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HIGH SCHOOL

STUDENT/PARENT
HANDBOOK

ABA
OMAN
INTERNATIONAL SCHOOL

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Welcome to ABA High School

On behalf of the ABA High School team, we extend a warm welcome to both returning and new students and their families. We are excited for the academic year ahead.

Our programme provides a plethora of incredible experiences for students to **explore** their journey through High School, and prepare them for life beyond ABA. In addition to academics, students are typically **inspired** to become involved in the wider life of ABA, including representing our school in sports and arts or the Global Citizen Diploma. Students are **empowered** to make a positive difference through our High School student council and committees such as Students Against Prejudice, Teens Giving Back and SWIFT Microfinance. Our advice to all students is to take advantage of the wealth of opportunities at ABA which will impact their journey of lifelong learning.

We ask for students and parents to be familiar with this handbook as it will help you to understand how ABA High School works. However, if you have any questions, please do not hesitate to reach out to the relevant member of the High School team in person.

We wish you all the very best for the new academic year.

Simon Walker
High School Principal and Assistant Head of School

WHO WE ARE

Founded in 1987, ABA educates the next generation of leaders and innovators, inspiring them to make a positive impact on their world. The leading International Baccalaureate Continuum School in Oman, and a non-profit, ABA enrolls over 950 students from Kindergarten through Grade 12, representing over 70 countries. We are a non-selective school and our Diploma programme results are continually well above the world-wide average. With over 20 staff nationalities, we are truly a diverse workplace and learning environment.

MISSION, VISION AND VALUES



THE 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 take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and 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.

THE ABA WAY

Roles, Responsibilities and Expectations

THE ABA WAY

The ABA community lives its mission and exemplifies its values on a day-to-day basis to fulfil its vision. The ABA Way thrives through its active local and global citizenship, creating a collective responsibility to maintain a positive climate of mutual respect, fostering trust, and celebrating differences. Our diversity is our collective strength, and we strive to safeguard, value and nurture each member of our community.

GLOBAL CITIZENSHIP

The IB Learner Profile articulates the characteristics for learners to develop as global citizens. At ABA, global citizens have an understanding of themselves and the world around them. They are curious to understand and learn from different cultures; and make a difference for the betterment of all.

Global Citizenship and Intercultural Learning at ABA

At ABA we believe authentic and experiential learning fosters kindness, ethical decision making, respect for diverse perspectives, and diplomacy. ABA empowers our community to become global citizens who take action to make the world a more peaceful, socially just, and sustainable place for all.

As members of the ABA community, we have a collective responsibility for promoting and maintaining a school climate of trust and respect. Through building a strong parent-school partnership, student achievement, success, and well-being will be supported. Shared expectations of respective roles, responsibilities and expectations in line with our Mission, Vision and Values, will help ensure that the school culture continues to be one where all feel safe and valued.

Members of the ABA community (parents, staff and students) are expected to:

- Respect the laws of the Sultanate of Oman, the School's policies*, protocols and procedures**.
- Embrace the School's Mission, Vision and Values.
- Support the School's curriculum, programming, and pedagogy.
- Support the Parent-Teacher Association (PTA) and Booster Club in school activities and events to enhance our sense of community.
- Promote and support efforts to maintain safety and security by following procedures or directions given by the ABA security and traffic staff.
- Treat all ABA employees, parents and students with civility, honesty, and respect.

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- Presume good intent in communications and take any personal questions, inquiries or concerns directly to the person who is responsible or closest to the issue, using the published communication guidelines**.
 - Work together with the school employees and other parents, as appropriate, to support the academic, social, and emotional plans for students.
 - Attend appropriate meetings/conferences.

Parents

- Provide a home environment that supports the development of positive learning attitudes and habits.
- Stay informed about your child(ren)'s progress and experience.
- Attend appropriate school meetings/conferences.
- Keep up to date with school news through publications, emails, newsletters, and social media.
- Encourage full attendance and punctuality; please avoid taking family holidays outside school holidays.
- Inform the school of any change of address, email details, or personal circumstances. If you will be out of town and your children will be cared for by another person, please provide up to date contact information for that person and the dates of your trip.

(Adapted from the following Sources: National Association of Independent Schools, International School of Luxembourg, American International School Lusaka)

* The Policy Manual can be accessed in the admin building ** The Student and Parent Handbooks are kept on the school's website.

The ABA Way is not intended to be fully definitive or exclusive. Where specific issues are not addressed above, conduct will be judged on the basis of what is morally, legally, or socially acceptable within the context of our school.

In enrolling your child(ren) at ABA, parents should understand and agree to the ABA Way. Not doing so may lead to the school taking action. If a parent/guardian has engaged in significant or repeated violations of this understanding, the School reserves the right to discontinue enrolment or not to re-enrol a student.

DEIB Commitment Statement

ABA is a vibrant learning community where diversity, equity and inclusion are embedded in our values, committed to ensuring that each unique member feels a deep sense of belonging.

The ABA community is proudly diverse:

We honour our differences, both visible and invisible. We unite as a welcoming and caring community, while celebrating our diversity of nationalities, languages, faiths, cultures, backgrounds, values, physical characteristics, abilities and identities. We

commit to maintaining an environment where every individual is valued and respected for their unique experiences and contributions whilst respecting the culture and values of our host country.

The ABA community is committed to equity:

We strive to develop equity by ensuring that all members of our community are treated fairly, and that our norms, systems, and practices support all to thrive, regardless of identity. We actively seek ways for each member of our community to be respected, valued and honoured for their uniqueness.

The ABA community is inclusive:

We aim to explore and understand the differences and unique needs in our community that require us to actively work to ensure that each member can thrive. We expect and value learner diversity, offering pathways for varied success. Our inclusive culture should support individuals and groups to be proud of their uniqueness, feel safe, valued and respected.

The ABA community is committed to fairness and anti-bias:

We take a proactive approach to tackling all forms of racism, discrimination, inequality, prejudice and bias. We commit to a zero-indifference approach, meaning that harmful or hateful conduct will not go unaddressed. As a zero-indifference community, all members have a responsibility to name and respond to every biased behaviour, every time it happens.

The ABA community is a place of belonging:

We commit to developing and upholding a culture of respect, understanding and collaboration that supports every individual to feel accepted and part of the ABA community, who is seen, heard, safe and valued as their authentic self.

We commit to this important work, to ensure that each member of our community is empowered to be their authentic selves, inspired to learn, understand and explore our diverse perspectives, and challenge harmful behaviour. We understand that upholding the values of DEIB is a journey of growth, and are dedicated to ongoing, courageous reflection and action planning.

Accreditation

ABA is fully accredited by the Council of International Schools (CIS), the Middle States Association of Colleges and Schools (MSA). ABA is authorised to offer the International Baccalaureate (IB) Primary Years programme (PYP), Middle Years programme (MYP) and Diploma programme (DP).



Governance

The governance of ABA is vested in a Board of Directors which has the ultimate authority of the School. The majority of the Directors are parents of children currently enrolled in the school. As stewards of ABA's future, the Board of Director's primary responsibilities include ensuring the long-term viability of ABA through fiscal responsibility, sound governance and strategic planning in conjunction with the Head of School and Senior Leadership Team (SLT).

To learn more about:

[Board of Directors](#)

[Senior Leadership Team](#)

[Faculty, Specialists and Staff Directory](#)

[Parent Teacher Association](#)

[Booster Club](#)

The High School Team

HS Principal	Simon Walker	swalker@abaoman.org
HS Assistant Principal	Guy Essex	gessex@abaoman.org
HS Counsellor	Alli Hostetter	ahostetter@abaoman.org
University Counsellor	Jinane Helou	jhelou@abaoman.org

DP Coordinator	Samantha Cole	scole@abaoman.org
MYP Coordinator	Paul Warren	pwarren@abaoman.org
Head of Learning Support	Ujala Chaudhary	uchaudhary@abaoman.org

HIGH SCHOOL GRADES 9 – 12 Grade Level Leaders 2025 – 2026

Grade 9 Grade Level Leader	Waleed El Shoba	welshoba@abaoman.org
Grade 10 Grade Level Leader	Terrence Dillon	tdillon@abaoman.org
Grade 11 Grade Level Leader	Aida Nausia-Bonet	anausiabonet@abaoman.org
Grade 12 Grade Level Leader	Jelena Walker	jwalker@abaoman.org

	Name	Email ID
9NGr	Mr. Neil Grahame	ngrahame@abaoman.org
9AHu	Mr. Atiq Hussain	ahussain@abaoman.org
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12JJo	Mr. James Jones	jjones@abaoman.org
12SMo	Mr. Sebastien Monclar	smonclar@abaoman.org
12JMo	Mr. Jordi Beneyto-Molina	jmolina@abaoman.org

Grading and Reporting

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

Reports are issued on the cycle below: Note: 'Long' reports will contain a holistic comment on your child's progress from their Advisor. 'Short' reports just contain the semester grades achieved. These semester grades will form the High School transcript and count towards the High School Diploma:

	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 ● 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

All students in High School are working towards receiving the ABA High School Diploma, regardless of whether they are taking IB courses or not. In Grades 9 and 10 students take IB MYP or High School courses* and are entered for MYP Certificates in five subjects: Language and Literature, Language B, Individual and Societies, Science and Maths. In Grades 11 and 12, students may take the full IB Diploma, or a selection of IB and High School level courses. They will receive certificates for those IB Courses for which they fulfilled all assessment requirements.

*For each semester of work, a student receives 0.5 credit if their overall Semester Grade is no less than a 3. Therefore a full credit is awarded for a semesters' work. Students must achieve 25 credits to be awarded the ABA HS Diploma. For specific credit requirements per subject see **Academic Programmes** p42.

For students who do not receive the required credit for an academic period, a credit recovery plan will be put in place.

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 both on-line and face-to-face 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 Advisor, the Grade Level Leader, one of the Counsellors or the MYP/DP Coordinators. If an issue is unresolved, parents should schedule a meeting with the Principal and/or the Head of School.

Student Organised Events

Any student or group of students who wish to organise 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

Student Code of Conduct is at the core of our [Behaviour Policy](#) and its purpose 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 Student 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 staff, students and parents to the ideals of the school. 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 behaviour, both on and off campus, is considered grounds for disciplinary action. "Untoward behaviour" 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 behaviour. 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 emphasise that stern measures will be taken against individuals whose actions embarrass the reputation of ABA.

Members of the ABA community are expected to maintain a positive climate of mutual respect, fostering trust. At ABA we believe in kindness, ethical decision making and respect for diverse perspectives.

For a list of unacceptable and prohibited behaviours please see the [Behaviour Policy Appendix 8](#). This list is not exhaustive and will be reviewed periodically.

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 familiarise themselves with what constitutes academic honesty outlined in the Academic Integrity Policy.

A copy of the full Academic Integrity 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 Clinic in the Learning Centre. The school nurses' responsibilities include:

- Providing acute, chronic and emergency care
- Assessing student health status; health appraisals
- Activities and education to promote health and safety
- 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 school [via Managebac](#). 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, the student 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.
4. The student is allowed to rest for one period and is observed.
5. The student either returns 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. The incident is recorded in the logbook and on the school medical database.
7. All students must wait in the nurse's office until they are picked up by their parents or their driver.

Moderate/Severe Injuries:

1. The student reports to, or is transported to the health office.
2. The student's condition is assessed, and emergency care provided.
3. Parents will be contacted.
4. The school nurse will determine if more advanced care is needed.
5. Parents and/or the school nurse will transport the student to a medical facility. Ambulance may be a necessary means of transport.

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6. The incident will be documented on the school medical database.
 7. An accident form is 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, ManageBac, email messages and other channels such as telephone conversations.

[Please refer: ABA's Learning Management Systems Parent Guide](#)

The cultural diversity of parents in our international community at ABA may lead to occasional special concerns. 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, behavioural or daily school organisation nature.
 - d. there is a sudden emergency situation.

Formal Complaints Regarding Employee Conduct

ABA distinguishes between concerns or disagreements about day-to-day decisions, which are addressed through the school's established communication pathway, and formal complaints relating to professional conduct. A formal complaint refers to an allegation that a staff member has engaged in conduct that may:

- Breach professional expectations or standards
- Be inconsistent with the school's Mission, Vision, and Values
- Cause reputational harm to a student, family, staff member, or the school
- Raise concerns related to safeguarding, ethics, or professional integrity

In such cases, the matter should not be addressed through the standard hierarchical communication process. Instead, parents are required to submit a formal written complaint directly to the Head of School, with the HR Manager copied. The complaint should:

- Clearly outline the nature of the concern
- Provide relevant details, including dates, context, and any supporting information
- Be submitted in a timely and respectful manner

All formal complaints will be:

- Acknowledged promptly
- Reviewed in line with school policy and legal requirements
- Managed confidentially and with due process

ABA is committed to ensuring that all such matters are handled fairly, thoroughly, and in alignment with professional and safeguarding standards, with respect for all parties involved.

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.
- 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 they determine 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

School Week

The school week runs from Sunday to Thursday. Students are expected to arrive in school to register with their Advisor in their Homeroom between **7.40 and 7.45am**.

They are then to be in their classrooms by **7:50 am**. If a student is not present for their homeroom registration by 7.45am they will be marked **absent** and will have to sign in late at the Reception. It is compulsory to attend for the full duration each day.

Teachers will be in their rooms from 7:30am. Traffic can be busy at drop off times, please make the necessary travel time allowances. Classes end at 2:45 pm, although After School Activities or ASAs may run up to 4 - 6 pm. (Most finish before 4:45 pm).

The school day is divided into **eight 40-minute** instructional periods, many classes meeting in double period blocks. Students will meet with their Advisor two times a week for 30 minutes on Sundays and Tuesdays for important bulletin information and activities in support of their learning programmes. Students will have two 30 minute sessions on Mondays and Wednesdays to meet with their clubs and activities groups. On Thursdays, students will either have a Grade Level or High School Assembly for 30 minutes. Students will have two supervised eating and recreation breaks during the day.

Session Times	MS/HS Schedule
7:25	Drop Off Starts
7:40 - 7:45	Registration
7:45 - 7:50	Transition
7:50 - 8:30	Period 1
8:30- 9:10	Period 2
9:10 - 9:15	Transition
9:15 - 9:55	Period 3
9:55 - 10:35	Period 4
10:35 - 11:05	Break
11:05 - 11:45	Period 5
11:45 to 12:25	Period 6
12:25 -12:55	Period 7: Clubs / Advisory & Assemblies

12:55 - 1:25	Break
1:25 - 2:05	Period 8
2:05 to 2:45	Period 9
2:45	End of School Day
2:45 to 4:15	MS/HS ASAs End

Pastoral Care

Student Life Programme

The Student Life Program is designed to deliver the co and extra curricular programme. The Principals oversee this program in consultation with the School Counsellors and Grade Level Leaders. Student Life Advisors are responsible for academic and pastoral oversight of the students in their Advisory groups. Classroom teachers are responsible for contacting the Advisor, Grade Level Leader, 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 Advisor

Advisors meet with their students on Sundays, Tuesdays and most Thursdays. The Advisory activities and programme are set by the Grade Level Leaders in consultation with the counsellors and Principals. Advisors will meet with all of their Homeroom students on a rolling basis to discuss their academic targets and wider life at ABA. They will write a summary holistic comment about their advisees' progress for each mid-semester report. Parents are asked to meet with Advisors at Parent-Teacher Conferences.

For more detailed information on [ABA High School's Student Life programme](#), please see the linked information.

Counselling Services

What is the role of a School Counsellor?

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

When should I see the school counsellor?

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

- General questions about school life
- Organisational, 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 counsellors tell others what I discuss with them?

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

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 counsellor?

If the school counsellor is in her office, you are welcome to stop in and introduce yourself. Otherwise, email the respective counsellor for an appointment. Counsellors can also be reached via the 'Well-Being' button on the student portal.

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." -**IBO CAS**

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 characterised as follows:

Creativity– Arts and other experiences involve creative thinking.

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

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
- 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.

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. 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, organising and memorising 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 (**unplanned/emergency school closure**).

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 teachers 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 utilised 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-term 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 Grade Level Leader, Advisor, Counsellor and/or subject teacher immediately.

Unplanned/ Emergency School Closure

In the course of an academic year there are scenarios where the campus is closed. Previously this has been caused by severe weather conditions, or when there has been an important visitor in the country. In the event of an unplanned campus closure we will take the following approach:

Campus closed by 11.30am: Teachers will post tasks on [Google Classroom](#) for Period 7 and 8 lessons.

Days One, Two & Three: Teachers will post tasks on [Google Classroom](#) for lessons P1-8, teachers will introduce the lessons via Google Meet and then be available to support students.

Day Four: We will re-evaluate given the length of time off-campus and communicate with families in advance.

High School Communication

ABA Student online user profiles

ABA students are provided with an ABA Gmail account as part of our subscription to GSuite Enterprise for Education. GSuite brings access to various applications and services that are introduced at age appropriate times to students. In addition to Google, ABA students are subscribed to additional online services such as [ManageBac](#).

All user accounts and profiles created for ABA students will be deleted after one month from the day the student leaves ABA. This includes email and cloud storage. Students have to backup all required data from their respective user accounts within one month from their last day of attendance in ABA.

Please contact helpdesk@abaoman.org if you have any questions.

Exception: *Google user accounts of the graduating class (grade 12) will be kept active till the end of the respective calendar year. This is to facilitate the communications concerning the university admission processes.*

Daily Bulletin

Announcements concerning students are read from the weekly memo during Advisor time. In addition, a student information memo is posted on the Student 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 familiarise 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 Managebac 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 (HSSC) for grades 9 - 12, provides leadership opportunities for ABA students. The High School Student Council Executive has a faculty supervisor who advises on its role and responsibilities in leading the wider

High School Student Council. The High School Student Council is divided up into five Student Voice Groups: Community and Well-Being, Sports and Activities, Premises and Environment, Teaching, Learning and Assessment and Global Citizenship +DEIB. Each group liaises with the Grade Levels and organises projects, social events and fundraisers of their affiliate clubs. They also communicate the needs of the student body to the faculty and administration. High School assemblies are organised by the HSSC and will run approximately every 5 weeks.

School Trips

School 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.

Recreational Breaks & Cafeterias

Within the daily schedule there are two break periods for all students. Breaks are from 10:35 to 11:05 and 12:55 to 1:25 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 the cafeteria for heating food. Care should be exercised to avoid items that can be easily spoiled or broken in transit. The cafeterias use a card system which can be charged using cash or cards. 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, aluminium cans and ring-pulls. Water dispensers are available all-around school and every ABA student is expected to have his/her own reusable 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. The caterers must be informed of any activity or event involving the selling of food.

Lost and Found

Please check with the Receptionists for lost valuables. Unidentified items are turned into the reception. Students are expected to have all personal items labelled with their name.

Telephones and Mobile Phones

Students may use school telephones in reception to contact home should the need arise. Use of students' personal phones is **strictly prohibited anywhere on campus** (ie. inside the school gates, including outside areas) from 7.45am to 2.45pm. ABA has a wireless internet facility for educational use only. Social media/gaming and other sites are banned from this network from 7.45am to 3.45pm.

- Student phones, if they are brought to school, **must be switched off** and must **remain in their bags** for the duration of the school day. Students are **not allowed to carry mobile phones on their person**.
- Students found to be accessing social media or other prohibited sites through bypassing the school wifi, ie. via their phone network, **will lose the use of both devices for the day**.
- Students, without prior permission from the HS Principal/Assistant Principal, are **not allowed to wear headphones** unless in a study space and with the permission of a teacher.
- On rare occasions, teachers will ask students to use their phones for educational purposes. Once the task is completed, all phones must be returned **to students' bags**.
- Students in breach of these rules will have their phone **confiscated** for the day. They can be collected at 2.45pm from the Secondary Office.
- Repeat infractions will require parents to collect the phone and the student may face **further disciplinary action**.
- Students bring in mobile telephones **at their own personal risk** and the school cannot be held responsible for any damage or loss of telephones.
- Parents are asked **only** to contact students via email or via the school reception, where a message will be conveyed to the student.

Transportation

The school does provide limited school-sanctioned transport for students to and from school, this schedule is communicated to parents via email. The school does not 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 behaviour.

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 8:00 am and then after 2:15 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.

Security Protocols

All visitors to the campus are required to follow the security protocols as given below:

- All adults must wear an ABA ID badge at all times, while on campus
- ABA parents must wear a visitors ID badge if they lose/forget their own.
- Visitors ID badges are obtained from ABA Security only.
- Visitors must submit a valid photo ID to security to obtain an ABA ID badge.
- Photo ID can be collected before departure when the visitor ID badge is returned.
- All visitors are restricted to the area(s) associated with their visit.
- Visitors are not permitted to wander around the campus.
- Adults are **NOT** permitted to use student restrooms at any time.

Security has full authority to enforce any regulations that serve the ABA community.

Visitors

After first visiting security at the main gate, all visitors are asked to report to the Reception 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.

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 programs on offer vary seasonally, at the mercy of the weather, as well as from year to year depending on supply and demand. A few of the more specialised 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.

ABA also offers its facilities for externally run programmes. These are paid for separately by parents and include: ABA Performs, ABA Aquatics, ABA Lingo, ABA Spotlight, ESG football and Muscat Pirates rugby. ABA Sails occurs off campus at OmanSail in Al Mouj. The programmes offered annually will be subject to change.

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)

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 realise 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 eligibility criteria 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 2025/2026 school year can be found on the school website.

- *Season 1 - October - November - Golf, Swimming, Varsity and JV Volleyball, Varsity & JV Academic Games*
- *Season 2 - 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, Softball & Baseball*

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:

The following attendance guidelines concerning student attendance are supported by: **School Policy 7.3.1 Student Attendance** (revised SY2019-20)

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 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 all students.

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- If cumulative unauthorized absences are more than 10% (approximately 18 days) by the end of an academic year we reserve the right to make adjustments to the student's academic programme, including but not limited to, restriction of ASAs or repeating the grade level.

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 authorised or unauthorised. If cumulative 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 via Managebac](#) 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 Advisor.** If no notification is received the absence will be regarded as unauthorised. 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 Counsellor 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, authorised or unauthorised, 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.

Lateness

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. Parents will receive a letter informing them of repeated tardiness. Students are expected to be ready for their first class at 7.50 am. Any student arriving at school **after** the registration period closes (7:45 am) **must sign** in at the High School Office **before going to class**. They will be given a blue slip to hand to the teacher which will be retained for reference.

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

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 2:45 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 Reception**. When the student returns to school on the same day, he/she must check in with the Reception 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 organised 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 behavioural concerns will be reported to the HS Principal and will jeopardise further participation in social events.

Absence from Physical Education

If a student is unable to participate in PHE 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 (recorded in Managebac) should be taken:

Step 1	The issue should be addressed individually with the student
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	in a meeting outside of class.
Step 2	If the issue continues the teacher will notify the parents.
Step 3	If there is still no change to the situation, the teacher will inform the Administration who will designate the relevant person, meet with the student and meet with parents.

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 behaviour will first attempt to restore order and, if necessary, bring the matter to the attention of the Principal concerned. The Principal will determine the nature and severity of subsequent disciplinary action. Teachers will report excessive tardiness and concerning absences to the Grade Level Leader via Managebac. who, in turn, will consult with the Principal and the student's parents to resolve, depending on the specific case.

Teachers may issue study support sessions to students as consequences for incomplete homework assignments and similar classroom infractions. The Advisor or Teacher 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

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- 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 Counsellor 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.

For additional information please see the [Behaviour Policy](#) (Appendix 8)

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 offers 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.)

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- Please view the ABA student dress code for all sections of the school [here](#).
 - Students in High School, Grades 9-10 will wear the ABA polo shirt in White or Navy Blue.
 - Students in Grades 11 and 12 must wear the Black Polo Shirt.
 - Students must wear the appropriate ABA collared polo shirt according to their programme as above. **(PE / MESAC or other 'ABA' shirts are not permitted during the school day).**
 - Students may wear an **ABA Vipers Hoodie** (available from the Booster Club). No other Hoodies are acceptable; except during PE, when students must wear the Akoa Sector Midlayer (available from the Trutex uniform shop).
 - Students must wear culturally appropriate clothing at all times. Explicitly, students must not come to school in the following:
 - **crop or halter-tops (midriffs must not be showing)**
 - **vests or 'spaghetti straps' (shoulders must be covered)**
 - **ripped trousers, shorts, skirts**
 - **tight-fitting materials such as spandex, or tight-fitting trousers/leggings such as yoga pants or other 'active' wear (except for during PE)**
 - All shorts/skirts must be approximately knee-length or below.
 - Trainers, sandals (flimsy, unsecured sandals are not allowed) and sneakers may be worn. For safety reasons heels cannot be higher than 5 centimetres.
 - Flip-flops / Sliders / and 'Crocs' (or equivalent) are prohibited. In case of injury where the wearing of these items has been recommended, please request permission.
 - For swimming, girls must wear a one-piece bathing suit, and boys must wear proper swim shorts (above the knee, not too baggy). Swim Caps are required for hygiene reasons, and goggles are recommended. All items should be labelled with the student's name.
 - Wearing jewellery is discouraged. ABA cannot accept responsibility for jewellery, watches or other expensive items brought to school.
 - Parents of students who are in consistent breach of the dress code will be contacted. Students will in the first instance be asked to come to school the following day in appropriate attire. On the second infringement, parents will be asked to bring in appropriate attire. The student will be asked to return home to change.
 - There will be a monthly 'free non uniform day' on the last Thursday of each month. Students and staff will be encouraged to wear Vipers' colours/attire on those days unless the non-uniform day is themed.
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- Other 'non-uniform' days may occur throughout the school year.
 - ABA Uniform items may be purchased from the Trutex uniform shop located at the ABA Athletics Centre.

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 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

Due to the introduction of a new PE uniform for MS/HS in September 2023, students may continue to wear the current yellow ABA PE shirt or any other appropriate sports top and navy blue or black shorts, leggings or lightweight jogging bottoms.

The 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 jewellery 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. Students should bring a padlock if they wish to secure any items in a locker in the Athletic Centre changing rooms.**

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.

Public Displays of Affection

Following Omani law, public displays 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.

Academic Programme

High School Diploma - Credit System

- All students in High School are working towards receiving an **ABA High School Diploma**, regardless of whether they are taking IB MYP or DP courses or not. We offer the **ABA High School Diploma** and the **Modified ABA High School Diploma**.
- In Grades 9 and 10 students will take IB MYP courses and are entered for MYP e-assessments at the end of Grade 10. **Students earn credits for each semester's MYP work.**
- Some students **whose progress suggests they are not on track** to gain the required credits for the High School Diploma by taking MYP courses, or achieve success in the e-assessments, will be moved to 'High School' courses in the first instance. **Progress is reviewed at the end of each semester and each year with regards to ensuring the correct pathway for success.**
- Further assessment may suggest **a High School course needs to be 'modified', for that child to be successful.** This will place the students on a 'Modified' High School Diploma pathway.
- All students will complete four years of: **Service as Action** (G9/10) and **Creativity Activity and Service** (G11/12) part of their programme.

Note: Students taking MYP or DP courses will be assessed using IB MYP or DP Assessment Criteria in preparation for their certificates or Diploma.

Students taking High School or Modified High School courses will be assessed using a standards based assessment model according to the subject taken.

In Grades 11 and 12 students will follow one of four pathways:

Pathway 1) The full IB Diploma: 3 Higher Level Subjects, 3 Standard Level Subjects, CAS, Theory of Knowledge and the Extended Essay.

Pathway 2) A selection of IB and/or High School level subjects. They will receive certificates for those IB Courses for which they fulfil all assessment requirements. They will receive credit for all subjects taken at a passing grade.

Pathway 3) A full High School Diploma course only. Students will take subjects as required to complete the required credit score (25 credits from G9-12) for the High School Diploma.

Pathway 4) A 'Modified' High School Diploma. This will involve core subject requirements and optional subjects. (22 credits from G9-12))

For each semester of work, a student receives 0.5 credit if their overall Semester Grade is no less than a 3. Therefore a full credit is awarded for each year's (2 semesters') work in that subject. Students must achieve 25 credits to be awarded the ABA High School Diploma. For specific credit requirements per subject please see the tables below:

For students who do not receive the required credit for an academic period, a credit recovery plan will be put in place.

The specific High School Diploma credit requirements for graduation are as follows:

ABA High School Diploma Credit Requirements	
Subject Areas	Minimum Credits Required
English	4
Mathematics *	3 or 4
Humanities	3
Science *	3 or 4
Modern Languages (in the same language)	2
Arts/Design**	1
Physical Education	1
Research Project ***	1
Electives	4
Service as Action (9/10) CAS (11/12)	2
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., Visual Art, Music, Theatre)

*** Students must successfully complete either The Personal Project or The Extended Essay to meet this graduation requirement.

Additional Credit: Students may take ToK, even if not on the full Diploma, for extra credit.

The Modified High School Diploma credit requirements for graduation are as follows:

Modified ABA High School Diploma Requirements	
Subject Areas (core subjects shaded)	Minimum Credits Required
English	4
Mathematics	3 or 4
Humanities (I&S)	3 or 4
Science	4
Arts/Design	1
Physical Education	1
Research Project (PP alternative)	1
Electives (Subject or Resource Class)	1
Service as Action (9/10) CAS (11/12)	2
Total	22

Grades 9 and 10

From August 2025, students in Grade 9 follow ten courses, and are prepared for the MYP e-Assessments taken in Grade 10. All IB MYP students take prescribed courses in:

- Language and Literature (English)
- Mathematics
- Physical and Health Education

- Integrated Humanities (Individuals and Societies)
- Biology, Chemistry and Physics (Sciences)
- Language Acquisition (continuation of previous language studied in Grade 8)

Students must also study two subjects from:

- Design
- Visual Arts
- Theatre
- Music

Students in Grade 9 or 10 moving onto a High School Diploma pathway will continue to be assessed in non-IB MYP subjects using standards based criteria, but will not be entered into the examinations for those subjects.

Students assigned a Resource (Learning Support) Class in place of a subject will receive credit for that class.

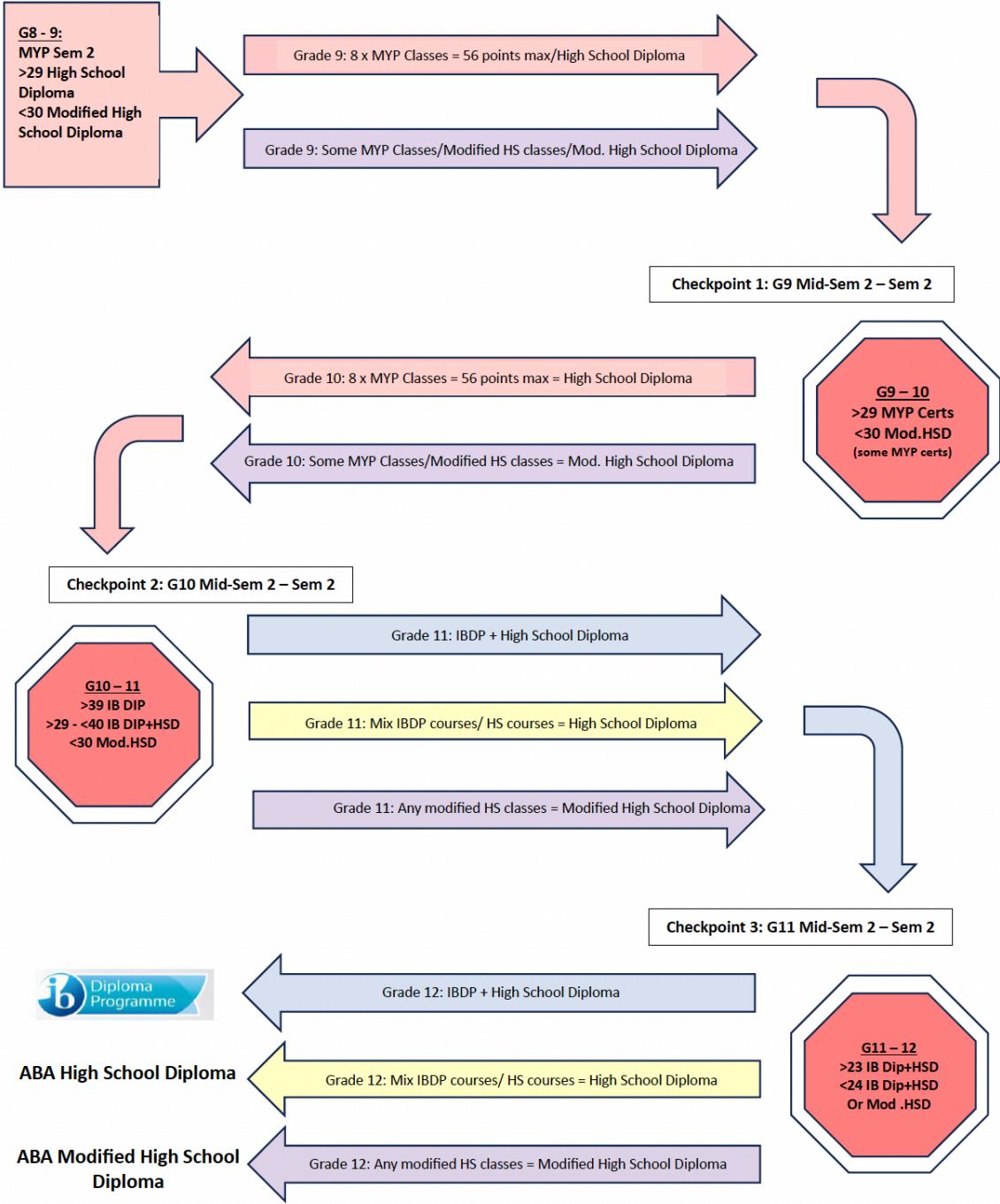
Students following a Modified High School Diploma will continue to take English, Maths, Science and Humanities as their core subjects. English and Maths will follow the UK's 'Functional Skills' curriculum, with an optional external examination. The Modified High School Diploma is not an entry qualification for university.

Benchmark Scores for ABA High School Pathways		
Grade Level	Semester Report Total Score	Expected HS Pathway
Grade 8 (End Sem 2)	MYP <30 points	Modified High School Diploma
	MYP 30-39 points	High School Diploma/IB MYP Subject Certificates
	MYP >40 points	IB MYP Subject Certificates
Grade 9 (End Sem 1 or 2)	MYP <30 points	Modified High School Diploma
	MYP 30-39 points	High School Diploma/IB MYP Subject Certificates

	MYP >40 points	IB MYP Subject Certificates
Grade 10 (End Sem 1 or 2)	MYP <30 points	Modified High School Diploma/High School Diploma
	MYP 30-39 points	High School Diploma/IB MYP Subject Certificates
	MYP >40 points	IB MYP Subject Certificates
Grade 11 (End Sem 1 or 2)	DP <24	High School Diploma
	DP >24	IB Diploma*
Grade 12 (End Sem 1 or 2)	DP <24	High School Diploma
	DP >24	IB Diploma*

*In Grades 11/12 Students can opt to move from IB Diploma to High School courses should their chosen pathway not require the full IB Diploma.

PATHWAYS AND PROGRESSION CHECKPOINTS THROUGH ABA HIGH SCHOOL



Example Pathways for High School Students.

Student A - HS Pathway 2 Example		
Grade	Semester Report Score	HS Pathway
Grade 8	End of Sem 2: MYP 34 Points	All G9 MYP courses probationary.
Grade 9	End of Sem 1: MYP 32 Points End of Sem 2: MYP 33 Points (3 in Math / 3 in Science)	Keeps MYP exams and certificates in English, Language, I&S, but takes HS Maths and Science - no MYP exams for those subjects.
Grade 10	End of Sem 2: 37 Points	Keeps MYP exams and certificates in English, Language, I&S, but takes HS Maths and Science - no MYP exams for those subjects.
Grade 11	End of Sem 1: 23 points (3 in SL Maths)	DP Certificates, no ToK, no EE Drops IB SL Maths takes HS Maths DP Exams in all but Maths
Grade 12		May: Graduates with ABA High School Diploma July: Receives 5 IB certificates

Student B - HS Pathway 1 Example		
Grade	Semester Report Score	HS Pathway
Grade 8	End of Sem 2: MYP 33 Points	
Grade 9	End Sem 2: MYP 38 Points (Math 3)	MYP All subjects
Grade 10	End Sem 1: MYP 42 (Math 4)	MYP All subjects - probationary Takes MYP e-assessments in all subjects
Grade 11	End Sem 1: 27 points End Sem 2: 26 points	Full IB Diploma

Grade 12	End Sem 1: 27 points End Sem 2: 28 points	Completes IB Diploma May: Graduates ABA HS Diploma July: Receives IB Diploma
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Student C - HS Pathway 4 Example		
Grade	Semester Report Score	HS Pathway
Grade 8	End Sem 2: 29 points	
Grade 9	End Sem 1: 27 points End Sem 2: 27 points (2s in some courses)	Probationary MYP/High School Diploma High School Diploma (May include credit recovery)
Grade 10		Modified High School Diploma + Functional Skills Eng/Math
Grade 11		Modified High School Diploma + Functional Skills Eng/Math
Grade 12		May: Graduates with ABA Modified High School Diploma Takes Functional Skills Eng/Math exams.

Student D - HS Pathway 3 Example		
Grade	Semester Report Score	HS Pathway
Grade 8	End Sem 2: 37 points	
Grade 9	End Sem 1: 39 points End Sem 2: 38 points	MYP All subjects probationary
Grade 10	End Sem 1: 39 points End Sem 2: 40 points	May: takes MYP e-Assessments
Grade 11	End Sem 1: 21 points	Chooses 3 SL DP courses and 3 HS Diploma courses. Chooses all HS Courses.

Grade 12		No IB examinations. May: Graduates with ABA High School Diploma
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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 Counsellor is at the students' disposal for advice on university applications and course selection.

Course Selection

At key transition points (Grades 8 into 9 and Grades 10 into 11) students are able to make limited choices (Grade 9 Arts/Design) and broader choices (Grade 11). Some subjects will also require students being placed into phases (Languages) or Standard / Extended (Maths). These placements will be made based on past performance. Students studying Extended Maths in will be expected to sit the Extended Maths MYP Certificate in May of Grade 10 from May 2027.

In Grade 10 for IB Diploma / High School Course selections, every student will have the opportunity to meet with either the University Counsellor or the IB Diploma Coordinator to discuss their Grade 11 and 12 pathways and course selections. Please note:

- Students will typically continue with the Language studied for MYP 1-5.
- Students may switch to an Ab Initio Language should they meet the requirements.
- Higher Level subject choices will be determined by **past performance**.
- Availability of Higher Level Maths courses will be **contingent on past performance**.

Course Changes

Course changes will only be made with a compelling reason.

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). Not all changes are possible. Course changes for DP is only allowed until the first week of October in Grade 11. After this date, only level changes within the same courses can be made.
2. If the change is possible, the Coordinator will add to the Course Change spreadsheet, share with the relevant staff and instruct the student to follow the procedure below.
3. The student will be directed to discuss possible changes with the relevant individuals (teachers, parents, University Counsellor etc.)
4. Teachers, parents and others, if in agreement, will notify the Coordinator via the Course Change spreadsheet.
 - a) The HS Assistant Principal will review and agree or not.
 - b) The Timetabler will make relevant changes in the database.
 - c) Once all changes are made in the database, the timetabler will inform the Coordinator. The Coordinator will confirm with teachers that the change is complete.
 - d) No class change occurs until this process is complete.

Examinations

Scheduled examinations are held at the end of the second semester of Grade 11 and in January of Grade 12. Parents must prioritise 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 centre 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 and the ABA Behaviour Policy, including the use of devices.

External Examinations

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

- International Baccalaureate (IB) MYP Certificate eAssessments
- International Baccalaureate (IB) Diploma examinations

AVANT and STAMP Arabic Proficiency tests

- DELF (French) and DELE (Spanish) Proficiency tests.

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

Awards

End of the Year Awards

- The ABA Award for International Understanding (Grade 12 only)
- The Philippa Leggate Award for Citizenship
- Athlete of the Year Awards (Male/Female)

Counselling Services

Advice on university application will be provided by the Counsellor. 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 9 – 12 Counsellor.

Nomination for Scholarships

As part of ABA's mission to inspire and empower learners to explore their unique pathways to success, the school will support students who require nominations via the ABA Scholarship Nomination Committee. Scholarship nomination is open for senior students who fit the eligibility criteria. The committee will look at academic performance, attendance record, behaviour record, academic integrity and extracurricular activities when deciding on the nomination.

The school will not seek out scholarship opportunities on behalf of students; however, if the school becomes aware of any such opportunities they will be shared with high school students. Scholarships that require nominations must be brought forward by parents and/or students to the attention of the university counsellor in due time (at least one month before the deadline).

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 Counsellor will work together to make sure that 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 counsellor 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.

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 Admissions Director. All

textbooks and school property must be accounted for prior to the issuing of leaving documents.

Appendix 1 - Academic Integrity 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 familiarise themselves with what constitutes academic honesty outlined in this policy.

Academic integrity is a vital component of education and is defined by ABA through five core principles: honesty, trust, fairness, respect, and responsibility. These fundamental values serve as a foundation for success throughout a student's academic career.

The purpose of the ABA's academic integrity policy is to provide a clear and consistent set of procedures that promote transparency and fairness. This policy outlines the rights and responsibilities of all members of the school community, enabling them to understand the distinction between good practice and misconduct. In the event of any transgressions, the policy also specifies the appropriate actions to be taken.

It is essential that the policy remains dynamic to ensure that students are equipped with good practices for all aspects of their work. By teaching and practising these fundamental principles, we can prepare students for success both academically and beyond.

What is Academic Integrity?

The IB views academic integrity as "a combination of values and skills that promote honesty and responsible behaviour in teaching, learning, and evaluation" (IBO 2014, pg. 12). This involves being honest and respectful in all aspects of academic work, such as research, coursework, and exams, avoiding plagiarism and cheating, accurately presenting one's own work, and adhering to academic and institutional rules. These values foster a scholarly environment that values conscientiously produced work, with proper credit given to the ideas and work of others. ABA students and faculty follow Modern Language Association (MLA) formatting for all bibliographies and citations, and use the online research tool NoodleTools for instruction and practice of these conventions.

What is Academic Dishonesty?

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

A. Plagiarism: presenting others’ ideas or work that are not your own, or clearly not common knowledge, without acknowledging the source (this includes using AI such as ChatGPT). This applies to images, poetry, songs, music and film as well as books, magazines and internet sites. *Common knowledge* is defined as factual information that is widely accepted as reliable without having to look it up.

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, communicating with another student during an exam, falsifying a CAS record).

Responsibilities

Students must maintain academic honesty in all aspects of their work. They should understand that even if plagiarism is accidental, it still undermines their work's integrity. They should practise honesty, trust, fairness, respect and responsibility:

1. Know the assessment tools and rubrics, and ask for clarification if needed in a timely manner.
2. Effectively manage time to meet deadlines and complete work before they are due.
3. Present only original work.
4. Properly cite the work or ideas of others using the agreed referencing style of the school.

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5. Keep records of their research process.
 6. Seek guidance from a teacher if unsure.
 7. Follow the ABA Academic Integrity Policy.
 8. Report suspected academic dishonesty to a teacher.

The school will promote honesty, trust, fairness, respect and responsibility to ensure that students are aware of the steps they can take to avoid academic malpractice:

1. Educate students: The school will provide education and resources to help students understand what academic integrity means and how to avoid academic misconduct.
2. Incorporate into course curriculum: The school will incorporate academic integrity into the course curriculum and make it a regular topic of discussion in classes.
3. Provide resources: The school will provide resources and support for students, such as access to plagiarism-detection software, citation guidelines, and writing support services.
4. Foster a culture of integrity: The school will foster a culture of academic integrity by promoting ethical behaviour and values, and by modelling responsible conduct.
5. Encourage reporting: The school will encourage students to report instances of academic misconduct and provide a safe and confidential reporting process.
6. Enforce consequences: The school will enforce consequences for academic misconduct and ensure that they are consistently applied.
7. Monitor and evaluate: The school will regularly monitor and evaluate their academic integrity policies and practices to identify areas for improvement and ensure their effectiveness.

The teachers are responsible for teaching and promoting honesty, trust, fairness, respect and responsibility in the following ways:

1. Instruct students in skills required for academic honesty and integrity
2. Model responsible conduct in all resources and presentations
3. Design assignments that foster students' independent thought and critical reasoning through research techniques such as problem solving, comparison, and analysis, as appropriate.
4. Define the guidelines for group collaboration on tasks that require teamwork.
5. Adhere to and enforce the school's academic integrity policy.
6. Ensure clarity of expectations for each task to prevent academic misconduct.
7. Set reasonable task deadlines, considering the workload of students, and be open to granting extensions for valid reasons.
8. Require submission to TurnItIn for tasks that are eligible, both for drafts and final versions, and enforce compliance.

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9. Report any incidents of academic misconduct through the designated channels upon detection.
 10. Will not submit student work to the IB unless the work has been adequately checked for academic integrity.

The library is responsible for teaching and promoting honesty, trust, fairness, respect and responsibility to support academic integrity by:

1. Deliver tutorials and demonstrations on proper source citation using the school's preferred referencing style.
2. Offer online tools to check for text similarities, helping students avoid plagiarism.
3. Establish a professional library staff-run reference assistance service.
4. Develop and distribute resources to promote academic integrity practices.
5. Display good academic practices in all library resources and presentations.
6. Arrange workshops for faculty and departments on academic integrity and referencing as required.

Parents can support their children in promoting honesty, trust, fairness, respect and responsibility in the following ways:

1. Advising their children to plan ahead for assignments and exams to reduce the likelihood of last-minute work, which increases the risk of plagiarism.
2. Urging their child to seek clarification from their teacher if they are unsure about the assignment.
3. Supporting their child's studies while ensuring the work is their own, using their own language and expression of ideas.
4. Promoting ethical behaviour by encouraging their child to give proper credit for ideas and work of others.

Academic Integrity in the PYP

Learning communities support students in becoming responsible digital citizens, who make informed, ethical choices while acting with integrity. In a globally connected digital world, students are responsible for their actions, value the rights of others, exercise academic integrity, and practise safe and legal behaviours. (IBO, 49)

At ABA, the focus in PYP is on educating students about ethical ways to use information from others. Students are encouraged to acknowledge inspiration from others, and talk about the difference between this and their own ideas. In Grades 2 through 5, students are taught research skills, including:

- How to record information you find

- How to synthesise and interpret information
- Evaluating and communicating what you have learned
- How to use search engines, websites and webpages
- Evaluating sources of information
- Citing sources including creators, authors, web sources etc

There are no formal procedures for reviewing student submissions in the PYP. However, should an instance arise where there is cause for suspicion, it is used as a learning opportunity. The teacher will speak individually with the student to identify any issues with academic integrity, and will work with the student to correct improper citations or plagiarised content. Parents are involved if appropriate.

Process for Reviewing Student Submissions

Cases of academic misconduct are evaluated individually and viewed as a chance for growth in all programs with the goal of fostering academic integrity and successful completion of the DP.

Severe violations may lead to official IB investigations, especially during exams or official assessments, which could put the student's MYP certificate and/or Diploma status in jeopardy.

When teachers suspect a student of academic misconduct, they should follow these steps:

- Notify the student of the suspicion
- Provide an opportunity for the student to be heard
- Offer the right to appeal

This ensures that the student's rights are protected throughout the process.

1st Instance

- Teacher holds a meeting with the student to examine the initial evaluation and identify any issues with academic integrity (such as an originality report on Turnitin.com, AI detection software, or differences in writing style).
- A teacher works with the student to correct improper citations or plagiarised content in the assignment. The teacher explains best practices and provides examples.
- The revised assignment is completed, and the teacher records the incident on iSams and informs the parent. The type of academic misconduct is specified and the steps taken are documented in the behaviour note.
- The student then meets with the MYP/DP Coordinator to discuss academic integrity.

2nd Instance	<ul style="list-style-type: none"> • Teacher records incident in iSams, informs parents • Teacher holds a meeting with the student, parents, and administrator to address any underlying factors behind the academic misconduct, such as language barriers or stress. • Student redoes and resubmits the assignment through Turnitin.com. Teachers may also run the assignment through AI detection software. • Final assessment reflects meeting and support provided by the teacher.
3rd Instance	<ul style="list-style-type: none"> • Teacher holds a meeting with the student, parents, and administrators to review academic support plans and monitor assignments/assessments. • Student redoes and resubmits the assignment through Turnitin.com. Teachers may also run the assignment through AI detection software. • Teacher/admin records incidents in iSams.
After 3rd Instance	<ul style="list-style-type: none"> • After the 3rd offence, the student may be withdrawn from externally moderated work/programs (Personal Project, Diploma Programme) • Teacher/admin records incidents in iSams

Other Policy Documents

Assessment

The ABA Assessment Policy is aligned with and supported by the Academic Integrity Policy.

Inclusion and Language

Academic honesty is a crucial part of the MYP and DP curriculum that is delivered equally to students with learning needs or English language learners throughout secondary school. Only if the ILP or any other learning plan specifically states adoption of areas connected to academic honesty, should it be modified. Generally this would imply the ATL Research skills are being taught and learned below the student's grade level, requiring some changes in the task or assessment rubrics.

Policy Review Process

This policy was written by the Academic Integrity Team. This policy will be reviewed annually at the start of each school year. The committee will thoroughly examine the

current policy to identify any gaps, inconsistencies, or areas for improvement and will update as needed.

Sharing the Policy

ABA policies are communicated to parents, staff, and students via the parent, staff, and student portals, the school website, and library websites. Librarians also share the policies with staff through professional development opportunities. Referencing style guides are available on the library website for the community.

Academic Integrity Culture 3.1, 3.2, 3.3

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100).

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Works Cited

- 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>
- International Baccalaureate Organization. Primary Years Programme the Learning Community. International Baccalaureate Organization, 2018, www.sd44.ca/school/capilano/ProgramsServices/IB/Documents/Learning%20Community%20EnhancedPYP.pdf. Accessed 9 Mar. 2023.

Appendix 2 - Inclusion and Learning Support Policy

Introduction

ABA's overarching philosophy is to admit students and their families to ABA who are supportive of our guiding statements and can thrive within our learning environment. This policy must be read in conjunction with our guiding statements, and the following operational policies:

- Admissions Policy
- Language Policy
- Assessment Policy

The purpose of this document is to communicate to our stakeholders our policy on inclusion and learning support.

ABA Mission

*We are a dynamic IB Continuum School, working in partnership with our **diverse community**. Together, we inspire and empower learners to explore their **unique pathways** to success.*

The IB believes in an inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. ⁽¹⁾

IBO: Programme Standards and Practices related to inclusion

- The school supports the identified needs of students and evidences this support through planning, policy, and practice. (0202-02-0200)
- The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)
- The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)
- The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
- The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
- The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Statement on Inclusion

ABA embraces learning diversity and is committed to an inclusive approach by enrolling and serving students with a variety of learning differences or barriers to learning, wherever our programme and resources can support each student to experience success.

ABA is committed to the IB approach towards equity and inclusive education and applies these principles to our design and implementation of the IB programmes. Inclusion is about increasing accessibility and reducing and/or removing barriers to learning to achieve equity for all our learners. We strive to stay consistent with "the central premise of UDL, which is grounded in removing barriers and providing access to the curriculum and instruction by offering flexible options". (UDL and Inclusive Practices in IB Schools Worldwide, n.d.)

Inclusion is about considering various barriers to learning from multiple perspectives and aiming to reduce or remove them so that learners can succeed. Barriers to learning can include organization, resources, school culture and policy, approaches to teaching and learning, physical aspects of the learning environment, and the ways that individuals in the community interact with each other. (2)

As an inclusive school, we acknowledge that inclusion goes beyond support for students with barriers to learning and is a holistic approach that is about the diversity of all learners, equity, and anti-racism (see I-DEA/DEIJ policy). “We are all accountable across our international education community for purposefully and intentionally creating learning environments that ensure students have an inclusive, diverse, equitable, and anti-racist experience in our care.” (CIS)

Inclusive practices

When designing and developing the curriculum, ABA aims to meet the principle of inclusive education through:

- enrolling a managed number of students representing a range of mild, moderate, and intensive learning needs.
- identifying and removing barriers to learning for all students by implementing appropriate policies, guidelines, structures, resources, and approaches to learning.
- designing and developing a universally designed curriculum that is inclusive, fair, and accessible for all IB learners (UDL: Universal Design for Learning)
- taking into consideration planned access and adaptations (inclusivity and accessibility for groups of students who would need specific access) and student well-being
- drawing upon the full range of ways of knowing and incorporating experiences, contributions and histories from across cultures, nationalities, backgrounds, identities, and perspectives
- working collaboratively, flexibly, and with an inclusive mindset to ensure that all students can strive to achieve success
- holistically understanding individual learning differences and factoring in broader aspects of success, beyond solely academic achievements
- Defining student success through open-minded professional reflection, and consideration of students’ unique pathways
- providing learning in the least restrictive environment

How does ABA consider admission for learners with special educational needs?

ABA is equipped to provide support for a managed number of students representing a range of mild, moderate, and intensive learning needs. ABA faculty, including the Learning Support team, is committed to working collaboratively, flexibly, and with an inclusive mindset to ensure that all students can overcome barriers to learning and achieve success within the school's programme.

ABA is an inclusive school and we will admit students with special educational needs only where we have appropriate resources to ensure the student can experience success. The table below indicates the percentage of students we have the human resources to support in any one-grade level.

Learning Support Provision:

Level of need Descriptors from NFI ⁽³⁾	Support Required / percentage of students per grade level
<p>Mild Support is provided by trained professionals in a balanced service delivery model of consultative support, accommodations, small group instruction or in-class support.</p>	<p>Combined 10% with students requiring moderate support in any one grade level</p> <p>Staffing ratios are based upon a caseload of 1: 15-20 students with mild/ moderate needs</p>
<p>Moderate Support can be thought of as a program through which children with more specialised needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies.</p>	<p>Combined 10% with students requiring mild support in any one grade level</p> <p>Staffing ratios are based upon a caseload of 1: 15-20 students with mild/ moderate needs</p>
<p>Intensive Support is provided for children and young adults with cognitive or developmental disabilities/ intellectual disabilities. There is an emphasis on social inclusion and maximising academic inclusion based on student strengths. There is increased emphasis on independent life skills and vocational studies in order to prepare these students for a successful life after high school.</p>	<p>Teacher to student ratio 1:2 Conditions of Enrollment in place</p>

What kind of learners can ABA's programme support?

-
- All learners: universal design for learning ([UDL](#))
 - Mild LS: identification, Intervention Plan (IP)
 - Moderate LS - external assessment from an Educational Psychologist - recommendations contribute to an Individual Learning Plan (ILP)
 - Intensive LS - external educational assessment, with additional modification or access arrangements provided (eg: Conditions for Enrollment, one-to-one Learning Assistant, modified curriculum, etc)
 - English Additional Language Learners (EAL): learners for whom English is not their first or best language. WIDA language proficiency test identifies level for reading, writing, speaking and listening.

ABA does not routinely provide support for learners with the following challenges:

- visual and auditory impairments requiring specialised instruction and equipment
- augmentative communication impairments
- serious behavioural and/or emotional difficulties
- mental health issues requiring extensive therapeutic intervention

How does ABA support English Language Learners?

Learners with an emergent level of English can find success in Grades 1-8, due to the nature of an inquiry based programme, allowing for students to grow and develop language skills in an authentic context. In Grade 9, students must have English language proficiency at a minimum of “capable” in speaking, listening, reading and writing. In Grades 10-12, the academic language required to succeed requires students to be “proficient”. Once a language learner reaches “proficient”, they will be monitored by the EAL team for up to two years.

(from ABA Language Policy)

English Additional Language (EAL) in the PYP

In Grade 1-5, students identified with English as an additional language will receive focussed support from a dedicated EAL teacher throughout the academic year.

English Language Acquisition in the MYP

English Language Acquisition classes are provided to students through the Student Support Department. Students identified as emergent (phase 1-2) or capable (phase 3-4) are given separate resource classes in English to support their language learning.

Student progress in English is monitored through regular WIDA testing, MAP data and student work which focuses on the four key skills of language; speaking, listening, reading and writing. As students progress in their English language development they are provided with different approaches to assessment.

English Language Acquisition in the DP

There is currently no formalised ELA support for students in grades 11 and 12, however teachers liaise with the Learning Support team to ensure that students are able to access the curriculum. All students who are in the DP should be working at a phase 5 level or be considered a proficient speaker. Support for these students is provided by classroom teachers with guidance from the Learning Support team.

How do adults collaborate to support learners at ABA? (Roles, rights and responsibilities)

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, support for diversity) to drive our practice.

Support is provided for students who present with barriers to learning, students with specific diagnoses that affect their learning, and students for whom English is not their first or best language. Mainstream teachers and Learning Support staff share responsibility for these learners.

The Learning Support team:

- Supports teachers to use a Universal Design for Learning (UDL) approach to ensure differentiation in the classroom
- Co-plans and co-teaches with teachers to ensure strategies from UDL are facilitating access to the curriculum for all students
- Collaborates with teachers in the early stages of identifying potential barriers to learning, by consulting, observation, data collection, etc
- Suggests or provides differentiated instructional practices and interventions within the least restrictive environment (classroom)
- Develops Intervention Plans (IP) in collaboration in consultation and collaboration with teachers to provide targeted intensive support for a fixed period
- Develops Individual Learning Plans (ILP) for learners where specific barriers to learning have been identified, with specific goals and timeline based on their learning profile
- Provides direct support for students in line with goals and curriculum standards with a focus on increasing success and growth within the classroom.
- Facilitates regular communication with families, including sharing documentation and updates at beginning, middle and end of academic year
- Advocates for students and educates students, parents and teachers about individual learning profiles and encourages student self-advocacy and an environment of respect.
- Consults with LS Coordinator to make external referrals for additional services, such as Educational Psychologist, Speech and Language Therapy (SLT), Occupational Therapy (OT)

EAL teachers:

- Provide direct language support for EAL students with the aim of developing their competence in the specific language requirements and skills needed to access the grade level curriculum.
- Develop an English Additional Language plan for each student with specific goals
- Regularly assess and monitor EAL students in consultation with mainstream subject teachers.
- Use multiple sources of data to support differentiation for proficiency levels and needs.
- Apply knowledge of first and second language acquisition to instructional design and communication.

Homeroom and subject teachers:

- Share observations and concerns with LS team members
- Collaborate with LS/EAL colleagues to gather data, plan differentiated instruction and identify UDL strategies for each learner
- Communicate learning concerns with families before a formal referral is made
- Collaborate with LS colleagues to develop IPs and ILPs with appropriate goals
- Collaborate with EAL colleague to develop EAL plans for students
- Ensure that classroom instruction facilitates each learner reaching their goals as far as possible
- Support the LS/EAL teacher to provide extra direct support as needed

Parents:

- Attend meetings at the request of the class teacher or Learning Support teacher
- Support their child's learning as requested by teachers
- Seek external assessment when a significant barrier to learning is possible
- Commit to external therapies recommended by an external assessment
- Attend ILP meetings at beginning, middle and end of year to review their child's progress and discuss next steps

How are services delivered?

Learning Support service delivery

Level	ES support model	MS HS support model
Monitor:	Universal (Tier 0)	Learners who have exited an IP or ILP and do not have a current support plan in place. Class teacher monitors progress.
Mild: Support Tier 1 Students who have an IP in place. Achievement may range from above or below grade level by one grade.	Balanced service delivery model of consultative support, accommodations, small group instruction or in-class support. Short term interventions, differentiated classroom instruction 2-3 times per week (frequency v duration)	Balanced service delivery model of consultative support, accommodations, small group instruction or in-class support. Short term interventions, differentiated classroom instruction 2-3 times per week or Learners have an ILP and can self-advocate effectively. May need accommodations, but not direct services.
Moderate: Support Tier 2 Students with more specialised needs identified in an external assessment. An ILP is in place, and students may require additional appropriate therapies.	Balanced service delivery model of consultative support, accommodations, small group instruction or in-class support. Additional direct instruction with a LS teacher: co-teaching, small group in or out of classroom, etc Approx 5 x 30 mins per week Long term interventions based on recommendations from an educational evaluation	Balanced service delivery model of consultative support, accommodations, small group instruction or in-class support. Reduced schedule, resource class. Additional direct instruction with a LS teacher: co-teaching, small group in or out of classroom, etc Approx 5 x 30 mins per week Long term interventions based on recommendations from an educational evaluation
Intensive: Support Tier 3 Students with an identified barrier to learning (cognitive, developmental or intellectual) that requires modification or additional support. Usually significantly	Emphasis on social inclusion and maximising academic inclusion based on student strengths. 1:1 support from a Learning Assistant 1:1 interventions from a learning	Emphasis on social inclusion and maximising academic inclusion based on student strengths. Increased emphasis on independent life skills and vocational studies to prepare

below grade level.	support team member	<p>these students for a successful life after high school.</p> <p>Reduced schedule, resource class, curriculum and assessment modified (significantly below grade level)</p> <p>1:1 support from a Learning Assistant</p> <p>1:1 interventions from a learning support team member</p>
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Learning Assistants

In circumstances where a student requires intensive support from an Learning Assistant,, the learning support team will make the recommendation to the parents who will find an appropriate match for their child’s educational program. Parents are responsible for the expense. The final decision for the appointment of a Learning Assistant lies with the Learning Support team.

English Additional Language (EAL) support delivery by level

Monitor EAL	WIDA scores above 4 in reading, writing, listening and speaking Graded in all subject areas/report cards.
Mild EAL	WIDA scores below 4 in 2-3 areas. In MS/HS, receives grades except language & literature. Scheduling may include a Resource class.
Moderate EAL	WIDA scores below 4.0 in reading and writing Does not receive grades in any subject. Scheduling includes a resource class.

IBO phases	CEF	MAP lexile	WIDA Level Descriptors	ES: G1-5	MS: G6-8	HS: G9-10
Emergent Phase 1	A1	0L - 620L	Entering: Knows and uses minimal social and academic language with visual support.	-Pull-out -Push-in	NA	NA
Emergent Phase 2	A1-A2	590L - 790L	Emerging: Knows and uses some social English and general academic language with visual support	-Pull-out -Push-in	-Resource -In class	NA

Capable Phase 3	A2	180L - 910L	Developing: Knows and uses social English and some specific academic language with visual support.	-Pull-out -Push-in	-Resource -In class	NA
Capable Phase 4	B1	705L - 1210L	Expanding: Knows and uses social English and some academic language.	-Push-in	-Resource -In class	In class supported self study
Proficient Phase 5	B2	1000L - 1370L	Bridging: Knows and uses social English and academic language working with grade level material.	Monitor	Immersion Monitor	Immersion
Proficient Phase 5	C1	1290L - 1400L	Reaching: Knows and uses social academic language at the highest level.	Monitor	Monitor	Self study

How are barriers to learning identified?

At ABA, the expectation is that informal professional conversations about students and their progress are ongoing, and that all teachers have a shared responsibility for student learning. Please refer to flowcharts for ES and MS/HS for more information.

Educational Psychological Evaluation

In order to learn more about a students' learning profile and create a support plan with short and long-term goals and expectations, ABA may request detailed information from a neuropsychological (educational psychological) evaluation comprised of the following assessments:

Cognitive Ability Test such as;

- Wechsler Intelligence Scale for Children - Fifth Edition (WISC -V) or
- Woodcock-Johnson Tests of Cognitive Abilities

Academic Achievement Tests which assess reading, mathematics and written language such as;

- Wechsler Individual Achievement Test (WIAT) or
- Woodcock-Johnson Tests of Achievement (WJ-IV)

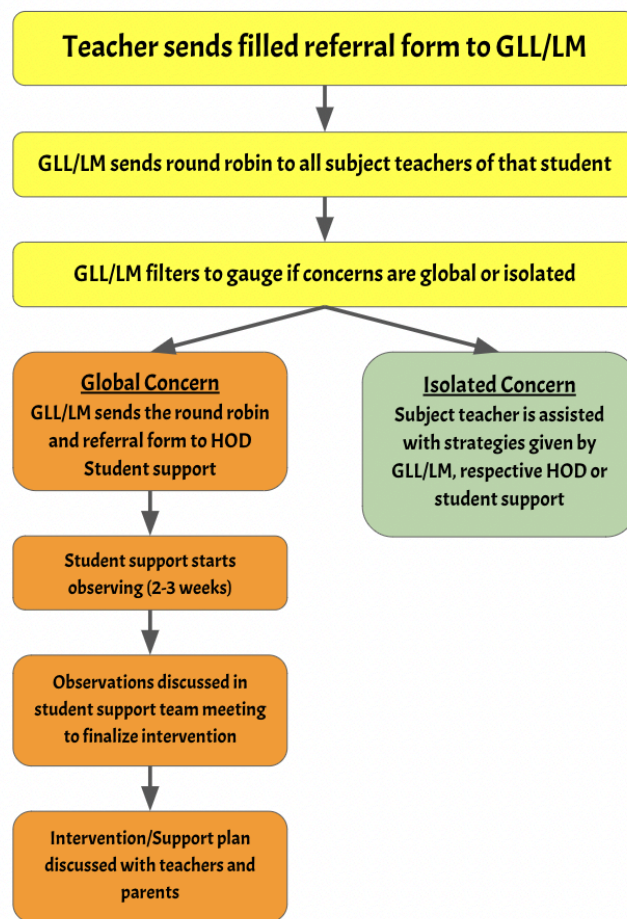
Attention

- Connors - 3 or equivalent

Further assessments may be deemed appropriate by the psychologist, along with recommendations for additional services, instructional practices and expectations. ABA will use this information to develop an appropriate individual learning plan.

Referral process at ABA (MYP and DP)

- The subject teacher fills the referral form which is uploaded on the faculty portal as a google document
- The grade level leader / lead mentor sends a round robin to all the subject teachers to gather more information.
- The Head of learning support along with the GLL/LM reads through the referral form and round robin to gauge if the concerns are global or isolated.
- If the concerns are isolated; the subject teacher is provided with strategies
- If the concerns are global; student support team steps in for observations leading to an intervention plan
- Parents, teachers and the leadership team are informed of the support plan



All the information related to referrals is hyperlinked and saved in the learning support overview document.

Access and Inclusion for Assessment (MYP and DP)

All students must be allowed to take their assessments under conditions that are as fair as possible. The MYP and DP Coordinators work together with the Learning Support team to ensure students have access to the support that they need. Reasonable forms of access arrangements may be authorised, where standard assessment conditions and procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately. Candidates eligible for inclusive assessment arrangements are those with individual learning plans (ILPs) for individual needs such as:

- specific learning disability
- communication and speech difficulties
- autism spectrum disorder
- multiple disabilities and/or physical, sensory, medical or mental health issues.

Middle Years Programme

In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be taken into account. The Learning Support team will then make a decision on the basis of that documentation. Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to: extra time, scribe, the use of a word processor and/or a reader, use of a calculator, supervised rest breaks.

Diploma Programme

The IB Diploma Programme Coordinator and Learning Support Coordinator must be informed of students who may require inclusive assessment arrangements. In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be sent to the IB by the school. The IB will then make their decision on the basis of that documentation. Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to: extra time, scribe, the use of a word processor and a reader.

References

- (1) IBO Equity and inclusive education in the IB (webpage) <https://www.ibo.org/programmes/equity-and-inclusive-education-in-the-ib/#:~:text=The%20IB%20believes%20in%20an,involving%20the%20whole%20school%20community>. (accessed 22-Apr-2023)
- (2) IBO (2016) Learning diversity and inclusion in IB programmes
- (3) IBO (2020) Access and Inclusion Policy
- (4) Pelletier, Bartlett, Powell & Powell (2014) The Next Frontier: Inclusion in International Schools. A Practical Guide for School Leaders
- (5) CIS <https://www.cois.org/for-schools/inclusion-via-diversity-equity-and-anti-racism>
- (6) CAST, 2023 Universal Design for Learning (webpage) https://www.cast.org/impact/universal-design-for-learning-udl?_gl=1*1yx7ya4*_ga*C7LXP5M74W*MTY4MjE3MjExMS4yLjAuMTY4MjE3MjExMS4wLjAuMA.. (accessed 22-Apr-2023)
- (7) [JD_ES Learning Support teacher.docx](#)

Glossary

Monitor: Students are achieving success and working independently. They may have a diagnosed learning disability, be proficient English language learners and/or have other barriers to learning. Faculty who work with these students know about their barriers and will make the necessary accommodations for needs in the class.

Immersion: Students attend regular grade level classes and receive differentiated instructional support from their classroom teacher. The support teacher is available to collaborate with the classroom/subject teacher and to meet with the student as needed.

Supported Self Study: Students are set work by the LS/EAL teacher to complete independently. The teacher is available for support and will meet the student face-to-face at least once a week to provide feedback that meets individual student needs.

In-class support: The learning support teacher collaborates with the classroom teacher, and supports in-class learning. Classroom activities may be adjusted.

Pull-out support / Resource Class: Students receive specialised instruction with the support teacher out of the regular classroom setting. In MS/HS there is an option to take one less academic course in exchange for a Resource class in order to develop and support the students' learning needs.

Study Hub: Members of the Learning Support team will be in the Student Support Services area after school to help students get school work completed and submitted on time. The team can clarify instructions, proofread, give tips for improvement, model how to solve maths equations, organise Google and more.

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 Safeguarding 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.

Parent commitment

We acknowledge that by enrolling our children at ABA, we understand and commit to upholding 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 Safeguarding and Child Protection Policies and procedures included in the Safeguarding Handbook which is located within the Safeguarding 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 ABA 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 Safeguarding Handbook.

ABA Safeguarding Child Protection policies work 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 the dynamics of the child, the family, and the community. ABA Safeguarding Child Protection policies works to respond at all three levels.

Appendix 4 - Assessment Policy

Our Guiding Principles

IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Continuum Assessment Philosophy

This policy, together with other policies at ABA Oman International School is designed to drive our Mission towards our vision whilst promoting our values in the context of developing global citizenship and intercultural understanding.

Assessment is fundamental to learning at ABA. We believe in the power of assessment feedback to ensure all students make progress towards their learning goals. The relationship of teaching, learning and assessment is symbiotic: assessment feedback helps students continually consolidate their learning and helps teachers evaluate their teaching and assessment planning. Assessment is key in meeting our Mission, Vision and Values. We understand that student success comes in many forms, and that assessment should be authentic, varied, connected to learning outcomes and centred around conceptual learning. Assessment at ABA is interconnected with our [Effective Learning Principles](#) and the IB Learner Profile. Assessment at ABA is by nature inclusive, transparent and fair. Teachers collaborate in assessment planning and in the standardisation of qualitative and quantitative outcomes. Parents are informed as to the aims, methods and outcomes of assessment at ABA.

Elementary School - Assessment in the PYP

Purpose of assessment

At ABA we believe assessment is fundamental to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively supporting students through the four essential elements of learning:

- Acquisition of knowledge
- Understanding of concepts
- Development of approaches to learning
- The decisions to take action

The purpose of assessment is to inform learning and teaching. It involves gathering and analysis of information about student learning to inform teaching practice and next learning steps. Assessment identifies what students know, understand and can do at different stages in the learning process.

Assessment Responsibilities - integrated assessment culture

ABA has a responsibility to:

- Develop an integrated shared assessment culture
- Understand that assessment is fundamental to all teaching and learning
- Understand that the development of the four dimensions requires both teachers and students demonstrating assessment capability
- Teachers support students in becoming assessment capable
- Understand that assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning
- Action on feedback from peers and teachers to feed forward to next steps in learning
- Learning goals and success criteria are co-constructed and clearly communicated.
- Both learning outcomes and the learning process are assessed
- Assessment design is both backward and forward looking.

Roles and Responsibilities

Teachers:

- Understand the purpose of assessment and select appropriate tools and strategies
- Support students to become assessment capable: guide students on appropriate assessment practices and behaviours

-
- Ensure students are actively engaged in assessing and reflecting on their learning journey/process
 - Capture evidence of learning in a variety of formats
 - Co-construct assessments with students, develop shared understanding of success criteria and self-reflection
 - Gather and collate ongoing assessment data and evidence of student learning to inform planning and next steps for learners
 - Provide timely and meaningful feedback to each learner to support their continuing learning journey
 - Educate and support students to work with the expectations of academic integrity
 - Regularly collaborate with colleagues to moderate common assessment data
 - Regularly share evidence of learning with parents
 - Consider the variety of student learning profiles in the cohort when designing assessments, including language profile, barriers to learning, neurodiversity
 - Collaborate with Learning Support to ensure students have access to accommodations where appropriate
 - Communicate early about any concerns highlighted by assessment data
 - Follow the [assessment year overview](#)
 - Review the Assessment Policy annually and follow assessment agreements

Students:

- Understand and implement the expectations of academic integrity
- Understand that assessment is an ongoing process of gathering, reflecting and acting on evidence of their learning journey

School leadership:

- Inform all stakeholders about the assessment practices and policies of the school, including feedback and reporting
- Ensure that staff are fully aware of and follow the Assessment Policy and expectations
- Support faculty to develop consistent, authentic and data driven assessment practices
- Provide all necessary support for delivery of standardised assessments, as well as provide feedback and data analysis

Parents:

- Engage with teachers about their child's progress by attending parent teacher conferences or parent meetings as necessary
- Engage with their own child(ren) about their learning journey, through Seesaw portfolio, student-led conferences, and celebrations of learning

-
- Keep updated about their child's progress via Seesaw posts
 - Access iSAMS to view report cards

Forms of assessment

Assessing prior knowledge is integral to the process of teaching and learning, students are given opportunities to share their prior knowledge before working on new units or content in all curriculum areas

Assessment for learning (formative assessment) is ongoing throughout the learning process and will take many different forms and will address all of the different elements of the PYP, skills, knowledge, concepts, attitudes and action.

Assessment of learning (summative assessment) takes place at the end of the teaching process and gives students opportunities to demonstrate what has been learned. E.g. the application of the Central Idea through the action component or the PYP Exhibition or the application of new mathematics concept

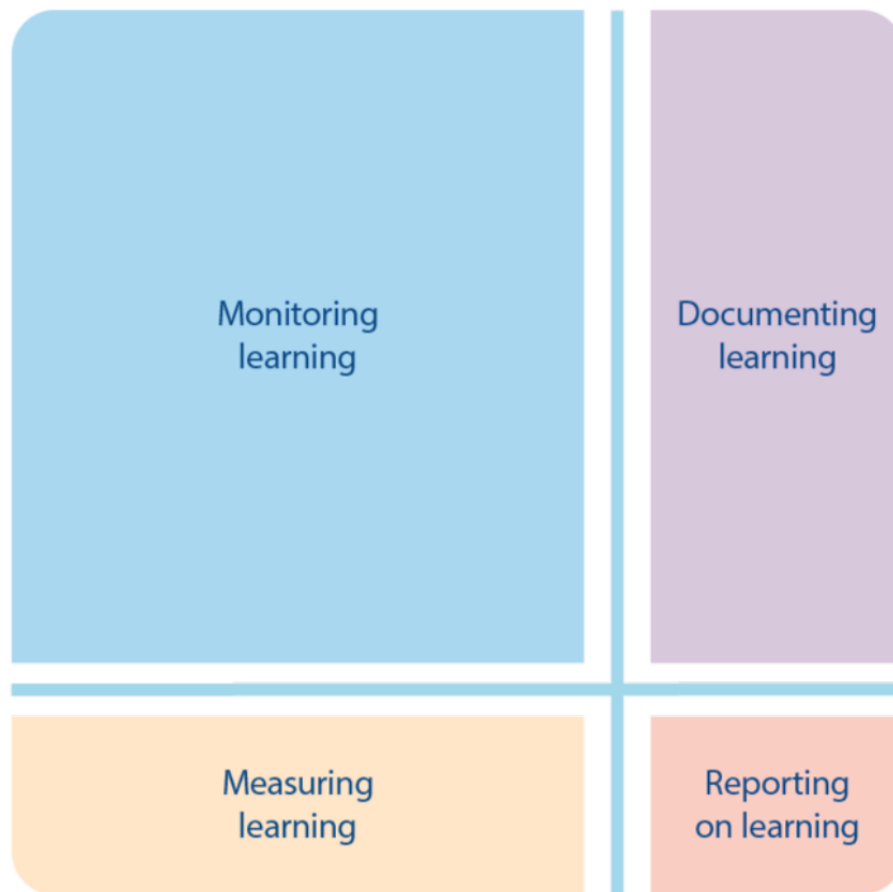
Student reflections and self assessment are used throughout the learning process as a means of involving them in the learning process and are important aspects of the assessment process

The four dimensions of assessment in PYP

(PiP, Learning and Teaching, p.76)

Both students and teachers should continually ask themselves "Am I making progress? How do I know?". Evidence of learning should be gathered to answer these questions. PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. The four dimensions are not weighted the same; each dimension has its own value and importance. Emphasis is placed on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for learners.

Figure AS03
Assessment to inform learning and teaching



<p>Monitoring learning</p>	<p>Progress against learning goals and success criteria.</p> <p>Occurs daily through a variety of strategies:</p> <ul style="list-style-type: none"> - Observation, questioning, reflection, discussing learning with peers and teachers, feedback, feedforward for next steps in learning, action <p>Tools could include:</p> <ul style="list-style-type: none"> - Open-ended tasks, written or oral assessment, and a learning portfolio.
<p>Documenting</p>	<p>Compilation of the evidence of learning. Demonstration can be physical or</p>

learning	<p>digital, displayed and recorded in a variety of media forms.</p> <p>Tools could include:</p> <ul style="list-style-type: none"> - Conceptual understanding rubrics - connected to CI, KC, LoI, LP - Digital portfolios + paper learning journals - Checklists - Anecdotal notes - Exemplars - Portfolios
Measuring learning	<p>Capture what a student has learned at a particular “point in time” and to analyse the data to inform learning and teaching.</p> <p>Tools could include:</p> <ul style="list-style-type: none"> - School-designed or commercial, eg. MAP, DRA.
Reporting on learning	<p>To describe progress and achievements of the student’s learning, identify areas for growth.</p> <p>Tools could include:</p> <ul style="list-style-type: none"> - Digital portfolio - Seesaw - Report cards

Assessment Expectations

- [assessment year overview](#)

Collaborative Planning and Assessment

Grade level teams meet regularly to review assessment practices at their grade level, to ensure consistency. Assessment tasks are planned in collaboration and in most circumstances will be consistent across a grade level. There is an expectation that assessment of learning (summative assessment) tasks are consistent at grade level.

Student Portfolios

Each student, under the guidance and support of their class teacher, will maintain a portfolio, following guidelines set out in the ABA [PYP Portfolio Agreement](#)

Teacher Assessment Portfolio

An assessment portfolio is kept for each student, and follows the student through the Elementary School. At the end of each school year, the class teacher completes the cover sheet with assessment data, as well as other pertinent information.

The portfolio should include the relevant assessments for your grade and for the student.

All portfolios will include:

- Language continuum
- Mathematics continuum

FC and K3

- Reading observation/PM running record
- Unaided drawing of self and name
- Phonics assessment

Grades 1-5

- Beginning and end of year writing assessment sample with with rubric (see [Writing Assessment](#) for protocol and rubric)
- Beginning and end of year completed DRA for independent level (including rubric and next steps)
- Beginning and end of year Words Their Way spelling assessment
- Beginning and end of year maths assessment

Common assessment data

Teachers are required to record beginning and end of year assessment data in the common assessment data spreadsheet. This data includes maths assessments, spelling inventory, writing assessment rubric score, DRA independent level, PROBE level (after DRA level 38), and lexile score from MAP for Grades 4 and 5.

This data is used to track individual student growth, detect patterns and make decisions about planning for learning.

Reporting to parents

Reporting on learning informs the learning community and reflects on the question “how well are we doing?”.

Effective reporting should:

- Describe learning progress and achievement
- Identify areas of growth

-
- Involve students, parents and teachers
 - Reflect the beliefs about learning and teaching in the PYP
 - Be comprehensive, honest, fair and credible
 - Be clear and understandable
 - Use what has been learned from the conferences for future teaching and assessment practice

Parents receive two written reports, one at the end of each semester (February and June).

For Early Childhood, the report includes a narrative under each of the four domains of learning:

- Personal, Social and Emotional Development
- Cognitive Development
- Physical Development
- Creative Development

For Grades 1-5, each report includes

- a narrative Learner Profile comment
- significant achievements for language and mathematics from the learning continuums along with next steps for each subject
- specialist overview of learning experiences, significant achievements from their continuums and a brief learner profile/participation comment.

For units of inquiry, a learner reflection on each unit is posted on Seesaw, and a summary of all units is included in the Semester 2 report.

*ES Assessment Policy Review completed May-2023
BMa/SCo/EBa - in consultation with ES faculty*

Middle and High School Assessment Policy

Roles and responsibilities

Teachers:

- Provide effective and timely feedback which is student specific, differentiated, and allows students to make connections and create new and deeper understandings.
- Provide clear deadlines for assessments.
- Collaborate with colleagues to ensure an appropriate and suitable calendar of assessments.
- Provide student accessible and clear task specific criteria and/or mark schemes for assessments that enable students to take responsibility for their learning.
- Provide differentiation in assessment tasks which allows students to learn in their zone of proximal development.
- Provide students with guidance on appropriate assessment practices and behaviours
- Collaborate with Student Support Services to ensure students have access to relevant inclusive arrangements for/during assessments.
- Collaborate with teaching team members to standardise assessment planning, marking, and feedback.
- Develop authentic assessment opportunities when appropriate which allows students to become engaged in their learning process
- Review and evaluate the Assessment Policy annually.

School Leadership:

- Inform all stakeholders about the assessment practices and policies of the school including feedback and reports.
- Ensure teaching staff new to the school are informed of the Assessment Policy.
- Provide all necessary software, supplies, space, and personnel to enact assessments as well as provide feedback and reporting of assessments.
- Provides support to faculty in order to develop consistent, authentic, and data driven assessment practices.

Students:

- Prepare for assessments appropriately.
- Behave appropriately during assessments.
- Always demonstrate academic integrity and follow the school's ***academic honesty policy***

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- Read all feedback provided, ask questions for clarification if necessary, and apply feedback in future assessments.
 - Engage fully in the learning process in order to understand the success criteria for assessments.

Parents/Guardians:

- Read the school's Assessment Policy
- Access Managbac to view grades and feedback
- Access iSAMs to view Report Cards and comments
- Meet with faculty during parent teacher conferences and/or when necessary

Benchmarking

- ABA benchmarks student performance against like-students internationally. Outcomes from annual benchmarking tests inform teaching, learning and assessment planning.
- In Grades 6 through 8 students sit twice yearly MAP tests in numeracy and literacy.
- In Grades 8 and 10 students sit CAT 4 testing. These outcomes are shared with parents and students and inform teachers' individual planning for their students.
- Students joining Middle School have CAT 4 data from Grade 5.
- In Grades 10 and 12, data from IB assessments including MYP eAssessments and DP examinations, along with feedback from examiners, is analysed and informs developmental action planning.
- Where possible ABA will benchmark alongside IB schools in the region.

Approaches to Learning

The focus of approaches to learning in the Middle and High Schools is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups as well as prepare them for further success if they choose to pursue a rigorous academic programme like the IB Diploma Programme. Ultimately, ATL skills help to prepare students for responsible participation in local and global communities.

Every MYP and DP unit identifies approaches to learning skills that students will develop through their inquiry and demonstrate in the unit's summative assessment. ATL skills are reported on in the mid and end of semester reports.

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, organising and memorising 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
- Home learning assignments are utilised to assist students to achieve satisfactory school progress and develop desirable work habits.
- Assignments are an outgrowth of the work done in the classroom, and sufficient instruction is given by the teacher to ensure that students can work independently.
- The type of assignment, and the time devoted to it are determined by grade level.

Middle School

a) Types of Assessment

MS teachers *do not differentiate between 'summative' and 'formative' assessment*, the focus is on **assessment as learning**. Students are informed that **all** assessments may be used in a grade award and **all** assessments will inform the teacher about student progress as well as to aid in planning - both as a cohort and individually.

'Major' Assessments will be weighted heavily in the Grade Awarded. These will take the form of 'course-to date', unit or longer term projects, essays or portfolios. These will be posted, submitted and fed back upon via Managebac.

'Minor' Assessments take many forms, but should not be weighted heavily in the Grade Award. All assessments are used as **assessment as learning**, giving feedback to teachers about individual progress and in goal setting.

MYP Grades: 1- 8 per criteria. Assessments are collaboratively planned, diverse, differentiated and seek to be as authentic as possible.

b) MYP Assessment requirements

- Teachers are required to ensure that all strands of each criterion are assessed within their subject at least twice annually.
- Major assessments should be set and standardised collaboratively within subject teams. Teams should keep record of the standardisation process.
- Teacher professional judgement or "best-fit" is applied for Semester 1 and 2 reports.
- Marked assessments are required to curate evidence of how levels are assigned (this can be digital or physical).
- Criteria A, B, C & D are required to each be assessed in Semester 1 and Semester 2
- Deadlines and grades are required to be placed on Managebac for summative tasks.

Reporting

The process of reporting includes grading and feedback to students on [Google Classroom](#) or [Managebac](#).

Semester 1	
Mid Semester	End of Semester
Synopsis, ATL skills Subject Targets	Synopsis, ATL Skills MYP Levels, Comment

Semester 2	
Mid Semester	End of Semester
Student Led Conference Synopsis, ATL skills MYP Level	Synopsis, ATL Skills, MYP Levels, MYP Grade, Advisor Comment Student Led Conferences - ATL Skills

MYP report grades are automatically calculated in iSAMS. This is determined by adding the BSL over the 4 criteria for the discipline and then using the MYP prescribed grade boundaries.

Non-submission

MS students submit assessment work on [Google Classroom](#) and the work that is submitted at the time of the deadline, is what will be graded. Non-submission due to absence is taken on an individual basis and students are given the opportunity to complete the assessment at another time.

Examinations

There are currently no internal examinations in MYP 1- 3.
MAP and CAT4 are used for benchmarking.

High School

a) Types of Assessment

HS teachers do not differentiate between 'summative' and 'formative' assessment. Students are informed that **all** assessments may be used in a grade award and **all** assessments will inform the teacher about student progress to aid in their planning - both as a cohort and individually.

'Major' Assessments will be weighted heavily in the grade awarded. These will take the form of 'course-to date', unit or longer term projects, essays or portfolios. These will be posted, submitted and fed back upon via [Managebac](#).

'Minor' Assessments take many forms, but should not be weighted heavily in the grade award. All assessments are used as **assessment as learning**, in order to give feedback to teachers about individual progress and in goal setting.

All letter and number grades are criteria based and written as DP grades: 1-7 or A to E (ToK//EE) and MYP Grades: 1-8 per criteria, and 1-7 in a subject overall. Teachers are free to use their professional judgement. Major assessments are collaboratively planned, diverse, differentiated and seek to be as authentic as possible. Major assessments are internally moderated. Student feedback, choice and agency will feature in the development and setting of assessment tasks.

IBDP courses are typically two year courses. The rigorous application of end of DP2 Criteria early in Grade 11 may disadvantage students - especially those for whom Grade Point Averages (GPAs), and Transcript Grades are important factors. We recognise that students develop their academic skills against the criteria over time.

Grade 11: Teachers will adapt and apply the criteria as necessary in order to facilitate reasonable grade awards and to use the entirety of the grading scale.

Grade 12: Teachers will apply the criteria as if they were being marked by an external examiner.

Standardisation and Moderation

Subject groups will ensure they standardise any major assessment against the marking criteria to ensure parity for students regardless of the teacher.

All 'major' assessments including IAs will be standardised against the

HLs and SLs: ABA Grade 11 and 12 students have three pathways they can take during high school:

- IB Diploma
- IB DP Courses
- High School Diploma

There are limits on the amount of HL and SL courses students can take. This information can be found on our [HLs/SLs policy](#).

Assessment Feedback:

Feedback may take many forms: verbal, written, peer to peer, self, and teacher feedback.

Feedback is aimed toward identifying learning gaps and moving the learning forward. Teachers should encourage students to welcome feedback and see it as an opportunity to grow in knowledge and understanding. Students should be given the opportunity to consult with their teacher regarding any written or verbal feedback.

Written Feedback on Major Summative tasks should be posted in Managebac within two weeks of assignment completion.

Written Feedback should follow the guidelines on [criteria- focused feedback](#).

High School Course Credits:

In order to meet the requirements of the ABA High School Diploma, students must gain sufficient credits across the four years of High School, as outlined in the [Parent Student Handbook](#).

b) Predicted Grades

- A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:
 - All the evidence of the candidate's work
 - The teacher's knowledge of IB standards

(DP Assessment Procedures 2020 B3.23)
- Predicted Grades have two purposes:
 - To be sent to the IB in April, as per assessment regulations 'IB Predicted Grades'
 - To inform university planning and applications. 'University Predicted Grades'
- IB Predicted Grades are *not* shared with students and parents.

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- IB Predicted Grades will be as accurate as possible to avoid 'under' or 'over' prediction.
 - IB Predicted Grades in comparison with actual outcomes will be used to inform planning.
 - University Predicted Grades are shared with students and their parents in June of Grade 11, October of Grade 12 and December of Grade 12.
 - Students/Parents do not have the opportunity to petition teachers for improved Predicted Grades. This will be viewed as an act of academic dishonesty. Students who disagree with a predicted grade will follow the appeals process as outlined below.
 - Predicted Grades are not an 'average' of performance to that date.
 - Teachers, in whose professional judgement of a 'best-fit' grade, recognise students are on a positive trajectory, reserve the right to issue a Predicted Grade that is higher than their 'typical' grade or last semester grade.
 - Likewise teachers in whose professional judgement of a 'best-fit' grade, recognise students are on a negative trajectory, reserve the right to issue a Predicted Grade that is lower than their 'typical' grade or last semester grade.

c) Appeals / Challenges to Predicted or Semester Awarded Grades

Students and their parents have a right to appeal a semester grade or predicted grade award only. Assignment grades should be discussed directly with the teacher who marked the work, before following any appeals process. Students and/or their parents can appeal a grade by following the procedure outlined in the [Grade Appeals Process](#) document.

d) Examinations

- Grade 12 students will sit 'mock' IBDP examinations early in Semester 2.
- Grade 11 students will sit 'Course to Date' examinations in May/June of Semester 2.
- Grade 10 students will sit 'familiarisation' eAssessments early in Semester 2.
- Grade 9 students will not sit 'Course to Date' examinations.
- Where examinations have been graded, these will count as 'major' assessments and be included in the calculation of the Semester Grade.
- Grade 10 'familiarisation' assessments will not be graded by teachers.
- Teachers will design and set Course to Date and Mock examinations according to the needs of their students and the time-allowance for their examination.
- Accommodations will be in place for students requiring them cf. [Inclusion Policy](#).
- The physical environments for all examinations, including Oral examinations will abide by the IBs annual Conduct of Examinations documentation.

e) Assessment Calendar

- Major Assessments which will count towards a semester grade are strictly regulated by the following:
 - The purpose of the [assessment calendar](#) is to ensure students are better able to self manage their work and complete all work to the best of their ability and on time.
 - All major assessments will be entered into that Grade Level's Assessment Calendar.
 - All subjects have 'windows' for the completion of major assessments.
 - Students will complete a major assessment in no more than two subjects in any week.
 - Students who are unable to complete an assessment on the stated deadline can [apply for an extension](#) from the teacher concerned.
 - Course to Date and Mock examinations are calendared and can count as a major assessment.
 - HL subjects will give up to a maximum of 6 major assessments per school year.
 - SL subjects will give up to 4 major assessments per school year.
 - Therefore DP students will have a maximum of 30 subject assessments per year.
 - Grades 9 and 10 will have four major summatives per subject per year although more timings are available on the assessment calendar to allow for teacher flexibility.
 - All major assessments are recorded in Managebac.

f) Reporting in High School

The process of reporting includes grading and feedback to students on Managebac (see Feedback above), as well as Reports sent home and Parent Teacher Conferences.

Semester 1	
Mid Semester	End of Semester
Teachers include: Subject Synopses	Teachers: Subject Synopses

Criteria Grades Overall Progress Grade (Criteria only for G9) Advisor Comment includes: ATL skills Holistic comment / Core development.	Criteria Grades Overall Grade for the Semester 1
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Semester 2	
Mid Semester	End of Semester
Teachers include: Subject Synopses Criteria Grades Overall Progress Grade (Criteria only for G9) Advisor Comment includes: ATL skills Holistic comment / Core development.	Teachers: Subject Synopses Criteria Grades Overall Grade for Semester 2

MS/HS Access and Inclusion

All students must be allowed to take their assessments under conditions that are as fair as possible. The MYP and DP Coordinators work together with the Student Support Team to ensure students have access to the support that they need. Reasonable forms of access arrangements may be authorised, where standard assessment conditions and procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately. Candidates eligible for inclusive assessment arrangements are those with individual learning plans (ILPs) for individual needs such as:

- specific learning disability
- communication and speech difficulties
- autism spectrum disorder

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- multiple disabilities and/or physical, sensory, medical or mental health issues.

Middle Years Programme

In order for a student to be granted inclusive assessment arrangements, **detailed documentation from an educational psychologist and/or doctor** must be taken into account. The Student Support Team will then make a decision on the basis of that documentation. Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to: extra time, scribe, the use of a word processor and/or a reader, use of a calculator, supervised rest breaks.

Diploma Programme

The IB Diploma Programme Coordinator and Learning Support Coordinator must be informed of students who may require inclusive assessment arrangements. In order for a student to be granted inclusive assessment arrangements, detailed documentation from an educational psychologist and/or doctor must be *sent to the IB by the school. The IB will then make their decision on the basis of that documentation.* Depending on the nature of the learning support requirement, inclusive assessment arrangements can include, but are not limited to: extra time, scribe, the use of a word processor and a reader.

Definitions:

Professional Judgement- is informed by professional knowledge and experience of curriculum expectations, evidence of learning, formal and informal assessment data, and the criteria and standards which demonstrate success in student learning; professional judgement reflects upon changes and outcomes in order to consistently update understanding of the criteria and standards which demonstrate success in student learning

Best fit-

Course to Date- assessments which encompass all curriculum from the beginning of the course until the date of that assessment; these are used to prepare students for final assessments and to inform grading

“Major” Assessment- classically thought of as a summative assessment; assessment for a course which must be held on or due during a specific assessment week for that

subject group; examples include tests, essays, labs or large projects which take significant time outside of class

“Minor” Assessment- classically thought of as a formative assessments or tasks; assessment for a course which does not need to be held on or due during a specific assessment week for that subject group; examples include quizzes, informally assessed work, daily assignments which may or may not take small amounts of time outside of class

Assessment As Learning (AAL)- As opposed to assessment *of* learning indicating an endpoint of learning, assessment *as* learning means assessment is an integral part of the learning process and it is continually occurring to support ongoing learning

Authentic Assessment - Although assessment at ABA will also take ‘traditional’ forms, especially those required for IB mandated assessments and examinations, we define authentic assessment as that which requires the application of learning and skills to unfamiliar situations in real life contexts. Authentic assessments are realistic, require students’ judgement and application of knowledge and skills in order to successfully complete the task.

Mock examinations ‘mocks’- Mock exams are held in order to practise in IB exam conditions, practice using IB exam style (test booklets, cover sheets, number of marks, number of papers, etc), use the achievement as part of the report grades, and inform predicted grades which are sent specifically to the IB before final IB exams. May be used for MYP eAssessments and/or DP Exams.

Sharing with the community

This policy is shared within the school's handbooks for teachers, students and parents.

IB Standards and Practices for Assessment

Approach to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approach to Assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

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 recorded in the minutes from collaborative and/or curriculum team meetings.

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)

DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Additional Reading

[A guide to assessment for students, parents and guardians.](#)

*MS/HS Assessment Policy Review completed Nov 2022-March 2023
(GEs/KBr/TVH/SCo/CDo/WKe)*

Appendix 5 - ABA Language Policy

Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people. - Savignon (1983)

Our Language Philosophy

ABA Oman International School "recognizes that language, our major means of thinking and communicating, is fundamental to learning, underpinning and permeating the whole curriculum."(IBO 2007).

ABA Oman International School has a diverse student population, with limits on the ratios of students from any single nationality in order to preserve the multicultural and multilingual nature of the school. Most students and families are multilingual. English is the language of instruction.

ABA students learn language through authentic contexts and experiences such as through literature, friendships, and cultural events. The learning of languages helps to develop a mindset of connectivity and international understanding and respect. Learning and language learning at ABA exposes students to differences, diversity, equity and tolerance and as such provides the vehicle in which the school's and IB mission can be fulfilled. As a continuum IB school, the learner profile plays a central role in the philosophy of student development and learning. Student engagement in the learner profile requires language, for without language students cannot inquire, demonstrate care or reflect on their learning.

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.

Overview of language programmes at ABA

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. All teachers 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 for Arabic, French and Spanish language classes. Teachers at ABA represent over 25 different nationalities. Teachers of English, Arabic, Spanish and French are native or near native speakers of the language they teach.

Roles, Rights and Responsibilities

All members of the school community have a role in the development of language across the school. Our rights and responsibilities may differ based on individual and collective contexts, however this is a broad overview of the roles, rights and responsibilities of each stakeholder.

The School Leadership

- Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated, and so that important factors that may influence students' learning are known
- Provides teachers with access to information about their students that is relevant to the teaching and learning program
- Provides opportunities for staff professional development to ensure that there is an awareness in the school community of the implications of second language acquisition for learning and teaching, and so that teachers can access the latest information about ELA (English Language Acquisition) methodology and resources
- Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated into all aspects of school life
- Encourages home-school partnerships
- Ensures that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind
- Ensures that all teachers are informed about teaching strategies for making the mainstream curriculum accessible for all students, including ELA students

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- Ensures that curriculum policies require that multicultural perspectives are incorporated in all learning areas.
 - Communicates the language pathways and directions to the family and the student, and takes their choices into consideration in the design and implementation of the language programs and classes

Teachers

- Considers the language learning needs of all students when planning activities across all areas of the curriculum
- Supports ELA students in learning through the use of English, while they are learning English
- Uses assessment strategies that allow all students to express the understandings they have gained across the curriculum
- Keeps assessment records that indicate the growth of understandings and skills in both English and their own subject
- Informs parents of student progress
- Provides opportunities for all students to share the diversity of their experiences
- Develops classroom activities that relate to and build upon the experiences that students bring to the learning situation
- Ensures that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments
- Attends relevant professional learning opportunities to support students' language development.

The Student

- Takes every opportunity to learn and provides feedback on their learning
- Shows interest in learning and participates
- Shows respect for teachers and peers
- Takes ownership of their learning and seeks help when needed
- Provides feedback and reflection on language learning
- Attends additional language classes if required
- Shows academic honesty and integrity in the collection of language assessment and observation
- Has the right to exit language support programs, tutoring or phase requirements when sufficient proficiency has been demonstrated through work, performance and grades

The Family

- Communicates directly with the learning community regarding their child's language development

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- Is informed about their child's language pathways and is involved in supporting language choices
 - Reads and returns forms and notifications from the coordinators and language teachers regarding their child's language learning

Mother Tongue vs Most Academic Language

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 global-mindedness 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 student's cultural heritage. As such ABA supports ABA Lingo, a language school that runs as an extracurricular activity for students (KG1-G12) and adults. ABA Lingo is also open to the wider community.

As a school we recognise the complexities of our students' language profiles and although students may be identified as having a specific mother tongue language, we also note that this may not be their most academic language. Student placement and support will take into account these two factors to ensure that language learning aligns with the zone of proximal development for each student.

[ABA Lingo Programme](#)

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 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.

Languages in the PYP

Overview

English is the lingua franca, or common shared language in the Elementary School. We have students with varied language profiles and many do not speak English as their first language. The Elementary School values the language background of every student and aims to gather data as part of the developing multilingual profile

of every student at ABA. This data will be made available to homeroom teachers to develop a better understanding of each student and target learning accordingly. Arabic teachers also use this information, along with assessment data to place students in appropriate levels.

English Additional Language (EAL)

In Grade 1-5, students identified with English as an additional language will receive focussed support from a dedicated EAL teacher throughout the academic year.

Student placement

Students are placed in homeroom grade level classes based on nationality, mother tongue, gender, age, learning support needs, teacher recommendations, friends to learn with requests - all with a focus on creating balanced classes across grade levels.

Arabic Language Learning

The Elementary School offers Arabic as an additional language from K3 to Grade 5. The Arabic programme in K3 consists of two 40 minute lessons for each homeroom. The programme is designed as an introduction to the language through games, songs and fun activities.

In Grades 1-5, students receive four 40 minute lessons of Arabic per week. Students are grouped according to their language level proficiency:

New to Arabic: little or no previous exposure to Arabic language

Arabic Learners: has some knowledge of Arabic as an additional language, eg; has been learning it at school

Arabic Speakers: has a background in Arabic and/or regular exposure to Arabic outside of school

All students are assessed for Arabic placement with common “speak and respond” activities conducted by Arabic teachers.

For more advanced learners, receptive language skills are assessed to determine understanding of Arabic language features, and how students use descriptive Arabic language to fully express themselves. Students are also assessed on their current level of reading comprehension and awareness of grammar when exploring more advanced Arabic text.

These language assessments allow teachers to group students according to their Arabic proficiency and needs. If and when students demonstrate an improvement in their language skills, Arabic teachers will perform additional assessments to determine if the student should move to a different Arabic learning group. It is important to note that students need to consistently demonstrate the skills required for more advanced language learning opportunities.

Transition to MYP

At the end of Grade 5, students have different options to initiate or continue their studies in Language Acquisition in the MYP. These options include Spanish, French and Arabic.

Languages in the MYP

Overview

Students in the Middle School receive 4 lessons of 40 minutes of instruction per week of English and in High School students receive 5 lessons of 40 minutes. All High school students are currently placed in an English Language and Literature class, with some in-class support from the student support team. In Middle School, students identified as being phase 1-4 in English are pulled out from Language and Literature classes and provided with an English Language Acquisition class.

Additionally, Students receive 4 lessons of 40 minutes of instruction per week in both the Middle School and High School for Arabic, Spanish or French. This applies to both Language Acquisition and Language and Literature classes.

In Middle School all students who choose to take Arabic are placed in Arabic Language classes based on their external placement test results. Students will be placed in emergent, capable, and proficient according to their individual placement test result. As stated previously we recognise that student language profiles are complex and although our student body has a large number of Arabic speakers, many of these students have English as their most academic language. Therefore the school decided that these students should be provided with more focused support on skills related to speaking, listening, reading and writing. Students are then able to transition to a Arabic Language and Literature course once they have met the requirements for proficient (phase 5-6) speakers.

Phases and Placement of students

In both Middle and High School students are placed in different classes where no more than two consecutive phases are in one class together.

When students begin the MYP they are given the option to:

- Continue taking Arabic (Language acquisition or Language and Literature based on the placement).

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- Start Language Acquisition French
 - Start Language acquisition Spanish.

At the beginning of grade 6 students are given a placement test if they have exposure to the language before (except English) and are phased according to the guidelines in the Language Acquisition guide 2020.

New MYP students coming to ABA in G7 or 8 must sit a placement test to determine the phase in which they should be accommodated. If they have not studied French, Spanish or Arabic, students will be placed in our phase 1 Spanish beginner course.

Students are also given an internal placement test based on the e-assessment rubric at the end of grade 8 to accommodate their language placement in the high school.

Language Placement

The department leader of Language Acquisition works with the MYP teachers to assign students to classes based on their current level of proficiency. New students to ABA who have previous experience in Arabic, Spanish or French in a school environment will have a diagnostic test before they enter the school to form a baseline for their placement in a specific phase. Students who wish to enter ABA without any previous experience in Arabic, Spanish or French will have to take Spanish as their Language Acquisition subject group for their entire MYP programme due to teaching and learning constraints.

Moving into the Next Phase or Course

Levels of proficiency are categorised according to the IB's Continuum of language learning. Students progress through "phases" as their language proficiency levels increase, from Phase 1 (Beginner) to Phase 6 (Proficient).

Student movement from one phase to the next, or one course to the next, is only possible during the following periods (end of semester 1 and the beginning of a new academic year), typically coinciding with the end of a unit. Students are required to achieve an achievement level of at least 6 out of 8 in all 4 Language Acquisition Objectives before advancing to the next phase. Teachers will decide in consultation with the Head of Department if a change is appropriate and beneficial for a student.

Moving from a Language Acquisition course to a Language and Literature course in High School involves the participation of the High School principal, MYP Coordinator, Head of Department, subject teacher, student, parents, and school registrar. Students must be proficient in phase 6 before this is considered.

As soon as a student joins a Language & Literature class and demonstrates success (at least an MYP grade of 4) at this level over an extended period of time (at least one

school year), they will no longer be able to return to a Language Acquisition class for that language.

Students exiting the MYP after Grade 10 (MYP5) having studied in a Language & Literature class for at least one year, and having demonstrated success (at least an MYP grade of 4 in their final ABA MYP report and in their eAssessment on-screen examination) at this level, will not have access to IB DP Language B classes in that specific language.

Pathways for students

As students progress through their Language Acquisition classes they are guided on the courses that they choose to take in the DP. MYP Language Acquisition courses are planned with consideration of the students' possible pathways to the DP and this is outlined in the chart below.

A student who achieves a satisfactory level of performance at Phase 5 or above (proficient) early in the MYP (year 1–3) could progress to a Language and Literature course in the same language in year 4 and 5. In this case, the students would be eligible for an IB MYP bilingual certificate by taking two on-screen examinations in Language and Literature. This is aligned with the information in the Language Acquisition Guide 2020.

In order to transfer to another language in the MYP students should have achieved a satisfactory proficiency in phase 4 (capable).

There must be appropriate levels of challenge for students when being placed into language courses. Students are not allowed to transfer from a Language and Literature course to a Language Acquisition Course (in the same language) in either the MYP or the DP, in the event of an appeal ABA will refer to guidance from the IB, *'DP language courses: overview and placement guidance'*.

MYP		DP
Emergent	Phase 1	Ab initio
	Phase 2	Language B SL
Capable	Phase 3	Language B SL
	Phase 4	Language B SL-HL

Proficient	Phase 5	Language B SL-HL Language A: Lit. SL Language A: Lang. and Lit. SL
	Phase 6	Language A: Lit. SL-HL Language A: Lang. and Lit. SL-HL

E-assessment Registration

Students in grade 10 are registered for the MYP Certificate and should be registered for the language they study and their correct phase or course in the exam.

English Language Acquisition in the MYP

English Language Acquisition classes are provided to students through the Student Support Department. Students identified as emergent (phase 1-2) or capable (phase 3-4) are given separate resource classes in English to support their language learning.

Student progress in English is monitored through regular WIDA testing, MAP data and student work which focuses on the four key skills of language; speaking, listening, reading and writing. As students progress in their English language development they are provided with different approaches to assessment which are outlined below.

Languages in the DP

Overview

A variety of language subjects are offered at the DP including Language and Literature, Literature, School Supported Self Taught Literature, Language Acquisition, and Externally Tutored Language Acquisition.

ABA currently offers 4 different Language A courses, English Language and Literature, English Literature, Arabic Language and Literature and School Supported Self-taught Literature.

ABA offers three options for Language Acquisition classes, Spanish Language Ab Initio, Language B and Externally tutored Language B. The Languages taught within the school include Spanish, French and Arabic.

SSST programme

Students can choose to take an alternative language as an externally tutored course such as School Supported Self Taught Literature. All students who choose to take this option are required to find a tutor to support their learning.

Prior to being accepted on these courses, students need to have approval from the DP coordinator. Language Acquisition and Language and Literature teachers work with students, parents and external tutors to provide guidance on the creation of the courses, text choices and relevant assessment tasks. This process is monitored throughout the year by the DP coordinator and the Language Acquisition and Language and Literature departments. Students are provided with grades and targets for learning for these subjects by the tutors. Grades are submitted to the school then included in the official report cards.

Students may choose to study their Language A as part of the School Supported Self-Taught (SSST) Literature course. This option is available only for students whose mother tongue is not offered as a taught Language A course at school. All students selecting this option must work with a qualified external tutor to support their learning in the target language. They also receive support

Prior to being enrolled in the SSST course, students must take a diagnostic test with one of the recommended institutes and receive formal approval from the SSST coordinator and the DP Coordinator. The Language and Literature department works closely with students, parents, and external tutors to provide guidance on course requirements, appropriate literary text choices, and preparation for the relevant IB assessment tasks.

The course design and student progress are monitored throughout the academic year by the DP Coordinator and the Language and Literature department. Tutors are responsible for setting learning targets and providing regular grades, which are submitted to the school and included in students' official report cards.

[Link to external tutors document](#)

Placement of Students

Our Language Placement Policy is aligned with the [IB's Language Placement Policy](#) which can be referred to in order to make the best decision for the student considering sufficient challenge, future success, and balance in the DP. To start or continue the Language Acquisition program in the Diploma, students have different options:

-
- Continue with Arabic Language and Literature at Standard level (SL) or Higher level (HL)
 - Continue with Arabic Language Acquisition at Standard level (SL) or Higher level (HL)
 - Continue with French both Standard level (SL) or Higher level (HL).
 - Continue with Spanish both Standard level (SL) or Higher level (HL)
 - *Start Spanish or French AB initio course.
 - Do another language A through the SSST programme

*This option is open to students who have had no exposure or possess insufficient knowledge of Spanish/French to succeed at the Language B level or completed MYP Grade 10 at Phase 1. The Language Acquisition HoD and the Spanish/French Ab initio teacher have the final decision on this.

English Language Acquisition in the DP

There is currently no formalized ELA support for students in grades 11 and 12, however teachers liaise with the Student Support Department to ensure that students are able to access the curriculum. All students who are in the DP should be working at a phase 5 level or be considered a proficient speaker. Support for these students is provided by classroom teachers with guidance from the Student Support Department.

Connections to other policy documents

Assessment

Language plays an essential role in ensuring success within assessments for students. As such teachers are encouraged to consider the multiple mediums (written, spoken, visual) through which assessment can take place and teachers should provide a wide range of assessment tasks to monitor and track student learning.

Students identified as emergent (phase 1 and 2) in English should only be assessed against the published criteria in their English Language Acquisition class, whilst other subjects are to provide written and verbal feedback on their learning but no levels or grades.

Students identified as capable (phase 3 and 4) in English are assessed against all published criteria with the exception of English Language and Literature. Students in these two phases can participate in English Language and Literature classes but will only be provided with written and/or verbal feedback on their work and not levels or grades.

Once a student has reached proficient level (phase 5 and 6) they can be assessed against all published criteria in all subject areas. However, it is important to note that these students should still be provided with extra scaffolding, vocabulary lists and other supportive material to develop their language skills in English. This is particularly important in subject areas where language is a heavy component of the course, for example in Individuals and Societies or Sciences.

Admissions

ABA is a non-selective school and 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 Student Support is determined by individual need and the capacity of the program.

Students applying to the grades 8 and up must therefore demonstrate their proficiency in English in order to be enrolled in the school.

IB Standards and Practices:

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

(Reviewed: Nov-March 2023: MGi/BMa/SCo/CER/GEs)

Appendix 6 - IT Responsible Use Agreement

A. ABA BYOD - IT Responsible Use Agreement

ABA teachers and administration believe that providing network access for users' personal computing devices will enhance the educational experience for ABA students for developing future-ready key competencies. 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, theft 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 on to 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.
- l. using a device to access social media sites unless authorised by a teacher.
- m. using a device in class for any other purpose except as has been directed by a teacher.

7. **No Expectation 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 emails 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 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 discipline 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 - Admissions Policy

Introduction

ABA's overarching philosophy is to admit students/ families to ABA who are supportive of our guiding statements and can thrive within our learning environment. This policy must be read in conjunction with our Inclusion Policy, and our guiding statements. The purpose of this document is to communicate to our stakeholders our policy on admissions and to provide an overview of the associated processes.

What is the role of our Admissions Team?

ABA aims to actively recruit, admit and retain students who understand and can actively support our guiding statements. Our Admissions Team is the first point of contact for prospective families and will share key information on our guiding statements, our programmes, and guide families through the application and admissions process. The Admissions Team is the connection between prospective families and key members of the faculty and business team.

What are families encouraged to do before applying to ABA?

Choosing a school is a significant decision for a family and to ensure families make the right choice, all prospective families are asked to:

-
- Read [ABA's guiding statements](#) and discuss these as a family
 - Explore our website and read key documents such as the [relevant handbook](#)
 - Consider how as a family you might wish to get involved in our school community
 - Explore the [IB website](#); ABA is an IB continuum school and offers the PYP, MYP and DP
 - Familiarise yourself with the [application process](#) and collect the necessary supporting documents
 - If feasible, visit the school with your child(ren)
 - As soon as families have done the above, apply as soon as possible (many grade levels fill up quickly).

What must families do and understand when applying to ABA?

Fees

Parents/Guardians accept that the determination and payment of registration, enrolment, semester fees and re-enrolment deposit and their refunding (if applicable) shall be in accordance with the Schedule of Fees.

Parents/Guardians acknowledge and agree that ABA shall have the right to refuse entry to students if any amounts payable to ABA remain outstanding for 90 days or more. If any amounts remain outstanding for more than 90 days, ABA has the right to suspend or expel the student.

Sharing accurate information

ABA, where English is the main language of instruction, welcomes applications from a variety of educational, linguistic, cultural and learning backgrounds. Understanding and addressing the specific needs of applicants is key to addressing the multiplicity of student learner profiles, including extension learning, diagnosed learning needs and English language assistance and immersion. Failure to provide accurate information, or to disclose a known learning disability, may result in an admissions refusal or the subsequent removal of a guaranteed enrollment.

What do we consider when reviewing applications?

Age of Students

Students must have reached the expected age by 1st September for admission to each grade. The cut-off dates for each grade level will be published on our website via the grade placement chart which is based upon the cut-off dates below.

- 3 years by 1st September - Family Class 1
- 4 years by 1st September - Family Class 2
- 5 years by 1st September - Kindergarten
- 6 years by 1st September - Grade 1
- 11 years by 1st September - Grade 6
- 14 years by 1st September - Grade 9
- 16 years by 1st September - Grade 11

Typically, students who would exceed the age of 19 during High School will not be admitted. In Grade 1-12 enrolment may be denied if the student's age significantly exceeds the normal average age for his/her grade placement.

Exceptions may be made at the discretion of the Head of School. Birth dates of students must be verified from either a passport or birth certificate before official admittance to ABA.

Review of applications

When reviewing applications for enrolment, ABA will consider the needs of all its students within the resources available to the School. Please note that we do not hold spaces and places are not confirmed until you receive an official letter from our Admissions team following a full review of applications.

Admission and placement will include but not be limited to:

- Alignment with the Mission, Vision and Values of ABA
- Appropriate grade placement based on age, physical and emotional maturity (except in exceptional circumstances, all students are placed within the appropriate grade based on age)
- Class sizes and availability of space
- For entry into Grades 1-12, review of all school reports from the past two years, transcripts, standardized test scores, educational evaluations and behavioural consultation reports, as applicable. Documentation should be translated into English and attested by the appropriate embassy
- Early Childhood prospective students must be suitably toilet trained and be able to feed and dress themselves
- Students admitted to Grade 9 or above must have English language proficiency at a minimum of 'capable' in speaking, listening, reading and writing
- Suitable preparation for the Diploma Programme:
 - applicants for entry to Grade 11 will be expected to meet the academic expectations of the IB Diploma Programme and the graduation requirements of the ABA High School Diploma;
 - applicants to Grade 12 will be considered only if the student is transferring from an IB School where the student will have completed the first year of the IB and as long as the same courses are available at ABA;
- Availability of resources to provide support to applicants with English as an Additional Language (EAL), applicants who may require learning support, or applicants with social and emotional needs
- Results of any further evaluations requested by the relevant Principal (at parents' expense)

- Maintenance of an international and culturally diverse student body. The school engages to ensure that not more than 20% of the school may belong to any one stated nationality group.

Applicants may be required to take an entrance assessment; students applying to the High School will be required to complete a cognitive abilities test which is non curricular biased. Elementary and Middle School students will complete the relevant [MAP screening tests](#) in Language and Mathematics. These assessments will be conducted at the school. However, in the case of a student applying from outside of Oman, the school is willing to coordinate assessments with the child’s current school.

All admissions are granted on a probationary period of ninety (90) days. Due to increased demands as students progress through PYP-MYP-DP, some students may only be offered a place after a key transition point.

What level of support is available for students with special educational needs and how might this impact admissions?

ABA is an inclusive school, and we will admit students with special educational needs only where we have appropriate resources to ensure the student can experience success. The table below indicates the percentage of students we have the human resources to support in any one grade level.

Level of need (description of tiers from NFI)	Support Required/ percentage of students in a grade level
Mild Support is provided by trained professionals in a balanced service delivery model of consultative support, accommodations, small group instruction or in-class support.	<p>Combined 10% with students requiring moderate support in any one grade level</p> <p>Staffing ratios are based upon a caseload of 1: 15-20 students with mild/ moderate needs</p>
Moderate Support can be thought of as a program through which children with more specialized needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies.	<p>Combined 10% with students requiring mild support in any one grade level.</p> <p>Approximately no more than one third of moderate cases in any one grade level.</p> <p>Staffing ratios are based upon a caseload of 1: 15-20 students with mild/ moderate needs</p>

<p>Intensive Support is provided for children and young adults with cognitive or developmental disabilities/ intellectual disabilities. There is an emphasis on social inclusion and maximizing academic inclusion based on student strengths. There is increased emphasis on independent life skills and vocational studies in order to prepare these students for a successful life after high school.</p>	<p>Teacher to student ratio 1:2</p>
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What pathways are available in High School?

High School at ABA is from Grade 9-12. As students progress through ABA, our programme becomes increasingly academic and requires students to be independent learners. The three pathways for High School students in Grades 11-12 are:

Full IB Diploma (externally assessed) and High School Diploma Pathway

- 3 x standard level (SL) classes
- 3 x higher level (HL) classes
- Core (CAS, Extended Essay and Theory of Knowledge)

IB Certificates (externally assessed) and High School Diploma Pathway

- Flexibility in the number of SL and HL classes that still meets the requirements of the HS Diploma
- CAS
- Flexibility with the Extended Essay and Theory of Knowledge

High School Diploma (internally assessed) Pathway

- Flexibility in the number of SL and HL classes that still meets the requirements of the HS Diploma
- CAS
- Flexibility with the Extended Essay and Theory of Knowledge

As a minimum, students being admitted or re-enrolled to our programmes must be able to independently access MYP classes in Grades 9-10, and Standard Level classes in Diploma to enable achievement of the minimum requirements of our High School Diploma.

Re-enrollment

Re-enrollment occurs annually at ABA, and there is a re-registration period when families are expected to inform the school if they are applying to re-register or are intending to leave the school. However, as a school which serves the needs of a transient international community, we understand that plans change and we ask that families communicate openly with ABA so that we are able to support them.

Re-enrollment is considerate of:

- Continued commitment to our guiding statements
- Attendance
- Student behaviour as communicated in the relevant handbook
- A review of individual conditional enrollment where applicable
- Up-to-date payments of school fees

The Head of School is empowered to delay or deny admission provided that all admission policies and procedures have been followed and are in line with the School's values. The Head of School's decision will be final in all cases.

Appendix 8 - Secondary Behaviour Policy

ABA Secondary Behaviour Policy

Responding to behaviour - Our Philosophy

ABA Oman International School is committed to creating a safe and positive learning environment where students, teachers, staff, parents and visitors are treated with respect and dignity. The culture of mutual respect at ABA, as exemplified by the ABA Way and the school's Mission, Vision and Values is one in which our learners can be inspired and empowered in order to explore their pathways to success.

We take a positive and proactive approach to behaviour management. We use the IB Learner Profile and approaches to learning skills to help us frame agreements about appropriate behaviour around school. Our students are equipped with knowledge and skills to self-regulate, advocate for themselves and others while being safe and respectful, and report to trusted adults when needed. We aim to provide safe spaces for students and families to seek support where behaviour concerns arise. When negative interactions persist and/or incidents occur involving physical harm or identity-based harm, adults support students using a restorative approach.

Restorative practice is where all those involved work together to address the harm done and restore relationships. This approach maintains agency and dignity for the person who was harmed, as well as building accountability and responsibility for the person who committed the harm. Restorative practices, as compared with exclusionary discipline, help to build community, strengthen relationships, repair harm, and build equity within our school.

ABA's approach to unkind, unwanted or inappropriate behaviour is to treat each case individually and in detail for its unique circumstances. Follow-up actions may vary

depending on the severity and context of the case. ABA prioritises the importance of student voice in this process, where specific value is placed on ensuring that students' wishes and feelings are taken into account when determining next steps and possible disciplinary actions.

Expectations for behaviour

All our expectations are framed around the ideas of being safe, showing respect for self, others and the environment, and fulfilling our obligations and responsibilities as members of the ABA community.

The ABA community lives its mission and exemplifies its values on a day-to-day basis to fulfil its vision. The ABA Way thrives through its active local and global citizenship, creating a collective responsibility to maintain a positive climate of mutual respect, fostering trust, and celebrating differences. Our diversity is our collective strength and we strive to safeguard, value and nurture each member of our community. [The ABA Way]

- Treat all members of the ABA community with respect.
- Be principled and act with integrity, making appropriate choices
- Demonstrate compassion and acceptance of differences.
- Take responsibility for self-management, including belongings and time
- Represent the school positively at all times (when off campus, on field trips, or after school events, etc)

Responding to inappropriate behaviour - restorative practices

All behaviour is a form of communication; therefore in responding to behaviour incidents we should be asking:

- What is this behaviour communicating?
- What is the context of this behaviour?
- Are we reacting, rather than responding?
- What do we need to understand to respond effectively?
- How can we de-escalate this situation?
- Are we actively listening and responding with empathy?
- What relationships need rebuilding?
- To whom do we need to refer this case?

We use a restorative approach to behaviour. This involves responding to misbehaviour by bringing together all individuals involved in conflicts in ways that help to address harm and promote positive relationship building. Regular minor incidents, including social-emotional situations, can be dealt with effectively in the classroom using this model.

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Appendix 1: ABA Student Code of Conduct
Appendix 2: Unacceptable Behaviours
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1. Policy Implementation

a) Positive Behaviours

ABA Oman International School expects all students to participate with enthusiasm, integrity, energy and determination in all aspects of their school life. ABA students should understand the role of each individual in embedding the [ABA Way](#) and the inclusivity outlined in our statements on [Global Citizenship and Intercultural Learning](#). As an IB World School, ABA students should strive to develop the ten attributes of the [IB Learner Profile](#) in themselves, aided by the development of their Approaches To Learning skills in both their academic work and in their co-curricular

programmes. All stakeholders at ABA have a responsibility towards creating a positive culture and environment as expressed in the school's guiding statements.

b) Expectations

The expectation is that the **ABA Student Code of Conduct** will be followed by all students in action and spirit. The Student Code of Conduct is foundational to our guiding statements in ensuring that all our students can learn and grow in an atmosphere of mutual respect and responsibility, intercultural understanding and celebration, where compassion, service and integrity are valued. The Student Code of Conduct can be found in Appendix 1.

We expect our students to:

- Be punctual to all classes and commitments.
- Regularly attend all their classes and co-curricular sessions.
- Look to attend events, study trips, excursions and sporting events as organised.
- Treat all members of the ABA community with respect.
- Be honest and value personal integrity.
- Demonstrate compassion and acceptance of differences.
- Adhere to the Behaviour Policy throughout the school year.

c) Responsibilities:

- **All students, teachers, ABA Staff and Parents** should read (or have read to them) and understand the Behaviour Policy, the expectations of student conduct and how the Behaviour Policy is a key document in promoting and maintaining our positive and inclusive culture as defined by our guiding statements.
- **Students:** Students should also understand the consequences of breaches of the behaviour policy as well as rewards for positive behaviour. They should understand how these will be recorded by the school. Students should understand their individual responsibilities to the community as a whole - to call out negative behaviours and to feel safe in reporting behaviour incidents.
- **Teachers and ABA Staff:** As responsible adults, all ABA staff should call out and record breaches of the Behaviour Policy as quickly as possible and if not adding to Managebac personally, refer to the relevant school Principal for follow up action. Teachers should ensure that all students have understood the Behaviour Policy.
- **Parents:** Parents should also understand the processes described and agree to support the school in promoting positive behaviour at the school.

2. Secondary

a) Behaviour Monitoring, recording and reporting

Secondary staff are asked to record both positive and all negative behaviour incidences on the school's Managebac under individual student Behaviour and Discipline tab, in a timely manner.

- These entries should contain a summary of the incident, steps previously taken and next step suggestions.
- Correspondence to and from parents on the issue should be placed in this summary.
- Content and tone of incidents/issues should be concise and professional. Entries should not be made visible to parents or students for negative behaviour incidents.
- Incidents involving Child Protection concerns should not be placed on Managebac. Rather reports made directly to Principal, Assistant Principal or Counselor and all information pertaining to CP issues will be placed on the CPOMS database. Entries are reviewed weekly by the designated tracking team*. For repeated low level behaviours, teachers should contact parents after 2 entries to inform them of concerns with their child.
- All entries are reviewed and responded to according to the disciplinary procedures (as outlined in Appendix 3). Cases that have reached Step Three will be assigned a case manager and an intervention is decided upon.
- Tracking Team can include (HS: Assistant Principal, Social Emotional Counsellor, Universities Counsellor, Diploma Coordinator, Head of Learning Support. MS: Principal, Assistant Principal, M.S Counsellor).
- Serious incidents or where an incident is a Safeguarding - Child Protection issue will be reported to the Head of School and Safeguarding Lead, as well as the Principal and/or Assistant Principal and/or Social/Emotional Counsellor of the respective school as soon as practicably possible, so that timely and appropriate action can be taken. These cases will be recorded on CPOMs.
- All staff members are expected to respond consistently to inappropriate behaviour by students as laid out in the Disciplinary Procedures document (Appendix 3).
- Students can report inappropriate behaviour of other students, or stakeholders to any member of staff, in person, by email or by using the green 'Well-Being' button on the Student Portal. Although anonymity cannot be guaranteed, staff understand that students must feel empowered to report incidences of inappropriate behaviour without repercussions to themselves.

b) Rewards

In the event of positive student contributions students may:

- Have their parents contacted by the student's Advisor.
- Have their parents contacted by the relevant Programme Coordinator.
- Have their parents contacted by the relevant subject teacher.
- Be recognised in Assemblies throughout the year.
- Be invited with their parents to attend student recognition events.
- Be nominated by teachers for whole HS/G12 prizes (Citizenship/International Understanding Award)
- Be nominated by teachers for whole MS Prizes (Citizenship shield, Recognition Ceremony)

c) Student Support

ABA has a rich **Social/Emotional curriculum**, (part of their '**Student Life**' and **Advisory**) programme). Through this programme, students receive training and support to develop their skills in time and self-management, safeguarding and child protection as well as other sessions on well-being, stress management and forward planning. The programme aims to promote healthy, and safe behaviours, and to help them make positive choices to enhance the community around them. Students are also taught to self-advocate individually through teachers and Learning Mentors, or through their Student Councils, with (in the High School) groups specialising in **Community and Well-Being, Teaching, Learning and Assessment, Premises and Environment, Global Citizenship and DEIB** and **Sports and Activities**.

For behaviour related interventions and actions, all staff should have two key understandings at their core:

1) All behaviour is a form of communication therefore in responding to behaviour incidents we should be asking:

- What is this behaviour communicating?
- What is the context of this behaviour?
- Are we reacting, rather than responding?
- What do we need to understand to respond effectively?
- How can we de-escalate this situation?
- Are we actively listening and responding with empathy?
- What relationships need rebuilding?
- To whom do we need to refer this case?

2) A restorative justice approach is the most effective response.

Simply applying a sanction (although a sanction may be appropriate - see Appendix 3) often only treats the symptoms and not the cause of the behaviour. Students will make mistakes and should be aided in understanding why that behaviour was a mistake. The *behaviour not the individual* is being assessed and students should be reminded that good decision making leads to positive choices. Students will always be encouraged to reflect on the outcomes of their decision making and its negative impact on others. They will be supported in their learning from the follow-up process, consequences and any sanctions issued. The Social/Emotional counsellors will always be available to support students in the response process. For chronic behavioural issues, or for those meriting an 'in' or 'out of' school suspension, parents will always be notified.

3. Sanctions

Where appropriate, breaches of the Behaviour Policy will result in the application of sanctions.

- Verbal warning
- Communication home to parents
- Communication home with follow up school - parent meeting
- Academic Support: Break-time student study support*
- Academic Support: After school student study support*
- Break-time detention
- After-school detention
- In-school exclusion**
- Informal out of school exclusion**
- Formal out of school exclusion**
- Permanent exclusion**

**Academic Support - ie. non/late submission of work/academic integrity issues also see [Academic Integrity Policy](#)

**please see Disciplinary Procedures (Appendix 3)

Appendix 1: ABA 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 Student 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. 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 their work on students' behalf.
- 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 behaviour, both on and off campus, is considered grounds for disciplinary action. "Untoward behaviour" includes (and is not limited to) public consumption of alcohol, illegal substance abuse, rowdiness, and consorting with undesirable persons.

A student's response to and cooperation with any investigation is key to the success of the intervention; therefore, a student's willingness to cooperate with honesty and integrity will have a direct impact on the outcome and any sanctions applied.

The severity of the sanction imposed on the student will depend upon the degree of seriousness of the behaviour. 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. An appeals process is established to protect the integrity of this process and the rights of the student. The administration wishes to emphasise that stern measures will be taken against individuals whose actions embarrass the reputation of ABA.

Appendix 2: Unacceptable Behaviours

Members of the ABA community are expected to maintain a positive climate of mutual respect, fostering trust. At ABA we believe in kindness, ethical decision making and respect for diverse perspectives.

This appendix contains examples of unacceptable behaviours. This list is not exhaustive and will be reviewed periodically.

Attendance and punctuality

Students should be on campus by 7.30 am each morning and attend each lesson

promptly. Students are expected to attend and engage in their timetabled lessons including Learning Mentor/Advisory sessions, clubs and assemblies. Please refer to the Student PArEnt Handbook for details. .

Disruptive behaviour in class or co-curricular sessions

ABA expects students to behave respectfully, arrive to lessons on time and use appropriate language to all members of the community. Students should positively engage in their learning and use technology and devices on campus for learning purposes only. Students must not distract others from their learning.

Damaging and/or disrespecting ABA property

The Al Irfan campus is an outstanding facility and, as a community, we are expected to treat this with care and respect. The cost for any damage to school property will be met by the individual(s) and /or their families.

Damaging ABA's reputation

All members of the community represent ABA in public and online. [The Mission, Vision and Values](#) of the school should be reflected in behaviour outside the campus as well as in any online representation of ABA.

Violation of the IT Acceptable Use Policies

All students are expected to comply with the [Student User Agreement for the Acceptable Use of the ABA Network & IT Services policy](#). Students should be mindful of the content they post online as well as of the concept of active consent when posting information, pictures and videos of other students or staff members.

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 licence; and plagiarising - 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 unauthorised access to the files or network services of any organisation or individual, including the account of another student.

Respecting health and safety regulations

ABA has a duty of care for all students and therefore has regulations in place to ensure their health and safety. Some examples of the violations are: leaving campus during the day without permission; accessing areas which are out of bounds for students for health and safety reasons; using equipment, machines and hazardous substances without permission or adult supervision; making fire on ABA property without risk assessment or permission. This list is not exhaustive.

Student drivers on campus: Students must drive responsibly and adhere to Oman Traffic rules at all times. Students are expected to adhere to the campus speed limit and follow directions from the members of staff on duty.

Theft

ABA strives to safeguard, value and nurture each member of the community and create an atmosphere in which all members of the community feel that their property is safe at all times and they can trust others. Theft or “borrowing without asking” is contrary to our values and will not be tolerated. Stealing is a criminal offence in Oman, and the ROP may be informed.

Prohibited Substances

ABA is a nicotine, tobacco, alcohol and drug free campus. The overall health, safety and wellbeing of students is our highest priority.

Possession, consumption or distribution of tobacco, vaping or other related products on campus

Smoking is not permitted anywhere on campus. Smoking and/or usage of any nicotine-based products, including vapes, may cause addiction and serious health problems for both active and passive users.

Possession, consumption or distribution of alcohol on ABA property; being under the influence of alcohol

The consumption of alcohol, particularly in youth, is harmful to brain development and causes damage to their overall health. Therefore, ABA treats the possession, consumption and distribution of alcohol with concern. Omani law states that it is illegal for individuals under the age of 21 to consume alcohol.

Possession, consumption, or distribution of prohibited drugs in accordance with Omani Law

The misuse of both legal and prohibited drugs can cause addiction, damage to brain development and harm to overall health. ABA treats the possession, consumption or distribution of drugs with the highest of concern.

A student found possessing, distributing or consuming prohibited drugs, alcohol or tobacco/vaping products will be excluded from school to allow an investigation to be conducted. In the case of an activity prohibited by Omani law, the relevant authorities will be contacted.

Bullying including racial slurs, verbal insults, cyberbullying and hazing.

(Addressed in the [ABA Mutual Respect Policy Pg 37](#)).

Bullying is defined as “unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. The bully intends to hurt, embarrass, or intimidate the victim”.

ABA empowers our community to become global citizens who take action to make the world more peaceful and socially just (The ABA Way). Unkind, threatening and bullying behaviour is against the ABA Way. We live in an international and culturally diverse community, where respect for differences is celebrated and encouraged. Our students and staff learn from each other and are open to different opinions, lifestyles, and perspectives. As an ABA student, individuals agree to embrace the culture of respectful communication and behaviour. ABA provides guidance and learning experiences on mutual respect and aims to resolve any reported cases by applying a restorative practice approach in the first instance.

When dealing with students on an issue of bullying or cyberbullying, the following questions are a good basis to ascertain whether or not bullying is taking place.

- Is it a deliberate action?
- Is it unfair?
- Is it repeated over time?

If all three indicators above are present in an incident, then it can be termed as bullying.

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.

Victim Support Statement

ABA prohibits all forms of intimidation, threats, bullying, harassment, abuse, or exploitation. We expect all members of our community to treat each other with dignity and to refrain from any behavior that demeans or harms others

Support services are available to students who have been victims of any form of harm. These services may include counseling, assistance with safety planning or other actions to increase the safety of students and their families.

We are dedicated to providing a safe, respectful, and supportive environment for all students. We understand that students may face challenges such as bullying, harassment, discrimination, or other forms of harm. Our goal is to ensure that every student feels heard, protected, and empowered.

If you are a victim of bullying, harassment, or any unsafe situation:

- We encourage you to talk to a trusted teacher, counselor, or administrator as soon as possible.
- Your concerns will be taken seriously. All reports will be handled with care, respect, and confidentiality to the greatest extent possible.
- Support is available. Our school counselors and support staff are here to listen and help. We can connect you with additional resources, such as external mental health services.
- We will take action. The school will investigate all reports promptly and take appropriate steps to ensure your safety and well-being.

False Accusation Statement

At ABA, we take all reports of bullying, harassment, or other harmful behavior seriously and are committed to conducting fair and thorough investigations. It is important that students feel safe and supported when coming forward. However, making a deliberately false or malicious accusation is a serious matter. If an investigation determines that a student has knowingly made a false accusation, appropriate disciplinary action will be taken in accordance with school policies. This is to protect the rights and well-being of all members of our school community. We encourage all students to be honest and truthful when reporting concerns. Our goal is to foster a respectful environment where everyone's voice is heard and valued.

Physical violence

Physical violence is not tolerated at ABA and all reported incidents will be investigated fully and action taken. All students are expected to resolve conflicts through dialogue or mediation.

Sexual Harassment and Sexual Assault

ABA is dedicated to the safety of all members of the community. Through the Safeguarding Curriculum, ABA provides learning experiences to all students on matters of healthy relationships, consent, harassment and reporting these incidents. Sexual harassment, eg in person and online sexual comments, 'sexting' and jokes is a form of abuse and has no place in the ABA community.

Cyberbullying is defined as interactions in which one person or a group of people aim to repeatedly threaten, tease, or embarrass someone else by utilising forms of technology and/or social media.

Identity-based harm is defined as "any targeted harmful behaviour motivated by prejudice based on an individual's identity markers such as race, colour, ethnicity, caste, religion, gender identity, national origin, citizenship status, socioeconomic status, age, language, or ability. Such behaviour may include, but is not limited to, microaggressions, hate speech, online harassment, peer-on-peer abuse, physical violence, and social exclusion.

"For children and teens, this may involve calling someone names or humiliating them using racially offensive language, making fun of someone's religious customs or traditions, sending racially insulting messages or threats, making fun of someone's accent, clothes, the food they eat etc, excluding someone because of their ethnicity, and creating offensive graffiti or displaying racist symbols."

Responding to bullying or identity-based harm

Students are equipped with knowledge and skills to recognize bullying, advocate for themselves and others while being safe and respectful, and report to trusted adults in the ABA faculty and staff community. Reports can be made in private face-to-face, in writing via email or seesaw, or through the student portal wellbeing link. All reports will be followed up promptly, sensitively, and effectively.

When possible cases of bullying or identity-based harm are confirmed, follow-up actions will be developed based on the unique details of each case, and may vary depending on the severity, the developmental age of the children, and the frequency of incidents involving a child.

ABA does not apply a standardised discipline policy in cases of bullying or identity-based harm. Follow-up actions and disciplinary measures are confidential in nature between the relevant members of the safeguarding team, the child, and their immediate family members.

ABA is committed to prioritising the dignity of every child, including those who may have caused harm, under the philosophy that the school is a place for every individual to feel safe and be provided support in growing and learning together. Public admittances of guilt and large-scale apologies following an incident are not in line with the fundamental values of ABA. Instead, research-based restorative practices emphasise the importance of children engaging in reflective work, taking accountability for their actions, and creating a reparation plan to heal relationships with peers.

More information can be found in the ABA Safeguarding Handbook on the [website](#).

Appendix 3: Disciplinary Procedures

The table below outlines the agreed procedures our teachers will follow when addressing disciplinary issues which may from time to time arise. The expectation is that any discipline issues will 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 private setting. The matter must be recorded in Managebac
Step 2	If the issue continues the teacher will notify the parents and record this in Managebac
Step 3	If there is still no change to the behaviour/situation, the teacher will inform the Administration as soon as possible, and record in Managebac. The relevant person(s) will be designated, meet with the student, their parents and the Lead Learning Mentor/Grade Level leader.

These steps have been established to provide some general guidelines for dealing with discipline. 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 behaviour will first attempt to restore order and, if necessary, bring the matter to the attention of the Principal concerned. The Principal will determine the nature of any subsequent disciplinary action.

Teachers will report excessive tardiness and concerning absences via Managebac, as unacceptable behaviour. A member of the Administration or Student Support team will be designated and the student's parents informed. A meeting will take place including the students' Lead Learning Mentor and the Principal concerned.

Teachers may issue detentions to students as consequences for incomplete homework assignments and similar classroom infractions. The Learning Mentor/Advisor and Lead Learning Mentor/Grade Level Leader may also issue detentions directly to students for excessive tardiness or unexcused absences.

Discipline Tiers and Escalation

Tier 1 (Behaviour Interventions. All to be noted on Managebac)		
This tier applies to isolated incidents that do not put the individual or members of the community at risk. Examples are given but not exhaustive. All to		
Behaviour Examples	Procedure	Tier 1 Sanction Examples
Tardy to lessons/school.	A tier 1 breach will be addressed by Teacher/Advisors/LM.	Discussion/Short Meeting with teacher or LM. Break-time detention.
Not adhering to the ABA Way and MVV (incl bus, off-campus field/sports trips)		On campus. Verbal warning. Opportunity to visit the PRR (Pause Reset Return) area. Off campus - meet with Admin concerned on return. Verbal warning
Inappropriate use of language (including online).		Adult to intervene, warn and report student names to the appropriate Admin.
Incomplete Homework (without prior arrangement with the teacher concerned)		Repeated missed homework, deadlines will be recorded on Managebac.
Plagiarism		

Unauthorised phone use		<p>See Academic Integrity Policy for detailed procedures</p> <p>Teacher will remind student of the rules and warn and may confiscate the phone for the student to collect at the end of the day from the Admin concerned.</p>
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Tier 2 (Behaviour Interventions. All to be noted on Managebac)

This 2nd level of escalation applies to persistent patterns of inappropriate behaviour(s), failure to meet expectations as described in previous warnings and/or major violations of the Behaviour Policy. Examples are given but not exhaustive

Behaviour Examples	Procedure	Tier 2 Sanction Examples
<p>Repeatedly breaching examples from Level 1</p> <p>Disrespectful behaviour towards another student or staff member</p> <p>Skiping classes</p> <p>5 unexcused absences</p> <p>Consumption/possession of tobacco, vaping or similar products</p> <p>Minor damage of school property</p> <p>Inappropriate behaviours in shared or public spaces</p>	<p>Step 1: Investigation</p> <p>Step 2: Meeting with a restorative approach if applicable. (GLL/Admin/S&E counsellor as required)</p> <p>Report to AP via MB</p> <p>If alcohol and substances are misused then a welfare plan will be discussed and put into place.</p>	<p>Letter to student, parents/guardians.</p> <p>Time frame for paperwork to be kept active on student file.</p> <p>Admin and Parents notified.</p> <p>Meeting with parents/LLM</p> <p>Immediate fixed term exclusion</p> <p>Parents contacted, exclusion may be applied.</p>

Tier 3 Behaviour Interventions (All to be noted on Managebac)

Tier 3 applies to repeated patterns of Tier 1 or 2 violations, or incidents in which the individual or members of the community are put at risk. Examples are given but not exhaustive.

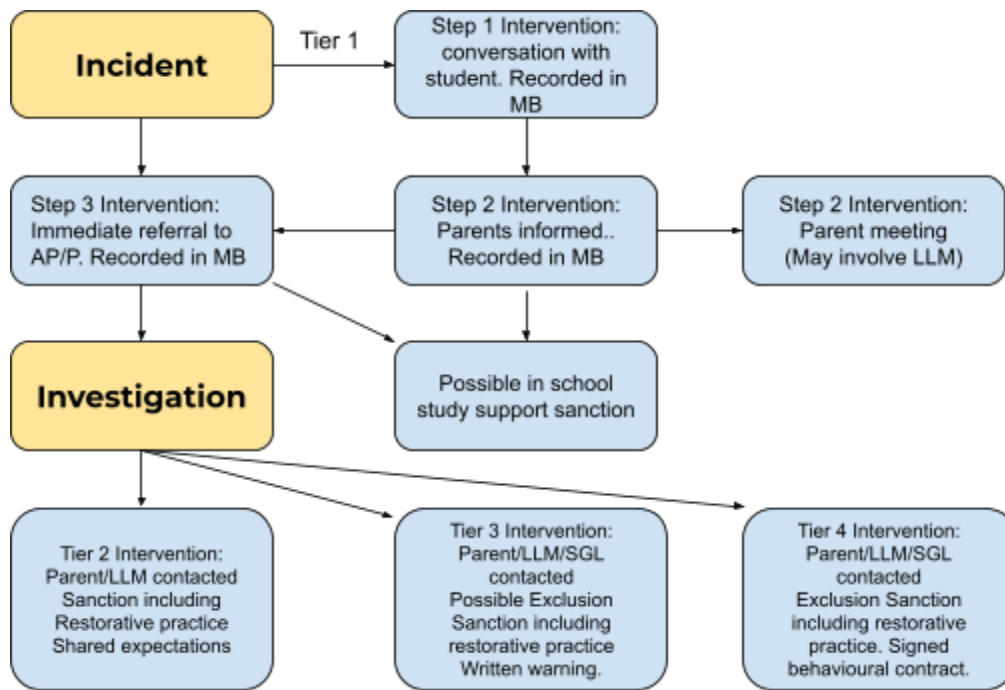
Behaviour Examples	Procedure	Tier 3 Sanction Examples
<p>Repeated level 1 and 2 breaches</p> <p>Bullying</p> <p>Harassment</p> <p>Violation of health and safety regulations</p> <p>Bringing ABA into disrepute/damaging reputation</p> <p>Non compliance with ICT Acceptable Use Policy</p> <p>Students driving on campus without due care or attention</p>	<p>Step 1: Investigation and meeting held with parents.</p> <p>Restorative practice -may include students being required to write a reflective statement and this will be uploaded to Managebac.</p>	<p>Letter to student/home outlining conditions for the student to be enrolled at ABA.</p> <p>Will result in 'in or out of school' fixed-term exclusion.</p> <p>Will result in 'in or out of school' fixed term exclusion.</p> <p>ICT Acceptable use Policy re-stated with student/parents.</p> <p>Permission to drive on campus may be removed for a period of time or for the remainder of their enrolment at ABA.</p>

Tier 4 Behaviour Interventions

Tier 4 applies to persistent patterns of inappropriate behaviour(s) and failure to meet previously discussed expectations and written warnings. This tier also applies to gross violations of the Behaviour Policy. Incidents of this level may be reported to external agencies in accordance with local law.

Behaviour Examples	Procedure	Tier 4 Sanction Examples
<p>Repeated instances of Tier 1-3 behaviours.</p> <p>Theft</p> <p>Major damage to ABA property</p> <p>In possession of Drugs/Alcohol/Illegal Substances</p> <p>Sexual harassment/assault</p>	<p>Step 1: Investigation is led by GLL/Principals S&E Counsellor for support for student</p> <p>Step 2: Safeguarding lead informed & paperwork completed.</p> <p>Step 3: Parents/guardians informed of the incident in advance of the meeting.</p> <p>Step 4: Meeting is held with the Principal and HOS/Leadership Team member. (Relevant Authorities notified if required)²</p> <p>Step 5: Meeting takes place with parents, student and Principal.</p> <p>Incident recorded on MBac and Safeguarding Lead completes paperwork.</p> <p>Step 6: Return to school meeting takes place before the student returns to campus. Support provided for student.</p> <p>Opportunity for Restorative meeting to take place if other students are involved.</p>	<p>Modified timetable / Behaviour Plan</p> <p>Fixed-term in or out of school exclusion</p> <p>Or</p> <p>Permanent exclusion</p> <p>Conditions of Enrolment specified & if appropriate, external support recommended.</p>

Procedure Flow



Appendix 4: Exclusions

A student may be excluded by the Head of School from all school activities for fixed terms in or out of school. Only the Head of School or designate has the authority to exclude a student. The relevant Principal will inform parents immediately of the exclusion; confirmation of the sanction will be given in writing with reasons for the action, to the Head of School. An initial exclusion may not exceed **five** days unless a longer or indefinite exclusion is approved within the first five days by the Board of Directors. A student excluded from school must be collected from and returned to school by a parent or guardian. During the period of absence from school, a student is not permitted to attend any classes, to participate in any extracurricular activities and social events or to return to the school premises for any reason. On returning to school at the end of the exclusion period, a student will be readmitted only after discussion between the parent, student, the administrator and the relevant counsellor as required. During the days of exclusion, all missed schoolwork will need to be completed.

The Head of School or designate has the authority to denote a fixed term exclusion as 'formal' or 'informal'. An informal fixed term exclusion will not necessarily be reported to institutions in the future. However, it will serve as a warning and will be taken into account for future transgressions. Formal fixed term exclusions will be reported and form part of the student's permanent record.

Expulsion

Expulsion is for the most serious offences or for repeated infractions of school regulations. Expulsion forms part of the permanent record of the dismissed student. Board policy is followed if an expulsion is deemed necessary

Appendix 5: Appeals

Students, through their parents, have the right to appeal an exclusion or expulsion on the grounds of due process/procedures not being followed. All appeals should be made via contacting the Head of School.

ABA Behaviour Policy (Secondary) created by:

G Essex (HS Assistant Principal)
T Van Harmelen (MS (Assistant Principal)
A Hostetter (HS S&E Counsellor)
C Anthony (MS Counsellor)
U Chaudry (Secondary Learning Support)
W El Shoba (HS Lead Learning Mentor)
C Downey (MS Grade Level Leader)
E McKay (MS teacher)

In consultation with:

S Cook (ES Principal)
E Banatwala (ES Assistant Principal)
Jan-May 2024

Reviewed: May 2025 (CAn/AHo/TVH/GEs)

Date for Review: May 2026

APPENDIX 9: MIDDLE & HIGH SCHOOL BYOD FOR EDUCATION GRADE 6-12

Dear ABA Parents,

Students in Grades 6-12 are required to have their own computing device and headphones for use in the classroom as required within the curriculum.

BYOD (Bring Your Own Device) refers to students bringing a personal computing device to school to use for educational purposes under the direction of a teacher and in-line with our 'IT Responsible Use Agreement' policy.

ABA has adopted this BYOD strategy to provide the best experience to develop future- ready key competencies. It is important to note that our current school platform tested and supports Windows and MacBook operating systems. This also means that students may purchase (or may already own) devices from a variety of brands and price points.

Please Note: **smartphones are not accepted** as part of BYOD for Education.

What is BYOD?

Students provide their own computing device for use at school (see minimum specification table below). The school will provide access to shared network drives for these devices and allow students to use the devices in class to support teaching and learning.

How do I become part of the BYOD program?

1. Purchase a laptop that meets the minimum specifications,
2. Complete the attached *BYOD Acceptable User Agreement* form,.
3. IT Support at ABA will provide connection assistance.

Please find in this document the:

- A. ABA BYOD - IT Responsible Use Agreement
- B. Device Minimum specifications
- C. Acceptable Use of Technology Agreement for Students

If you have any questions, please email Mr Atiq Hussain at ahussain@abaoman.org

BYOD Policy, Guidelines & Recommendations

Middle & High School students at ABA (Grades 6-12) will be expected to bring their own fully charged device to school every day. The BYOD program aims to improve

the teaching and learning process, giving teachers more opportunity to access interactive & enriched resources and integrate technology into their lessons.

A. ABA BYOD - IT Responsible Use Agreement

ABA teachers and administration believe that providing network access for users' personal computing devices will enhance the educational experience for ABA students for developing future-ready key competencies. 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, theft 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 on to 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.
 - l. using a device to access social media sites unless authorised by a teacher.
 - m. using a device in class for any other purpose except as has been directed by a teacher.
7. **No Expectation 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 emails 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 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 discipline 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.

B. ABA Laptop Requirements for BYOD 2025-26

This outlines the basic specifications that are suitable for a student's device, including key technical aspects. Under the BYOD programme, students in Grades 6–12 are expected to bring their own computing device to school each day.

While students may use an iPad or Chromebook, we strongly recommend a laptop (Windows or MacBook). This is because certain educational applications — such as on-screen Assessments — are fully supported on Windows or macOS platforms.

Smartphones are not suitable as personal computing devices for educational use.

Refer to the table below for our recommended device specifications. These outline the **minimum system requirements** and offer guidance for families, whether using an existing device or purchasing a new one for school.

Device Minimum Specifications

Device:	Specifications (Minimum)
Screen Size	13"- 16"
Hard Drive	256GB (SSD preferred); 512GB recommended
Operating system	Windows 11 +/- macOS 13 (Ventura) + / ChromeOS 105+ / iPadOS 16+
CPU (minimum)	Intel 12th Gen i5 or higher / AMD Ryzen 5 or higher / Apple M1 chip +
RAM (minimum)	Minimum 8GB; 16GB recommended
Battery Life	8 hours or more
Required Accs.	Protective case, charging cable, wired or wireless headphones (Bluetooth supported)
Wifi/Security	WPA2 or WPA3 encryption; dual-band support (2.4GHz and 5GHz)

Weight	Device should not exceed 2kg; students carry their device to and from school and between classes.
Example Devices (min specs)	Dell Inspiron / MacBook Air 13" (<i>other brands/models with similar specs are also suitable</i>)

Compliance with the minimum requirements ensures that the device you select can connect through the school's wireless network and that the device is suitable for student learning.

Questions regarding device selection or specifications?

Please contact: adavid@abaoman.org or ahussain@abaoman.org

C. Acceptable Use of Technology Agreement for Students

Students at ABA must develop research, information fluency, and digital literacy skills to allow them to be successful in this interconnected world, as well as the skills necessary to live safely and ethically.

The guidelines set forth in this document are based on Appendix 6 - ABA Responsible IT Use Guidelines to promote safe, legal, and ethical use of technology at ABA (please refer to the Child Protection Handbook).

Failure to adhere to ABA policies, procedures, and guidelines may result in restriction of access. Any network misuse or illegal activities may result in contact with the student's parent/guardian or law enforcement.

I will:

- Follow all ABA policies, procedures and guidelines when using technology.
- Use technology resources to create files and projects for school related work.
- Keep my usernames and passwords private.
- Treat others with respect and use appropriate language in all of my electronic interactions with others.
- Immediately tell a teacher or other adult staff member if I receive an electronic comment or communication that makes me feel uncomfortable, or if I accidentally access inappropriate materials, pictures, video, or websites.
- Respect the work and intellectual property rights of others, and I will not intentionally copy, damage, or delete another user's work. I will properly cite my sources when I use someone's information, pictures, media, or other work in my own projects and assignments.

-
- Respect the privacy of others. I will limit all in-school photography, video and audio recording to educational use. I understand that this applies to both school technology resources and my personal electronic devices.

I will not:

- Use technology resources to find, create, or send information to spread lies or misinformation; or to harass, harm, or bully others.
- Use technology to gain unauthorized or inappropriate access to resources.
- Use, retrieve, store, or send improper language, pictures, or other digital content.
- Use resources or my personal electronic device to cheat. I will not get or give answers to tests; copy and submit someone else's information or assignment as my own; or conduct other similar forms of electronic cheating.
- Access inappropriate or blocked resources using personal Wi-Fi accounts, 3G/4G, anonymous proxy sites, or by any other manner while on school property during school hours.
- Share or post any personally identifiable information about others or myself that could help someone locate or contact others or me. This includes such things as e-mail address, full name, home or school address, phone number, parent's or guardian's names, and school name.

I understand:

- Use of technology resources, including networks, computers or mobile devices, may be denied, revoked, or restricted at any time for misuse or abusive conduct.
- ABA reserves all rights to control its technology resources & network and may monitor or restrict a user's account.
- Use of technology is at my own risk, ABA is not responsible for any loss, damage, or unavailability of data stored on the system regardless of the cause.
- Online learning spaces and communication and collaboration tools should be treated as a classroom space, and language and behaviour that is not appropriate in the physical classroom is not appropriate in online spaces, no matter what time of day those spaces are accessed.
- Assignments in online learning spaces are just like any other assignment in school, and students are expected to follow all behaviour, academic honesty, and acceptable use of technology policies and procedures.
- ABA is not responsible for any damage or theft of personal property.
- Use of personal electronic devices during the school day should be limited to legitimate educational purposes.

By signing, (the online agreement) I agree to follow ABA's Acceptable Use of Technology Agreement for Students.