



ABIS Parent Handbook 2023-2024



Vision and Mission of ABIS

Vision:

Al Batinah International School (ABIS) provides the community a high-quality education that empowers students to be compassionate life long learners and global citizens who positively influence the world.

Mission:

The ABIS community will challenge and inspire all students to reach their full potential by providing an innovative and inquiry based education that supports wellbeing and lifelong learning.

The ABIS *Community* pact:

Challenge Yourself, Involve Yourself, Be Your Best.

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1. VALUES

Our Focus

- High academic standards: students are encouraged to achieve at their full potential.
- Concepts, processes, and skills: children learn how to learn.
- A broad curriculum that includes integrated approaches to learning
- The development of positive attitudes towards learning, self, and others
- The social, emotional and physical wellbeing of our students
- Open communication between the school, home, and community
- An appreciation of our host nation throughout our curriculum
- A global perspective, including a respect for the environment.
- An appreciation and respect for individual and cultural differences
- A spirit of teamwork, collaboration, and community.

Philosophy of the school

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

It is our belief that effective teaching, administration and facilities are essential for the provision of a quality education. This will empower students to succeed at their appropriate academic levels, equip them to move on to other schools and universities and prepare them to lead successful lives.

The school is passionate about helping students become rounded individuals equipped with the skills, concepts, knowledge and attitudes that will enable them to succeed in all their subject areas ranging from Reading, Writing, Mathematics and the Sciences to Arts and Sports.

The school believes that a meaningful sense of membership in the world community is a goal for each student. Thus, we endeavour to internationalise the curriculum whenever possible and encourage the use of texts and materials from other countries. The school also offers an academic program on the Arabic language and related Omani culture and encourages members of the whole community to share national customs and traditions from around the world with the students.

The school provides a curriculum that encourages inquiry-based learning and collaboration in the context of cognitive constructivism, where students can experience much of what they learn and form personal connections with new

concepts and ideas. Thus, the ongoing growth and development of each child are the heart and purpose of the school. We believe that the accomplishment of these goals enables us to provide the kind of education that satisfies the students, their families and the various stakeholders who use our school.

School beliefs

We believe...

- every individual has significant intrinsic worth and potential
- individual and cultural diversity create positive and enriching forces in every community
- every individual has the responsibility to respect oneself and other individuals and to strive for the betterment of the community
- open and effective communication and a collaborative environment are essential for people to support and accomplish shared goals
- learning is a life-long process nurtured by a zest for learning created by the acquisition of social, problem--solving, creative, critical thinking, and effective communication skills
- learning is most effective in a secure, healthy and positive environment
- all people have the responsibility to themselves and society to strive for excellence

School climate

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

The ABIS Code of Conduct:

Simplified version for the younger years:

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

More sophisticated version for the older students:

We show respect for ourselves

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

We show respect for others

- by not disrupting the learning of others;
- by actively listening and cooperating;
- by being courteous and helpful;
- by using language that is not offensive to others;
- by helping others when they are in need.

We show respect for our environment

- by taking pride in the environment;
- by not wasting resources;
- by being positive ambassadors for the school.

Learning at the centre

ABIS as an IB World School aligns with the IB which places learning at the centre that:

- successfully integrates the IB philosophy within our school's unique context.
- shares a purpose with the IB's mission that builds into a solid approach to education.
- develops a learning environment sustained by effective structures, organisational practice, and resources.
- fosters a dynamic school culture centred on holistic, inclusive learning communities.
- positively influences local, national, and international contexts.
- creates student learning experiences of the highest quality possible.

The school community, with the IB, co-creates high-quality education that makes a better world.

(IB Programme standards and practices, Updated March 2019, April 2020).

New 2023-2024 statement on Global citizenship

At ABIS, global citizenship means respect for diversity, social responsibility, and striving for a more equitable and sustainable world. To foster global citizenship, ABIS promotes respect for diverse cultures and perspectives, and encourages students to engage with global issues.

New 2023-2024 statement on High Quality Learning:

High quality learning at ABIS places the individual student at the heart of the process; it is collaborative, inquiry based, active, engaging, and dynamic. It develops students' knowledge and intellectual and emotional skills and is related to both global and local topics. It fosters academic progress and wellbeing and aims to develop the whole child.

School learning outcomes

ABIS is an IB world school that is PYP, MYP and DP authorised. There are 10 IB Learner Profile attributes, which we try to develop in students through role modelling and teaching.



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Strategic Goals of ABIS

Our strategic goals provide us with focus when it comes to realising our vision and mission.

Set in 2017 through collaboration between the ABIS team, the wider community and the board, they guide our school improvement planning.



GOAL 1: INCLUSION

To ensure that all students can experience personal success through the school's programmes.



GOAL 2: LEARNING & TEACHING

To use student centred, innovative learning and teaching approaches that are informed by research and realise the school's Mission and Vision.



GOAL 3: ENVIRONMENT & SAFETY

To provide a rich, safe and engaging environment for learning that promotes the well being of all students.



GOAL 4: ABIS TEAM

To recruit, empower & retain exceptional staff members who commit to achieving our Mission and Vision.



GOAL 5: GOVERNANCE & LEADERSHIP

To ensure that the school is governed and led in a manner which is Mission driven and in line with best practice for other like international schools.



GOAL 6: FINANCIAL VIABILITY

To obtain financial stability for the school by ensuring that enrolment and income are sufficient for the school to achieve its Mission and Vision.

2) GENERAL SCHOOL INFORMATION

A. SCHOOL HOURS/FRONT DESK HOURS

7:45am – 4:00pm

Student Arrival:

7:40-8:00am Arrival for Students

(They should be in class by 8:00am for registration so please aim to arrive by 7:55am)

School Day Grade 1 - Grade 12:

8:00am - 3:00pm Sunday to Wednesday

8:00am - 1:00pm Thursday

School Day KG1 & KG2 (semester 1):

8:00am - 1:00pm Sunday to Thursday

School Day KG2 (semester 2):

8:00am - 3:00pm Sunday to Wednesday

8:00am - 1:00pm Thursday

Please see the Early Years' Handbook for further information.

School telephone number: 968 26850001

School fax number: 968 26850003

General email: info@abisoman.com

Visitors to Campus

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

B. ENTRY AGE, GRADES AND AGES

September 1st is the “cutoff” date for entry to the various grades. ABIS follows the Oman Ministry of Education’s age placement requirements. The following table illustrates this guide.

AGE BY SEPT 1st	GRADE
3.2	KG1
4.2	KG2
5.2	Grade 1
6.2	Grade 2
7.2	Grade 3
8.2	Grade 4
9.2	Grade 5
10.2	Grade 6
11.2	Grade 7
12.2	Grade 8
13.2	Grade 9
14.2	Grade 10
15.2	Grade 11
16.2	Grade 12

The final placement of students will be determined following discussions with the concerned teacher and other relevant staff such as the PYP Coordinator, the MYP Coordinator, the DP Coordinator in conjunction with the Team Leaders; the Head of School has final authority.

ADJUSTMENT TO A NEW SCHOOL

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

- Some children come cautiously into the new school. They remain quiet and reserved for a while and gradually get acquainted with new people and things and make new friends. This is a relatively steady transition.
- Some children dislike the school at first. Everything about their old school was better, bigger, more fun, harder, more interesting. Sometimes if children have very strong personalities, they may bully other children. Gradually they settle in and begin to make friends and enjoy themselves. Sometimes some negative behaviours continue for a while, but are less exaggerated.
- Some children are very upset by the move to the new school. Perhaps they have changed grades in the move as well, and their confidence is shaken. Sometimes this takes a while to overcome.

- Some children come to the school full of confidence and enthusiasm and after a time (three to four months), they become unhappy. In a month or two they rebound and are again happy and begin to settle more solidly.

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

C. ADMITTANCE AND WITHDRAWAL POLICY

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

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

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

Non-Re-enrollment:

If there is a strong feeling that the school is doing a student a disservice by re-enrolling the student, there may be a recommendation to not offer a place to a student for the following school year. The Head of School will make the final decision in such a case.

Student Withdrawing from School voluntarily:

If a family wishes to withdraw their child from school, it is advisable to notify the school as soon as possible in order to ensure that any required records are ready. Should notification not occur in a reasonable time, ABIS may not be able to guarantee the timely availability of reports or records. Records include a formal progress report or an update if there is a recent report on file.

Specialist teachers, when applicable, may be consulted for their input on students transferring. The office will prepare past reports and a transfer form. All signed out

materials must be returned or paid for prior to the student departing or reports will not be released.

D. ATTENDANCE

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

Minimum Attendance

One of the cornerstones of successful academic performance is regular attendance at school. The school reserves the right to withhold academic credit from a student who misses more than 15 days of school per year.

If a student's attendance falls below 90% in a semester then the Head of School has the right to consider disenrollment or retention in the same grade level for the following year. Medical conditions will be taken into account if the necessary supporting documents from medical authorities have been provided to the school.

Tardiness

Students are considered tardy after 8:00am. Teachers will inform the relevant section Team Leader (i.e. Primary or Secondary) if a student is consistently tardy (more than 2 times a week). The parents will then be notified so that a conference may be arranged.

Absences

Attendance is taken each day at 8:00am. Parents are requested to inform the school before 8:00am if a child will be absent.

Where relevant, students who are absent are permitted to make up all work missed, and are required to do so in the same number of days as they were absent. Students who are on suspension may not be permitted to make up work for credit. Make-up work is the responsibility of the student and parent and includes obtaining, completing, and returning assignments in the appropriate time frame.

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

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

E. GRADE PROMOTION REQUIREMENTS

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

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

Further, the Ministry of Education will not allow a student to move to the next grade level if they have failed in 3 or more subjects. This is applicable to both primary and secondary students.

Secondary School Only

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

- Performing extra work in the subject until an appropriate evidence of progress has been indicated.
- Demonstrating proficiency in the course by means of an examination.

F. COMPUTER AND TECHNOLOGY USE GUIDELINES

Students will be taught how to use their iPads, the network, e-mail and Internet appropriately. In all instances the general school expectations for behaviour and communications in relation to the 'Code of Conduct' apply. Users are responsible for appropriate behaviour on the school's computer network just as they are in a classroom or in any school facility, and should be polite, respectful and principled.

Communications on the network are often public in nature and students must act with care and show sensitivity to other users.

The network is provided for users to conduct research and collaborate together online to enhance learning. Access to network services is given to students, faculty and staff who agree to adhere to these guidelines. A guiding principle is that network access is a privilege and not a right so users must act responsibly.

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

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

- Displaying, saving or distributing offensive messages or pictures.

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

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

Cyber Bullying

Cyber bullying involves the use of information and communication technologies such as e-mail, text messages, instant messaging, defamatory personal websites, social media and defamatory online persona polling websites, to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Any form of cyber bullying will not be tolerated.

Computer/iPad Use Agreement

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

G. TELEPHONE/CELL PHONE USAGE

Use of Telephones

Students must ask for permission to use the phone at the Front Desk in LC3. Phone calls are to be kept to a minimum. We will not transfer calls to students. In case of an emergency, students will be brought to the office to take a phone call.

Use of Cell Phones

Students are not allowed to use cellular phones during the school day between 8:00am and 3:00pm. Students who need to communicate with their home may request permission to use the Front Desk phone. The duty monitors on the school bus carry cell phones and can be contacted in case of an emergency.

Student Messages from Home

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

H. PERSONAL PROPERTY

Personal Property

Students are discouraged from bringing items of value to school. It is advised that all jackets, clothing, lunch boxes, etc. should be clearly marked with the student's name. The school will not accept responsibility for lost or stolen goods.

Lost and Found

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

Student Supplies

ABIS provides basic supplies for all students. Students may be issued textbooks and other school property for use during the academic year. Students are expected to return the textbooks and materials when required. If textbooks are handed out using a numbered system, students must return the textbook with the same number they were given.

Students and parents are responsible to pay for any lost or damaged textbooks or materials. A standard fee of 5 OMR soft-back and 10 OMR for a hard-back will be charged for lost or damaged books if it is difficult to gauge the exact cost of replacement, which should also normally include postage and packing.

I. LEAVING / ARRIVING ON CAMPUS

Any student leaving or returning to campus during the school day must be signed out at the reception in LC3 upon departure and signed in upon arrival by a parent or guardian.

J. SCHOOL LUNCHES

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

When considering what to incorporate into student lunches please think healthy. ABIS requests that parents do not send soda (fizzy drinks with added sugar) and candy (sweets/chocolate bars, etc) to school for lunch. It is not permitted for fast food, such as McDonalds or Kentucky Fried Chicken, to be delivered and consumed at the school.

The school is currently trialing a catering service who will deliver lunches based on a phone in order.

K. CURRICULUM

The course of studies at ABIS includes Literacy, Numeracy, Humanities, Science, Visual Arts, Music, Physical Education, Arabic mother tongue, and Language B (French and Arabic). More information can be found on the school's website at www.abisoman.com.

When reading about the various learning areas, it should be kept in mind that learning in the school continually moves across discipline boundaries. When children focus on a particular topic, they may discuss, interview, read, write, study graphs, measure, or make models; they may inquire, test ideas, calculate, paint, sing or do any number of learning activities that are not narrowly tied to one specific subject area.

We use the term “integration” to describe our commitment to this principle of ‘bringing things together’ and making meaningful and real connections in learning. This approach requires continuous planning and development and does not exclude or reduce the need for teaching specific skills, knowledge and concepts.

L. HOME-SCHOOL COMMUNICATIONS

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

Parent Evening

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

Curriculum Evening

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

Meetings

Three Way Conferences and Student Led Conferences are scheduled at the end of the first and third terms respectively. There may be other times when teachers wish to meet with parents. Teachers will contact parents when the need arises. Parents wishing to meet with teachers should contact them via email or through the School Office to make an appointment.

The Head of School is also available to talk over any issue related to your child and the school, though we urge you to contact the Primary Team Leader or Secondary Team Leader if the matter is an issue relating directly to these sections of the school.

In general the school maintains an open door policy though on occasion certain members of staff may be busy so it is advised to call ahead and make an appointment.

Class updates

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

School Newsletter

The school transmits regular updates on the Broadcaster online. Families will receive information about events that have occurred in the school as well as information about upcoming events and important dates. For these reasons it is very important for parents to take the time to regularly read the Broadcaster.

Parents can easily sign up for the weekly round up of posts by subscribing to the Grade information they want on the Broadcaster site. An email will be sent every Thursday to the address you provide. Many parents find this more convenient than visiting the Broadcaster site.

This academic year the school is introducing a whatsapp group for every grade level in primary to enable direct communications via a one way business group with parents. Parents may also use the whatsapp number to contact the teacher who will respond within 24 hours.

M. ASSESSMENT AND REPORTING

Assessment

Research has shown that regular assessment of students' learning is essential to their growth as learners, and thus is a vital part of all effective academic programs. We believe in the value of observing children's learning in an ongoing way and use a variety of tools to measure their progress and development.

A variety of assessment tools are used to ensure authentic assessment is taking place. Formal testing will be a part of the assessment procedure and is included in the final assessment of each unit of work. Contributing to their overall assessment is the provision of authentic opportunities for students to demonstrate their

understanding. We observe and document student daily performance in school and use these observations and data to provide evidence of their progress.

It is a combination of all of these tools and methods that will give us the most complete picture of students' growth, and will assist us in planning the appropriate next steps in their learning.

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

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

Primary School Assessment (PYP)

IB PYP does not have a formal grading system as such, so student assessments are carried out on a continuum basis. Primary teachers are required to use a variety of assessment strategies to make student learning as effective as possible. Evidencing of student learning allows for teachers to plan and teach to meet the needs of the students in their class. The Grade 6 Exhibition is a culmination of the PYP and allows students to demonstrate their understanding of concepts, knowledge and skills.

Secondary School Assessment (MYP and DP)

Assessment in the Secondary School generally works on a 1-7 scale with 7 being outstanding and equivalent to an A+. Each level is based on up to four assessment criteria, which are shared with students. It follows logically that the student must score highly in each criterion to be awarded a 7.

Another aspect of Secondary assessment is that its level of demands and rigor is calibrated to the age and stage of the students. Because a student in Grade 12 should be able to produce work of a much higher quality than a student in Grade 7, the expectations are much higher. Because the level of expectation is higher each year, it is normal for students to start the new academic year scoring lower grades than they did at the end of the previous year.

The general expectation is that throughout the course of the year they should at least be able to raise their grade up to the same level that they achieved at the end of the previous year and perhaps beyond if they work exceptionally hard.

Level 7's are rare and statistically less than 5% of students are awarded them in IB programmes. Our focus in secondary school is not purely about achieving a 7 but about how much one can improve individually and thus we celebrate progress as much as achievement, which enables everyone to succeed in their own way.

The numerical levels are closely linked to the reports and target setting process with each student aiming and striving to do better with each assessment. Teachers equip students with strategies and assessments to enable them to reach their personal targets.

Reports

Student progress is reported four times each year. Students receive two term reports in Term 1 and 3, and two semester reports (at the end of each semester).

Additionally, there will be a "Three Way Conference" and a "Student led Conference" each year.

It is also expected that both teachers and parents request meetings at any time they feel they are needed. We want to have open and frequent communication between home and school.

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

N. ACADEMIC DISHONESTY

We strive for a respectful and honest learning environment. If students are found cheating then they will receive an automatic zero on the relevant assignment and have the work sent home to be signed by a parent. In the event that a student is found to be academically dishonest, one or both of the following may occur: the student's parents will be notified and the grade may be lowered on any work completed.

In the case of external exams like the IB Diploma it is likely that the student will fail the corresponding subject completely. Examples of academic dishonesty include:

- Copying the work of others in any form
- Plagiarism
- Allowing / assisting others to copy work
- Attempting to or altering grades or falsifying a parent's signature
- Accessing and copying work from the Internet and presenting it as original work
- Claiming somebody else's work as your own

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

O. CO-CURRICULAR ACTIVITIES

The After School Activity program will offer activities that may not be normally available to students within the regular school day. It will be conducted from 3.10 – 4.00pm on Sunday, Monday and Wednesday afternoons. These activities will be free of charge.

In addition to these activities ABIS hopes to become a centre for events and activities sponsored by the faculty and outside groups. These activities could include a variety of pursuits such as a Swimming Club and Soccer club. There may be a charge if students wish to sign up for these clubs.

Further information regarding these additional activities will be made available through the school office and through updates on the Broadcaster.

P. HOME LEARNING POLICY

The school has a home learning policy, which is available by request and can be found on the website. The policy is guided by educational research and is age and stage appropriate. Homework has been changed to reflect the most recent data and is now called Home Learning.

What does research on home learning tell us?

In summation, research on home learning has found that:

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

Home Learning in the Early Years

Play is a fundamentally important part of learning in the early years of a child's development and, as such, is included here as an essential part of the child's learning and development. As the children get older, shared reading is an important part of their academic development and is strongly encouraged by the school. Spending quality time with your child whether with reading, board games, outdoor play or exercise is the very best way that you can support your child's academic development.

Home Learning in the Early Years and Primary Years

Students in the Primary Years are expected to start taking responsibility for their home learning. Students in the primary school will be set home learning tasks at an age and stage appropriate level. Home learning opportunities will be linked to what is happening in school and is an opportunity for parents to spend time with their child sharing an interest in learning.

It will vary depending on the units of inquiry being studied at the time and will always be clearly communicated to students and parents through weekly communication from the teachers. Daily reading is always included in the home learning plan. Approximate home learning times are below:

KG1 = 15 minutes
KG2 = 15 minutes
Grade 1 = 20 minutes
Grade 2 = 20 minutes
Grade 3 = 30 minutes
Grade 4 = 40 minutes
Grade 5 = 50 minutes
Grade 6 = 60 minutes

Home learning in the Secondary Years

Students in the Secondary Years increasingly take control of their own learning. Details of home learning will be shared via the students' iPads and through ManageBac. The amount of time assigned does not include Service as Action (for MYP) or Creativity, Activity, Service (for DP) or private reading, but is set work by teachers.

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

Grade Level	7	8	9	10	*11	*12
Max Total Homework Mins per school day	70	80	90	110	120	140
Max Total time per week	350 mins	400 mins	450 mins	550 mins	900 mins (inc. weekends)	1000 mins (inc. weekends)

**Grade 11 and 12 will have Independent Work Sessions (IWS) during the school day and are expected to use them and/or the weekends for study or CAS Activities.*

3) STUDENT CONDUCT

A. CODE OF CONDUCT

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

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

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

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

We show respect for ourselves

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

We show respect for others

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

We show respect for our environment

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

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

B. NON NEGOTIABLE RULES FOR STUDENTS

STUDENTS AT ABIS WILL:

1. Behave in a Safe Manner:

- I will leave potentially dangerous objects at home.
- I will move carefully in the halls, stairways and around the school premises.
- I will behave in a safe and responsible manner at bus stops, on buses and on field trips.
- I will not bring, or be under the influence of any drugs, alcohol or tobacco products at school.
- I will not push, hit or behave in any way that may hurt or cause injury to others or myself.

2. Respect Myself, Others and all Property:

- I will endeavor, at all times, to treat others, regardless of my impressions of them, in a way that I myself would wish to be treated.
- I will treat all adults and students with respect.
- I will respect the privacy and personal property of others.
- I will respect school equipment and facilities.
- I will respect our environment.
- I recognize that honesty is a clear expectation and that semi-permanent borrowing of possessions not mine, without the owner's knowledge and consent is stealing.
- I will be honest.
- I will dress according to the Dress Code in this handbook.
- I will not tease, name call, swear, threaten, put down or cause hurt feelings in others.
- I will not bully or intimidate others.

3. Be Responsible for my Learning:

- I will act in a way that does not interfere with the teaching or learning in my classroom.
- I will be where I'm supposed to be, when I'm supposed to be there, fully prepared.
- I will follow instructions, and classroom and school rules.
- I will manage my time and materials effectively.
- I will leave potentially disruptive objects at home.
- I will complete all assigned work.
- I recognize that all assessment tasks require an exemplary standard of honesty.

C. STUDENT RIGHTS

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

D. CONSEQUENCES FOR MISBEHAVIOUR AND BREAKING RULES.

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

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

Unacceptable student behaviors include, but are not limited to:

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

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

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

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

Disciplinary action will be determined on a case-by-case basis, taking into consideration relevant factors including such things as the student's age, previous involvement in inappropriate behaviour and the seriousness of the conduct. Where possible consequences will be specifically related to the nature of the misbehaviour as outlined previously.

The school follows a structured hierarchy of consequences that increase in severity. In principle, the seriousness of the stages increases with continued rule infractions, however the school leadership team reserves the right to apply more serious consequences and move to any stage in the diagram on the following page if it is deemed necessary. Please note that ABIS has a positive learning environment with few discipline issues.

E. BUS CONDUCT

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

F. SUSPENSION

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

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

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

G. EXPULSION

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

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

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

H. SCHOOL CLOTHING AND DRESS CODE

Clothing Guidelines (taken from the School Clothing Policy):

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

All students from G1 to 12 are required to wear ABIS branded tops (shirts, blouses, T-shirts, sweaters, jackets) for all day to day activities and classes including PE. The ABIS logo must be visible at all times. Tops should be bought directly from the school from the choices and colours available.

Students can choose what they wear below the waist, as long as it follows the guidelines below. ECC (KG1 and KG2) - have the choice of wearing school branded clothing or other age appropriate attire.

Key Points:

- Clothing should be smart, not torn, stained, or bleached.
- Clothing should not be tight or revealing. Leggings can be worn, but only with shorts, skirts or loose fitting clothing that covers the thigh area. Jeans can be worn as long as they have no holes or rips.
- There should be no large distracting patterns, images, logos, or fluorescent colours.
- Footwear should be secure and have a protective back strap. Footwear must be suitable for the activities undertaken. No Crocs.
- For students in Grade 6 and up the knees and shoulders must be covered.
- All primary students must wear hats and sunscreen whilst outside. Secondary students are encouraged to wear hats and sunscreen and make responsible choices.
- Any jewelry or accessories worn must be safe, discreet and respectful.
- Hats/headwear (unless for religious purposes) should not be worn inside.
- For PE and external activities (such as sports, science, field trips, etc.) students will be required to wear school approved clothing.
- The Secondary School will form an Essential Agreement on what is respectful in terms of hair, jewelry, and makeup, etc. The school's approach will be to positively guide students on responsible choices.
- Students not meeting the dress code will be given permission to call home so that appropriate clothing may be brought to school. School clothing is available from the school in LC3. The Head of School's decision on what is deemed appropriate and inappropriate dress is final.

Theme Dress Days

Occasionally the school holds theme dress days. Students may dress appropriately for the theme that day (i.e., crazy hair day, pajama day, etc). Students should use good judgment in dressing for theme dress days.

4) SAFETY MATTERS

A. CHILD PROTECTION AND SAFEGUARDING POLICY

ABIS has an extensive Child Protection and Safeguarding Policy which outlines the responsibilities of ABIS towards our students and the wider community.

ABIS is committed to being a child-safe and child friendly environment. All children who come to ABIS have a right to feel and be safe. We are committed to the safety and well-being of all children and young people attending our school and the welfare of the children in our care will always be our first priority. We aim to create a child protection and child friendly environment where all children are valued and feel safe.

B. SAFETY AND SECURITY

The safety and security of the students is always our first concern; therefore, we ask that parents enter and exit through the main doors at the Front Office in LC3 during the school day. We encourage parents to understand the need for such measures and to cooperate fully with the school by using the appropriate procedures at all times.

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

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

C. EMERGENCY PROCEDURES

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

School Evacuation

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

Lock Down Procedure

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

Local/National Emergency

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

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

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

School Closing

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

D. HARASSMENT, WEAPONS AND SUBSTANCE ABUSE

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

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

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

E. DRUG FREE AND SMOKE FREE ENVIRONMENT

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

Students who violate these policies risk immediate expulsion from school.

F. MEDICAL ISSUES

Student Medical Form

At the time of enrolment, parents must complete a Student Medical Form provided by the school office. It is the parents' responsibility to inform school of any changes to the students' medical condition if the situation arises.

Medication

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

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

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

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

The medical officer is available from 8:00am - 3.00pm. The school medical officer treats minor injuries and illnesses, performs first aid, and administers medications.

Student health records are kept in the main office. Teachers in the school have also had First Aid training.

Immunizations

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

Measles, Mumps, Rubella, Diphtheria, Pertussis, Tetanus, Poliomyelitis

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

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

Covid-19 Vaccination

All students above the age of 12 must be double vaccinated for Covid-19 as required by the Ministry of Education. It is the responsibility of the parent to ensure their child is vaccinated and provide the vaccination certificate demonstrating double vaccination. Unvaccinated children above the age of 12 may not come to school and online learning will not be provided.

Update: the vaccinations for ages 12 and up is not currently enforced by the MOH and MOE. Should the MOH and MOE require this, parents will be advised.

Guidance on how long to keep students away from school when unwell

The following table indicates common childhood diseases/infections and the minimum period of exclusion:

Condition	Minimum Period of Exclusion
Chicken Pox	Until fully recovered; no fever, dry sores
Conjunctivitis	After completing 48 hours of antibiotics therapy
Head Lice	After completing 48 hours of pharmaceutical treatment
Measles	For at least five days from appearance of the rash
Meningococcal/meningitis	After completing 24 of antibiotics therapy
Mumps	For nine days from the onset of the swelling or when the swelling has gone down

Ringworm	Until appropriate treatment has commenced. Lesions (sores) must be covered, and if ointment is used, please cover with a dressing
Rubella (German Measles)	A week after the rash appears
Scabies	After completing a day of treatment
Scarlet Fever	After completing 24 hours of antibiotics treatment
School Sores (Impetigo)	Until the sores have fully recovered. Once treatment has commenced, the child can return to class provided all exposed sores are covered with a dressing
Viral Hepatitis	Until a medical certificate of recovery is provided
Whooping Cough	Up to four weeks from onset of illness and until a medical certificate of recovery is provided

G. COVID-19 HEALTH AND SAFETY PROTOCOLS

ABIS has strict safety and health protocols in place in response to Covid-19. These protocols can be found here: [ABIS Health Protocols](#). These protocols are only put into effect on the direction of the MOH and MOE. Currently, for the academic year 2023-2024, these protocols are not required by the MOH and MOE.

Please see Covid vaccination requirements on the previous page.

5) SCHOOL FEES 2023-2024

As an international school we align ourselves with the IB Mission Statement:

“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.”

Classes in KG - Grade 6 will be balanced in numbers and this may cause students to move from their current group into a new group. Each class in a grade level will be allocated a name such as Grade 1A or Grade 1B, and each class will continue to have their own homeroom teacher and learning space.

Arabic language, Islamic and Omani Social Studies students are taught separately for these subjects. Students not undertaking these classes will have other classes such as Arabic language acquisition, a French class, extension projects. Teachers will continue to focus on and emphasise the use and learning of English in all classes. In summary, ABIS Primary class sizes will be made similar in each grade level and students may move groups.

ABIS has introduced the school fee structure: ‘regular fees’ and ‘private payer fees’.

The difference between regular and private payer fees:

1. The regular fee schedule will be applied to a parent receiving more than 50% support on the regular tuition fees from a company.
2. The private fee payer schedule will be applied to a parent who does not receive an employer educational allowance or who receives less than 50% (of regular fees) support via an employer educational allowance.

Please see below the next page for the fee structure:

2023 - 2024 School Fees

REGULAR FEES	
Annual Tuition Fees:	
KG1 - KG 2	3,100
Grade 1 - Grade 5	4,400
Grade 6 - Grade 8	5,800
Grade 9 - Grade 10	6,455
Grade 11 - Grade 12	7,800
Annual Technology Fees:	
Grade 3 - Grade 8	100
Grade 9 - Grade 12*	125
One Time Fees:	
A) Registration Fees (non-refundable)	100
B) Ipad deposit (refundable upon departure)	150
C) Capital Fee (G1 up, non-refundable)	3,500

The above fees do not include company support and are the full amount per student per grade level.

** For the academic year 2022/2023, the technology fee of RO 125 will only be applied for Grade 9 and 10 due to the upgrade to Macbook Air.*

Annual Tuition Fee

The Tuition Fee is payable by all parents. It is an annual fee based upon student grade level and is due before the start of the new academic year.

Regular Fee Any invoice directly sent to an employer or in case of more than 50% fee support, the regular fee schedule will be applied.

PRIVATE PAYER FEES	
Annual Tuition Fees:	
KG1 - KG 2	2,399
Grade 1	3,245
Grade 2 - Grade 3	3,365
Grade 4 - Grade 5	3,547
Grade 6	3,707
Grade 7 - Grade 8	4,500
Grade 9	4,900
Grade 10	5,400
Grade 11	5,500
Grade 12	5,900
Annual Technology Fees:	
Grade 3 - Grade 8	100
Grade 9 - Grade 12*	125
One Time Fees:	
A) Registration Fees (non-refundable)	100
B) Ipad deposit (refundable upon departure)	150
C) Capital Fee (G1 up, non-refundable)	
- Private Payer (non-Omani)	1,000

** For the academic year 2022/2023 technology fee of RO 125 will only be applied for Grade 9 and 10 partly based on the upgrade to Macbook.*

Sibling Discount Tuition fees:	
3rd child	25%
4th child	40%
5th child	60%
6th child	70%

Annual Tuition Fee

The Tuition Fee is payable by all parents. It is an annual fee based upon the student grade level.

Private Payers

Parents who do not receive an employer educational allowance or who receive less than 50% (of regular fees) support via an employer educational allowance, are invoiced the private payer fees.

To apply for the private payer fees, a confirmation letter from the parents' employer may need to be submitted before the start of the Academic year (28/08/2022).

Additional discount

If private fee payers pay the full annual tuition fee before 01/10/2022, a discount of 5% will be applied. This will also be applicable when PDC's (Post Dated Cheques) for the full amount have been received before 01/09/2022 (terms and conditions apply).

Quarterly Payment

Private fee paying parents can opt to pay the annual tuition fees in 4 equal terms for which the following payment schedule is applied.

For private fee paying parents an extended schedule may be granted after application to the ABIS Business Manager.

Payment Terms & Conditions

All fees are listed in Omani Riyals & are subject to approval of the Ministry of Education.

For more information and questions about school fees and for information about payment terms and conditions, please contact our Business Office.

Late enrolment and withdrawal during the school year

For **late enrolment** after the start of the school year, the reduction in tuition fees is as follows:

1. Between September 1st and October 31st – No Reduction

2. Between November 1st and January 31st – 30% reduction on full year tuition fee
3. Between February 1st and April 30 - 50% reduction on full year tuition fee
4. After April 30 - 75% reduction on full year tuition fee

For **withdrawal** before the end of the school year, the reduction in the tuition fees is as follows:

1. Between September 1st – and January 31st – 25% Reduction on full year tuition fee
2. After January 31st full year tuition fee – No Reduction

Technology Fee

The Technology Fee is to be paid before the start of the academic year and is applied for the use of the school iPad or Macbooks and relevant IT support.

Registration Fee

The Registration Fee is payable at the time of registration. It is a one-off, non-refundable payment also in the situation ABIS is not able to place the student.

iPad/Macbook Deposit

The iPad/Macbook deposit is due before receipt of the student's iPad/Macbook and is kept as insurance in case of loss or damage. In case the student departs the school and returns the iPad/Macbook in expected condition, the amount will be refunded. Note that the Macbook is only available to Grade 9 and 10 students

Capital Fee

The non-refundable Capital Fee is a one off contribution to assist with physical improvement to the school. The Fee is to be paid by the parents of newly enrolled non-Omani students or applied to non-Omani students moving from Kindergarten 2 into Grade 1. The Fee is to be paid before the 1st of September of the new academic year.

