. Parents must prioritize their vacation schedules to ensure their children are in school. A copy of the Assessment Policy can be found in Appendix 3.

Examination Leave

Students in grades 10 and 12 who sit the eternally-assessed MYP Certificate and IB Diploma examinations will be allowed examination leave. The following regulations will apply:

1. All Grade 12 students are granted exam leave for the full duration of the examination period (dates published beforehand). The library and senior study center will be available for their use and subject teachers available for consultation and assistance in revision.
2. Grade 10 students taking the MYP Certificate examinations are granted study leave for the exam period (as specified by the administration).
3. During semester exams, students are responsible for signing in and out of campus to maintain a correct register in case of an emergency.

Note: All students coming to school during external examinations leave, to attend an exam or for private study are subject to the ABA dress code.

External Examinations

Students at the ABA have the opportunity to take the following examinations:

- International Schools Assessment (ISA) – Grade 9 Standardized tests
- International Baccalaureate (IB) MYP Certificate eAssessments
- International Baccalaureate (IB) Diploma examinations
- Scholastic Achievement Tests (SATs)
- Tests of English as a Foreign Language (TOEFL)
- Preliminary Scholastic Achievement Tests (PSATs)
- AVANT and STAMP Arabic Proficiency tests

For advice on examination registration and preparation, please see the Examinations Coordinator or Guidance Counselor.

Awards

End of the Year Awards

- The ABA Award for International Understanding (Grade 12 only)
- The Philippa Leggate Award for Citizenship
- Sportsperson Awards (Male/Female)

Counselling Services

Advice on university application will be provided by the Counselor. For specific information regarding applications to universities in various regions around the world, (United Kingdom, United States, Canada, Europe and Australia/New Zealand) please refer to the Grade 10 – 12 Counselor.

Student Transfers/Withdrawal

Parents are requested to notify the Registrar, in writing, two weeks prior to the family's departure from Oman. Official withdrawal, and consequent action on any relevant refund of tuition fees, will be conditional on ABA receiving notification **in writing** from the parent.

Administration of Entrance Tests for Students Transferring

The administration of admission tests for students transferring from ABA to another school is done as part of our transition service for families.

The Registrar and a Counselor will work together to make sure that when a request for an admission test is received, the following steps are taken:

1. Parents will notify the Registrar that their child might be transferring from ABA to another school and that ABA will be receiving admission tests directly from the school in question.
2. Admission tests will be received by ABA (via email or mail) directly from the school requesting the administration of tests.
3. Registrar will inform the counselor that a request to administer an admissions test has been received.
 - Student's name and grade will be provided.
4. Admission tests are printed out (if applicable).
5. Verify required materials (i.e. pens, scratch paper, calculator, etc.) • Communicate this to the student.
6. Arrange for a quiet location for testing.
7. Arrange for a time and day for the administration of the test(s).
8. Inform parents and teachers of test date(s).
9. Arrange for supervision of tests.
10. After administration of tests, arrange for tests to be mailed or couriered back to the school of origin. Parents will be responsible for any charges incurred.

N.B ABA will make every effort to accommodate entrance testing. In certain circumstances parents may be required to pay a fee or they may need to seek alternative testing agencies (e.g. British Council).

Documentation for Students Leaving ABA

When a student leaves ABA, a leaving certificate or Official Transcript (Grades 9 - 12 students only) is prepared if requested. At least two weeks' notice is required for the preparation of final reports in the event of a family departing from Oman. Reports at the end of a grading period can, on written request, be mailed to a forwarding address.

All students are required to complete the established check-out procedure and form. The form can be collected from the Registrar. All textbooks and school property must be accounted for prior to the issuing of leaving documents.

HAVE A GREAT 2022 - 2022 SCHOOL YEAR

Appendix 1 - Academic Honesty Policy

Introduction

In accordance with the IB Learner Profile and ABA's Mission, Vision and Value statements, we expect students to be principled and act with academic integrity. We ask each member of the school community -- students, teachers and parents -- to familiarize themselves with what constitutes academic honesty outlined in this policy.

Its purpose is to ensure that ABA's procedures for academic honesty are transparent, fair and consistent. The policy describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work.

Definitions

Academic honesty is seen by the IB as "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" (IBO 2014, pg. 12). These values help foster an academic environment that is expressed in students' submission of work which is conscientiously produced, with the work and ideas of others properly credited. ABA students and staff use American Psychological Association (APA) formatting for all bibliographies and in-text citations. NoodleTools, an online research management tool, is used for instruction and practice of these formatting conventions.

Malpractice is considered to be "the behaviour that results in, or may result in, the student or any other student, gaining an unfair advantage in one or more assessment components" (Garza 2014, pg. 3). Incidents of academic malpractice include:

A. **Plagiarism:** presenting others' ideas, statistics or images that are not your own, or clearly not common knowledge, without acknowledging the source. *Common knowledge* is defined as factual information that is widely accepted as reliable without having to look it up. Much depends on your audience, however -- when in doubt, however, cite your source.

B. **Collusion:** allowing individual work to be copied by another student or any form of malpractice by another student. This should be distinguished from *collaboration*, which implies "working together on a common aim with shared information".

C. **Duplication of work:** the presentation of the same piece of work for different assessment requirements.

D. **Disclosing information** to another student or receiving information about the content of any assessment.

E. **Unethical behaviour** that gains an unfair advantage to the student or that affects the results of another student (e.g., taking unauthorised material into an exam room, improper use of online translators, falsifying a CAS record).

To ensure consistency and fairness when mistakes are made, it is important that ABA keep a record of each situation and the consequences. This will highlight general trends or problems with particular students for the coordinators to investigate.

In all cases of proven malpractice, students are still required to complete the original task within ABA's expectations.

Internal: When teachers (who may use web-detection programs such as Turnitin.com) suspect that a student has committed academic malpractice, the most effective first response is to address the situation on the teacher-student level.

Teachers will follow the following steps:

1. When a student is suspected of malpractice, collect evidence documenting the incident (often the Turnitin report or comparisons with the student's other work or drafts).

2. Discuss the facts of the incident with the student. Ask about the specific content of the assignment ("*What do you mean here by the phrase ?*") and about their sources ("*Tell me how you researched this paper*").

- a. If the student *admits* to wrongdoing, discuss ABA's student expectations to be principled and act with academic integrity. During this conference, the teacher will also set guidelines for appropriate completion of the assignment. A note should then be sent to the student's parents

- b. If the student *denies* academic malpractice, refer the incident to the relevant Principal/IB Coordinator. The Principal will investigate and make a determination as to whether there is sufficient evidence to take action.

2. Report the incident and its resolution on the academic honesty report feature in iSAMS. This is accessible in iSAMS -> Rewards & Conduct in the right-hand sidebar - > Sec Student Monitoring and in the drop-down menu, select "Academic Honesty".

If there is sufficient evidence to take action, the Principal will record the incident in the student's academic record and check in iSAMS if recurrent (if malpractice is

external, the principal reports the incident to the Head of School). After investigation, the Principal has the authority to deny credit and/or impose a period of reflection after school, i.e., detention. A meeting with parents will be arranged to review the academic honesty policy.

External: The school adheres to the rules of the relevant examination body or External Providers. Any incident that occurs in an external examination must be reported to the Examination Officer using the relevant form. This could result in a student's loss of credit.

Academic Honesty in the IB Educational Context. (2014). Retrieved from International Baccalaureate Organization website: <http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

Garza, C., Dr. (Presenter). (2014, October 17). *Academic Honesty - Principles to Practice*. Lecture presented at IB Africa, Europe & Middle East Regional Conference 2014, Rome. Retrieved from International Baccalaureate Organization website: <http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty-principles-into-practice---celina-garza.pdf>

Appendix 2 - Student Services

The Learning Support , EAL and Counseling programs are under the umbrella of the Student Support Services department. The programs provide support to students, teachers and parents. Learning support teachers are available as resources to support in-class interventions, to help identify areas of need and to provide specialized support, including early literacy intervention. EAL teachers provide support to students in Grades 1-10 who have English as an additional language. Our mission is to help students develop English language skills, cultural awareness and learning strategies which will enable them to become successful learners and positive contributors to the wider community in which they live.

ABA is an IB World School, and as such, values and models inclusion. Our collaborative approach to support uses an evidence, data and strengths-based model with a focus on growth, progress and learning. We aim to increase independent access and success for students at ABA.

ABA Student Support Services Mission statement

The Student Support Services department is committed to proactively supporting our students and community. We achieve this through an inclusive, collaborative approach grounded in current evidence-based practice.

ABA Statement on Inclusion

ABA recognizes that all learners benefit from a safe and supportive environment; that understanding and nurturing each child's academic, social, physical and personal growth is imperative to their success. We are committed to supporting, including, and celebrating diversity in our community.

As an IB World School, we believe that "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities." *Learning diversity in the International Baccalaureate programmes (2010)*.

Inclusion at ABA applies to all our students, parents, faculty and community. Admission is open to students for whom we can provide a program that is accessible and from which they can benefit. ABA is equipped to provide support for a managed number of students representing a range of learning needs, as well as English language learners, based on the

school's enrollment policy and resources. ABA does not discriminate on the basis of religion, ethnic or national origin, or gender.

We understand that inclusion involves change, it is a journey that requires us to review and evaluate regularly in order to respond to the diversity of our students and community. ABA recognizes that inclusion in education is one aspect of inclusion in society. Equity of access holistic, strengths-based instruction and assessment, and data based decision making are the foundation of our practice. ABA faculty is committed to working collaboratively, flexibly and with an inclusive mindset to ensure that all students are able to overcome barriers to learning and achieve success within the curriculum. We use the language of inclusion (learning support, barriers to learning, participation and support for diversity) to drive our practice.

Admissions and Learning Support capacity:

ABA admits students with learning needs who are able to access and benefit from the educational program in a mainstream environment. To ensure optimum student-teacher ratios and service to a high standard, enrollment in Learning Support shall not normally exceed 10% of the enrolment at any grade level. ABA is equipped to provide moderate support for a managed number of students normally not exceeding 5% of the total school enrollment and not more than four moderate students per grade level.

Appendix 3 - Child Protection

Child Protection Policy 7.6.3

ABA seeks to be a safe haven for all our students. Child Protection procedures derived from this policy will be stated in an ABA Child Protection Handbook. This handbook will be communicated to all who work with ABA students.

All staff employed at ABA must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will be in accordance with Omani Law and the child protection procedures resulting from this policy statement. The ABA administration shall be responsible for ensuring that screening and criminal background checks for staff are provided.

Child Protection Parent Commitment

Parents are asked to read carefully the Child Protection Handbook, which can be viewed on the parent portal, before reading and signing a copy of the following Child Protection Parent Commitment.

We acknowledge that by enrolling our children at ABA, we understand the commitment to upholding the rights and protecting all children. We also recognize the importance of these values in the education of our children and agree to reinforce these values at home.

I / We undertake to:

- *Support the ABA Child Protection Policy and procedures included in the Child Protection Handbook which is located within the Parent Portal Handbook tab on the ABA website.*
- *Be present in Muscat, and if we must leave, arrange a caretaker for our child/children, and inform the school of those arrangements, including emergency contact information, to the Middle and High School School or Elementary School Main Office. This caretaker must be able to serve in the capacity of in loco parentis, with full authority to make parental decisions to ensure appropriate supervision and to respond to a medical emergency.*
- *Share in the responsibility to bring forth information that supports the ABA Child Protection Policy with respect to the "Child Protection Disclosure Flowchart" found in the Child Protection Handbook. The ABA Child Protection policy works for the child, for the family, and for our community. Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The ABA Child Protection Policy works to respond at all three levels.*

Parents will receive a copy of this form to sign and return at the start of each school year. A copy of the form is at the back of this handbook for your reference.



Appendix 4 - Assessment Policy

A. Philosophy

ABA believes that the purpose of assessment is to determine the level of understanding that students currently possess, with the sole intention of designing learning experiences to improve their work. Assessment is underpinned by the central belief that all students can be successful, so the process is inquisitive, active and reflective. For this reason, assessment takes many different forms and acknowledges the diverse learning environment present at ABA.

B. Assessment Criteria & Expectations

Assessment in ABA follows the requirements of the IB and the specificities of ABA supported by guidance seen in the publications "From Principles into Practice, IB Standards & Practices, and the relevant subject guides.

C. Middle and High School (Grades 6 – 12)

Practices & Procedures

- **Feedback on Student Work** - Teachers should check and provide regular feedback on student work. Feedback can take many forms, some of which may include:

- Verbal comments from teachers and/or peers
- Written comments on the piece of work and/or comments noted on Managebac or using digital platforms such as Google docs, blogs etc.
- Targets for development

- **Self and Peer Evaluation** - Teachers are required to provide opportunities for students to self evaluate their work and peer evaluate their peers' work using MYP & DP criteria. Evidence should be curated in students' individual portfolio.

- **Varying assessment** - Teachers are required to use a variety of assessment tasks within their subject to recognize the diversity in learning styles.

- **Standardization** - Teachers are required to collaborate and set summative assessment tasks to ensure consistency of application of the MYP Levels and DP grades. Standardization meetings should be documented and the reflections recorded in the Reflection Tab in the Managebac Unit Planner or in the minutes from collaborative and/or curriculum team meetings.

- **Summative Assessment** - It is required that:

- Criterion levels attained are recorded on Managebac

-
- The students are supervised by a teacher to ensure authenticity - MYP/DP criteria are provided as part of the assessment
 - The assessment date(s) are shared on Managebac Calendar

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- **Missed Summative Assessment** - Apply the following guidelines:

- Provide an opportunity to resit missed Summative Assessments - Use the appropriate attendance code on iSAMS to record the event - Report regular absence from Summative Assessments to the Section Principal for follow-up
- Mark the work as normal with no sanction on levels obtained.

- **Late submission of student work** - Staff should follow the Late Work Guidance at the end of This document.

- **Reporting** - It is required that reports are completed on iSAMS, demonstrating the assessment data collated from students' work in the reporting period. The reporting cycle is based on the semester system, two per year. Full, up to date guidance is provided in the latest Faculty Handbook.

- **Academic Honesty** - See Academic Honesty Policy in the Faculty Handbook. ● **Sharing Assessment with the Community** -After each summative assessment, the final level must be recorded on Managebac Gradebook. The data on Managebac must correspond with the data on iSAMS that is used for reporting.

- **Use of data to inform teaching and learning** - External assessments such as the IB Diploma Results, MYP eAssessment data, AVANT Language Proficiency data and ISA test data must be analyzed by departments and action plans developed and implemented to address any issues identified.

- **Interdisciplinary Units** - Teachers are required to contribute to the planning of at least one interdisciplinary Unit per year. Interdisciplinary Units must be assessed using the IB MYP objectives and then reported on within the reporting cycle.

Programme Specific Information

MYP

- Teachers are required to ensure that all strands of each criterion are assessed within their subject at least twice annually.
- Summative assessments should be set and standardized collaboratively. - Summative assessment "best-sustained level" is applied for Semester 1 and 2

reports

- Marked summative assessments are required to curate evidence of how levels are assigned

(this can be digital or physical).

- Each criterion should be assessed at least twice per semester.

DP

IB Diploma subjects are assessed using a variety of tasks, assignments, tests and examinations. Tasks are designed to develop the skills necessary for the final DP assessments (internal & external).

- Teachers are required to ensure that all assessment objectives of the subject are assessed on

a regular basis

- Appropriate DP Assessment criteria and marking rubrics are required to be used to assess

student work

- All summative assessments should be set and standardized collaboratively across subject

groups

- All formative and summative assessments are required to be shared on the Managebac

Calendar

- Summative assessment “best-sustained level” is applied for Semester 1 and 2 reports

- All summative assessment grades are required to be recorded on Managebac • Summative assessments are required to be kept by the student with evidence of how the IBDP

level was awarded noted on it

Terminology and Application

a) **Assessment** - All assessments inform planning and differentiation, giving students the opportunity to understand the skills and knowledge that is required in different modes of assessment. Students should receive feedback on all types of assessment. • **Summative Assessments** - Are culminating assessments which provide graded evidence of student attainment using MYP and DP criteria.

- **Formative Assessments** - Provide teachers with further information about student

understanding and inform teacher’s professional judgement.

b) **Best-fit** is applied when an assessment level is required on a summative task. This is needed to address the bands. The decision on whether a task is 3 or 4 is the applying of a **best-fit** process.

Professional Judgement may be applied when using the Best Fit in awarding

criterion levels but it must be well supported by evidence in students' assessed work.

c) **Best - Sustained Level (BSL)** is applied to the levels that students gain from MYP summative tasks.

The BSL is focused on students' performance trends in their assessment. The BSL is determined from the levels assigned to Summative Tasks over different units.

d) **Course to Date Examinations** - these are undertaken at the end of Grade 8, 9 and 11 and at the end of Semester 1 in Grade 10 and 12. The purpose of these examinations is to provide a practice examination experience for students. These

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examinations require students to review and be assessed on all topics in a subject this can act as a "checkpoint" for student target setting.

e) **DP Grades** - These are calculated by teachers using evidence from summative tasks and professional judgement advised by formative assessment.

f) **Learning Diversity** - See SLN Policy in the Faculty Handbook.

g) **MYP Grades** - These are automatically calculated in iSAMS. This is determined by adding the BSL

over the 4 criteria for your discipline and then using the MYP prescribed grade boundaries.

h) **Past Papers** - An important part of preparing students for examinations (optional or mandatory) is the use of past paper material. Teachers should encourage students to use past papers and mark schemes as part of their revision process. It is a good formative process for them to develop an understanding of how examiners mark. Staff must agree with subject colleagues in advance which year's papers will be reserved for use in tests and exams. Staff should avoid using a whole examination paper in a test or an exam

Students have access to almost every past examination paper and mark scheme which exists on the internet. All teachers must explain to students the right and wrong ways to use past papers. Students should undertake questions then use the mark schemes to peer or self-assess their work and set personal targets for development. Students should not memorize mark schemes in advance of a test or exam, as this is not a productive use of their time and does not allow staff to give appropriate feedback.

Predicted Grades - Predicted grades are an "optimistic yet realistic" assessment of what final IB Grade the student is likely to achieve at the end of the 2-year IBDP programme. Teachers should use a variety of evidence to ascertain this grade. Professional judgement should be used to arrive at the predicted grade. Staff should not adjust predicted grades on student or parent request. These must

always be based on evidence

Professional Judgement (PJ) - In some cases where students have not completed enough assessments, a teacher should apply professional judgement. This may arise from a variety of scenarios including prolonged absences, late start, illnesses etc. These cases are normally ones where enough data is not available to correctly apply either a Best Sustained Level or use the Grade Boundaries. Please contact the appropriate coordinator in those cases.

Action words in this Policy:

- **Required** – Steps that are defined as “required” meet IB requirements for the respective program, therefore the guidance is a mandatory procedure.
- **Should** – Steps that are defined as “should”, means that the guidance is *recommended*, allowing some flexibility if valid reasons exist to ignore the procedure but the implications must be weighed.
- **May** - This is guidance that is truly optional.

Teachers provide IBDP Predicted Grades at the following times:

- June of Grade 11
- October of Grade 12 (most commonly used for university applications)
- December of Grade 12
- March of Grade 12 (for IBDP use only)

Appendix 5 - ABA Language Policy

Philosophy

ABA – An IB World School “recognizes that language, our major means of thinking and communicating, is fundamental to learning, underpinning and permeating the whole curriculum.” (IBO 2007). ABA students learn language through language authentic contexts, literature, friendships, and cultural exposures. The four communication strands of listening, speaking, writing and reading are learned and reinforced across and throughout all subject areas. In this context all teachers at ABA are language teachers. Most students at ABA are multilingual and it is our belief that language learning is built on the foundation of prior knowledge and understanding we have of our Mother Language. In learning an additional language, literacy (reading and writing) as well as active oral participation are central to language proficiency.

ABA’s Vision affirms the school’s commitment to providing opportunities for students to achieve their maximum potential in an environment of intercultural understanding and respect. To achieve our Vision, ABA students are provided opportunities to learn Arabic from grades 1 – 12; French from grades 6–12; and Spanish from grades 8–12. In addition, a Mother Language Program, coordinated by the parent community, is offered as an extracurricular activity. At present we have 6 languages on offer.

Overview of language programs at ABA

Teachers use a range of learner appropriate, learning and teaching strategies, resources and assessment. We aim to develop students’ confidence and competence in a range of language skills and to foster the attitudes and values which underpin cultural awareness and respect.

English is the language of instruction within the school and English language competency is seen as the key to student success in all subject areas. Therefore, at ABA, all teachers K-12 are language teachers and play an important role in teaching and reinforcing language skills needed in each specific area of study. Subject teachers are encouraged to correct mistakes in English as well as content of written work, and to teach subject specific vocabulary explicitly to students who are not native speakers of English.

Students are encouraged to use their Mother Language to access prior learning when needed. All classes are taught in English except the Arabic, French and Spanish language classes.

Teachers at ABA represent over 45 different nationalities and 25 languages.

However, teachers of English, Arabic, Spanish and French must be native or near native speakers of the language they teach.

Current Language Courses

• **Grades 6-8**

In Grade 6 students are given the choice of either beginning French, Spanish or continuing their study of Arabic.

Students in Grades 6 and 7 receive language instruction 5 x 40 minutes per week.

In Grade 8 students have a choice to continue in French, Arabic or Spanish. Students in Grade 8 receive language instruction 4 x 40 minutes per week.

Parents and students are made aware that their choice of language in Grade 8 should continue until the end of Grade 12.

• **Grade 9 and Grade 10**

Students will continue with Arabic, French or Spanish as selected in eighth grade. It is expected that all students will take one modern language in Grades 9-10; although some may opt to take two modern languages. Students in Grade 9 and 10 receive language instruction 4 x 40 minutes per week.

• **Grade 11 and Grade 12**

In Grade 11 and Grade 12, students continue with advanced study in Arabic, French and Spanish as part of their IB diploma course as a Language B. Both HL and SL are taught successfully in the same class four times per week and HL students receive an additional two classes per week (total of 6)

In some circumstances students also have the option to start Spanish as a new language in Grade 11 at the *Ab Initio* level (five times per week). This option is open to students who have had no exposure or possess insufficient knowledge of Spanish, French or Arabic to succeed at the Language B level.

Students may also opt to study a language that is not offered at ABA if they have had previous exposure or maintained a grade level proficiency in that language. As they are not offered at ABA these additional languages must be self-taught or externally tutored.

Mother Language Programme

ABA encourages all students who have English as a second or additional language to maintain their mother/native/first language and not to replace it with English. The school promotes internationalism and by facilitating mother language classes, the cultural identity of the students is preserved, the connection to the

family and the home country is strengthened. Mother language is part of a students' cultural heritage. As such ABA supports a parent run tutored mother language program that runs as an extracurricular activity for students K2 to Grade 10.

Forms of English

Many students at ABA are multilingual, with varying levels of skill proficiency (reading, writing, listening, speaking) in their languages. As such, English is the lingua franca, or

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common shared language, and is part of the developing multilingual profile of every student at ABA. Students learn to appreciate the different forms of the English language, for example British, Australian or American and teachers point out the differences in expression or spelling where appropriate. The expectation is that students are consistent in their English usage.

English as an Additional Language Program

At ABA, students in Grades 1-10 who have English as a second (or additional) language receive support from the EAL program in addition to the language support they receive from their classroom teachers. Language learning should meet the needs of the student so EAL lessons are, as much as possible, related directly to the language/vocabulary the student requires to access curriculum-content in the regular classroom.

The Mission of this program is to help students develop English language skills, cultural awareness and learning strategies which will enable them to become successful learners and positive contributors to the wider community in which they live.

It is the Vision that every EAL student fulfills their potential through the medium of English.

Support for students who have English as an additional language is primarily through immersion in the regular classroom although students identified with the highest need are supported by the EAL teacher through in-class support, pull-out support or, for older students, self-supported study.

Admissions

Students for whom English is not their first language are identified either at the time of admission or by class teachers. Subsequent support from the EAL department is determined by individual need and the capacity of the program. There is no EAL support for students in grades 11 and 12. Students applying to the older grades must therefore demonstrate their proficiency in English in order to be enrolled in the school.

Appendix 6 - ABA Acceptable Use Agreement

ABA teachers and administration believe that providing network access for users' personal electronic devices will enhance the educational experience for ABA students. For this reason, ABA has set up a wireless network.

1. **Acceptable Devices.** Users may access the wireless network with any approved device. Users may only access the network with devices that are their own personal property or school-owned.
2. **Personal Responsibility.** The school assumes no responsibility for the loss of, theft of or damage to any personal device that a user brings to ABA or any information on that device.
3. **Security.** Users shall not impair the security of the network. This expectation includes but is not limited to:
 - a. Users are expected to maintain up to date antivirus and antispyware protection on all devices that are connected to the wireless network. Devices without up to date security programs may be denied access to the network.
 - b. Users are expected to safeguard all network passwords. Users should not share network passwords with others and should change passwords frequently. Users are expected to notify an administrator immediately if they believe their account has been compromised. Users are expected to log onto the wireless network only with their account and not to allow others to use their account or to use the accounts of others.
4. **Limited IT Support.** Users are responsible for setting up and maintaining personal devices that they connect to the network. IT support for user owned devices may be sought to deal with wireless connectivity issues.
5. **Authorized Use.** Students may use the wireless network when they are not in class. Students may not use the wireless network in class unless authorized by the teacher of that class.
6. **Inappropriate Use.** The wireless network is a shared and limited resource and all users have an obligation to use that resource responsibly. Users are provided access to the wireless network for educational purposes. Incidental personal use of the network is acceptable outside class, but users should not use the network for personal activities that consume significant network bandwidth or for activities that violate school policy or local or international law. These include but are not limited to:
 - a. Online gaming unless approved by a teacher.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - d. Conducting any activity that is in violation of school policy or local, or international law.
 - e. Participating in political activities.

- f. Conducting for-profit business unless authorized by school administration.
 - g. Using hacking tools on the network or intentionally introducing malicious code into the School's network.
 - h. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - i. Using peer-to-peer/torrent programs.
 - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
7. **No Expectations of Privacy.** The School can and does monitor internet access and activity on the School's network, including but not limited to sites visited, content viewed and email sent and received. The School may examine a student's personal device and search its contents if there is a reason to believe that school policies, regulations, or guidelines regarding access to the network or use of the device have been violated.
8. **Disruptive Activity.** Users should not intentionally interfere with the performance of the School's wireless and wired network.
9. **Unauthorized Networks.** Users may not create unauthorized wireless networks to access ABA's wireless network. This includes establishing of wireless access points, wireless routers and open networks on personal devices.
10. **No Use of Wired Networks.** Students may use only the ABA student wireless network for personal devices. They may not attach personal devices to the wired network.
11. **Consequences of Inappropriate Use.** Students who misuse ABA's student wireless network will be subject to disciplinary action which may include loss of access to student wireless or all internet access and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct

Appendix 7 - Requirements for participation in ABA Athletics

- A. All student athletes should take responsibility for their studies and homework.
- B. Any student who is not feeling well enough to participate in any class or is absent on the day of an event will not be allowed to participate in the after school sports program. It will be the responsibility of the student athlete to inform the coach if this may occur.
- C. Students waiting on campus for their practice to begin must remain on campus.

Standard of Behavior

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- A. All athletes are expected to display maturity and self-discipline that positively reflects ABA's mission at all times.
 - B. Any player who displays poor sportsmanship will be dealt with on an individual basis and the coach and Athletic Director will review their future participation with the team.

Sportsmanship demands that athletes:

1. Play hard at all times in spite of hardships; good teams never give up, quit, complain or argue with teammates, coaches, officials or spectators.
 2. Support and encourage their team members on the playing field, around school, in the classroom and in the community.
 3. Give opponents full credit when they win and congratulate them on their success, regardless of their own disappointment.
 4. Recognize and applaud honestly and whole-heartedly the efforts of their team or opponents.
- C. Take the responsibility and privilege of representing ABA seriously and be a positive role model in and out of the classroom.
 - D. Commit themselves to hard and dedicated practice, to the team and to

their coach. **Practice, Games and Tournament**

- A. Every player must attend practice (or game) properly dressed with appropriate kit or equipment required by the coach (e.g. uniform, water bottle, knee pads for volleyball or shin guards for soccer).
- B. If the athlete is unable to attend a practice, game or tournament they will take responsibility to communicate this to their coach before the activity.
- C. Athletes are expected to show up on time and be prepared for all practices and games as determined by the coach.
- D. Be fair, honest and sportsmanlike at all times; no matter what the cost.
- E. Accept the decision of the official without question.

Equipment

- A. The athlete assumes all responsibility for the proper care of the uniform issued to him/her.
- B. Athletes will be billed for uniforms that are lost, damaged or stolen.
- A. **All spirit wear / training gear / hoodies /playing kit etc is to be arranged/approved via the Athletic Director and/or the Vipers Booster Club.**

