



SABIS[®]

SABIS[®] Teacher's Manual

AY 2020-2021

Education for a changing world.[®]

North America | South America | Europe | Africa | Asia

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1. INTRODUCTION

1.1 SABIS® Educational System™

The SABIS® Educational System™ is an integrated kindergarten through twelfth grade academic program that has been developed and refined over a period of more than 130 years.

1.2 SABIS® Philosophy

The SABIS® philosophy is based on three important tenets. We believe that:

- A university education should be accessible to almost all students.
- The success of a school should be measured by how much value it adds to each student.
- Students can develop the skills to achieve success in a changing world.

1.3 SABIS® Mission

A SABIS® school is a secular school that respects all religions and religious denominations and fosters tolerance as a solid basis for a coherent and productive society.

A SABIS® school will be recognized as a provider of top-quality education to a highly diverse student body. It will strive to help all students achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. It will maintain high standards of efficiency and accountability throughout its operation.

1.4 SABIS® Core Purpose

The SABIS® core purpose is to provide an outstanding education at a reasonable cost and help all students achieve their full potential through the implementation of the SABIS® Educational System™.

1.5 SABIS® Core Values

SABIS® has a set of core values in order to maintain high standards of operation:

- Practicing honesty and integrity
- Upholding our principles at all costs and at all times
- Continually improving and never becoming complacent
- Emphasizing quality at all times
- Making a difference
- Recognizing and rewarding efficiency, loyalty, and commitment



2. FEATURES OF THE SABIS® EDUCATIONAL SYSTEM™

2.1 Curriculum and Books

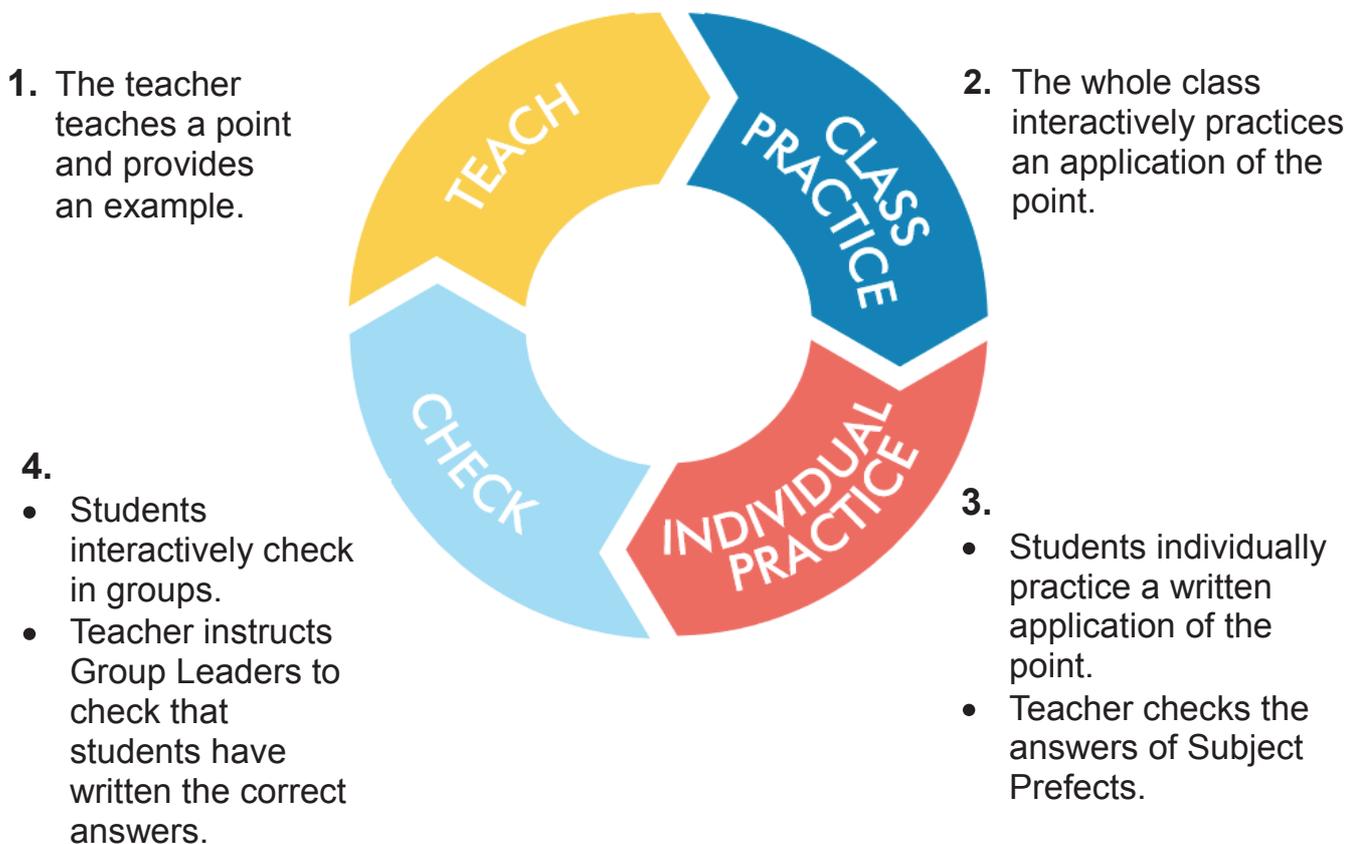
The SABIS® curriculum is well-structured, comprehensive, rigorous, and sequential. The assigned curricula align with national requirements and international standards. For most subjects, SABIS® publishes its own books that are completely aligned with the respective curricula. These include hundreds of textbooks and E-books that are complemented by teacher-support materials to facilitate the teaching process and testing system, and undergo ongoing enhancements and reviews.

2.2 SABIS® Teaching Methods – The SABIS Point System®

SABIS® teaching methods standardize content delivery. The SABIS Point System® teaching methodology is an interactive and highly efficient step-by-step teaching method which ensures that all students are active participants in class. It is a whole-classroom instruction that keeps students engaged and learning efficiently.

The SABIS® material is subdivided into simple learning objectives called points. A point is a single unit of knowledge that is specific and measurable. A point states what students will learn, starts with an action verb, and has a measurable outcome.

The SABIS Point System® methodology leads to structured lessons that are implemented in a four-stage cycle.





2.3 SABIS® Testing System (Including SABIS Integrated Testing and Learning®)

The SABIS® testing system allows for accurate, timely, and effective detection of learning gaps. A timely and targeted follow-up ensures that gaps are filled and that students have the required basic knowledge to move forward. Exams can be also taken electronically using the SABIS Integrated Testing and Learning® (SABIS ITL®). SABIS ITL® permits students to take paperless, computerized examinations and see where they have failed to answer correctly immediately after the examination has been taken, and relearn it before they leave the ITL® hall.

2.3.1 Diagnostic Tests

Diagnostic tests are administered before the beginning of the academic year in order to place new students in the right grade level. Diagnostic tests are also administered at the beginning of every term to all students to ensure that all learning gaps have been dealt with. These tests are immediately analyzed and prompt action is taken.

2.3.2 Picture Questions Tests (where applicable)

Picture Questions Tests are computer-corrected tests which are administered weekly to Levels A to D in math, English, and Arabic to assess students' mastery of the taught concepts.

2.3.3 SABIS Academic Monitoring System® (SABIS® AMS)

The SABIS Academic Monitoring System® (SABIS® AMS) tests are objective, criterion-referenced, computer-marked tests that are administered on a weekly basis. They are designed to check student learning, mastery, and long-term retention. Test items are intended to evaluate weekly concepts and mostly focus on factual information. SABIS® AMS in Level E assesses math skills, and in Level F and above assesses English language and mathematics in addition to other specific subjects.

2.3.4 Homework Tests

Homework tests are used to encourage students to learn. These tests cover the material that had been completed in class during the week prior to the test. Homework tests review and reinforce concepts that were studied in class and are usually given to Level I and above in the main academic subjects.

2.3.5 Continuous Assessment Tests (CAT) and Periodic Exams

These exams assess multi-concept thinking and are administered periodically throughout the term. CAT exams are given for Levels A to D twice per term. All subjects are covered in one week of testing. Periodic Exams are for Level E and above and they cover different subjects each week. In general, there are two Periodic Exams per week. Two to four of these weekly written exams are given per term in each subject area. The exams include objective questions for a quick check of material taught, as well as short essay-type questions which require higher thinking skills and writing abilities.

2.3.6 End-of-Term Exams and Final Exams

End-of-Term exams are administered at the end of each term to determine mastery of concepts taught over a full term. At the end of the third term, final exams are given. These exams are comprehensive exams that measure student achievement over the course of the entire academic year. Students in Level E and above are provided with study lists and timetables prior to these exams.



2.3.7 Failed Concepts

The Failed Concept System is designed to re-test students' progress on concepts they have not grasped. This process can start whenever a SABIS® AMS assessment has been marked. Applied in the SABIS ITL®, the Failed Concepts session generated according to each student's SABIS® AMS results, provides a testing environment which allows students to relearn their failed concepts. Solutions for schools with no SABIS ITL® are to be discussed with Head Office.

2.3.8 SABIS® GRID/PREPLIST

A SABIS® Grid consists of a fixed number of questions essential for students' learning. Students are required to master all of the Grid questions in order to achieve exceptional performance. Questions within a SABIS® Grid that have not been mastered by a particular student are considered to be a part of that student's PrepList.

Grid concepts and questions are addressed in class and tested during regular assessments. Grid concepts that are not mastered, are retested during SABIS ITL® PrepList sessions following an original exam, and/or independently through customized standalone PrepList sessions.

Note: Within a PrepList session, students are allowed a maximum of three attempts to correctly solve PrepList questions. After the first incorrect attempt, the respective Section Explanation (i.e. section of the book) appears automatically on the student's screen for review prior to the next attempt.

2.3.9 External Exams

Students are encouraged to sit for external exams to gain college admission. The Regional Center and school academic team organize mock exams to get students ready for sitting the actual external exams. SABIS® graduates obtain outstanding qualification in external exams and join top universities worldwide.

2.4 SABIS Student Life Organization® (SLO®)

2.4.1 What is SABIS Student Life Organization® (SLO®)

The SABIS Student Life Organization® (SLO®) is a student-led organization which fosters positive attitudes, behaviors, and peer interaction. Students who join the SLO® are called prefects. Prefects help in raising academic standards, maintaining discipline, promoting high social and moral values, developing communication and management skills, organizing activities, and improving the quality of life for students in the school. When students share these responsibilities, they learn and achieve much more and get the opportunity to develop lifelong skills that empower them to make a difference. The Student Life Coordinator (SLC) works closely with the School Administration, teachers, and prefects in order to achieve the above-mentioned goals.

2.4.2 Student Life in the Classroom

The SABIS® System encourages students to become active participants in the teaching and learning process. This enhances the academic knowledge and managerial abilities of students, and contributes to personality building.



In each SABIS[®] classroom, there is an academic team comprised of **Class Academic Prefects, Subject Prefects, and Group Leaders** who are instrumental in the implementation of the SABIS Point System[®] of Teaching. Class Prefects are also the student social leaders who help to maintain discipline in the classroom and hallways, and ensure that the classroom remains neat and tidy. A typical SABIS[®] classroom is divided into groups of four students each. A **Subject Prefect** and a **Group Leader** is assigned for each group as below:

The Subject Prefect:

- Is assigned based on his/her high academic performance/results in the main subjects.
- Does the checking for that subject and provides feedback for the teacher.

The Group Leader:

- Is assigned based on his/her leadership, management, and organization skills (not necessarily the most academically able in the group).
- Checks that all students have their HW, diary, books, and stationery ready at the beginning of the lesson.
- Manages and organizes checking.
- Ensures that students have copied the correct answers off the board.

Moreover, students who are willing and able are trained by teachers to become **Shadow Teachers[®]**. Shadow Teachers[®] are assigned in each subject and are trained to teach using the SABIS Point System[®]. They are provided with pacing charts and the needed teaching materials to replace the teacher if absent.

2.4.3 SLO[®] Departments

Head Prefect

Prefect in charge of the whole SLO[®].

Deputy Head Prefects

Prefects in charge of the operation per department in the SLO[®].

Senior Prefect

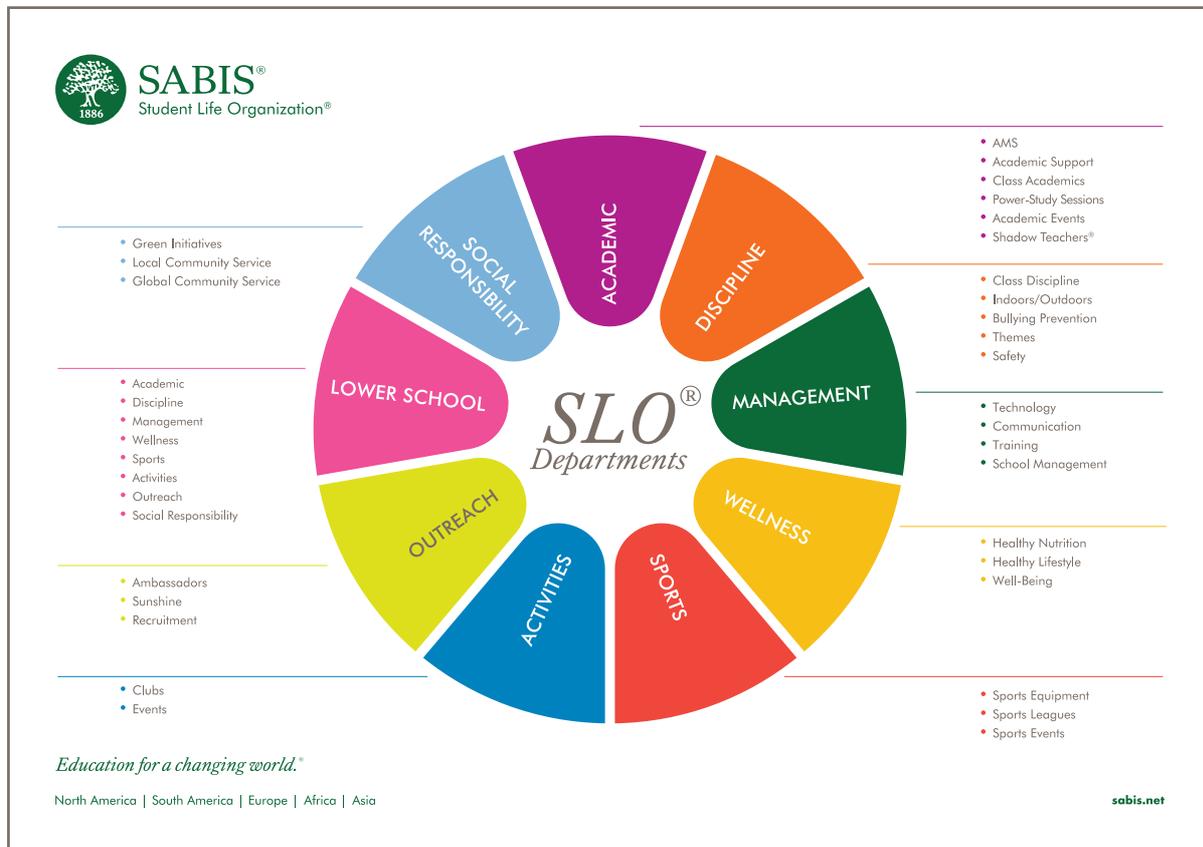
Prefect in charge of a branch in a department. Departments may have up to 15 branches.

Prefects

Prefects in charge of the operation per department in the SLO[®].



The SLO® departments are summarized in the below chart:



2.4.4 Benefits of SLO®

* Self-Accomplishment

By joining the SLO®, students acquire a sense of belonging and pride. Students also develop leadership, organizational, and communication skills which prepare them to function better in a challenging and ever-changing world. Furthermore, students in the SLO® raise their academic standards and improve their learning efficiency. The SLO® encourages positive attitudes, behavior, and peer interaction thus enriching the lives of students and allowing them to appreciate diversity.

* SLO® Points

Students who successfully carry out their student life responsibilities receive extra student life points/merit points in recognition of the extra work and responsibilities they have assumed. Students are awarded more points per hour of involvement for taking responsible roles and they are encouraged to join as many activities as their time and potential permit.

* Universities

The SLO® increases students' chances of being accepted at top universities since student life points/merit points are eventually translated into recommendations for universities. Good universities are not only interested in high-academic achievers, but also in students who have demonstrated the will to become good future citizens. Universities, therefore, need evidence



from the school that the students have contributed to their school community, are good team leaders, and are concerned about other students. The number and kind of merit points acquired by a student provide this evidence.

2.5 Non-Selective Admissions

The SABIS® Educational System™ is highly academically oriented without being selective. Practically any student who is willing to learn is accepted; rarely are students denied admission. All students are taught methodically and comprehensively; and without selection, outstanding results are achieved. Students at most levels may be accepted throughout the school year.

2.6 Student Support and Follow-up

The SABIS® Software Systems provide many programs that allow reliable and prompt assessment of student knowledge and effective follow-up. The SABIS Academic Monitoring System®, allows 'gaps' in student knowledge to be pinpointed as they form. Teachers and students then focus their efforts on 'filling the gaps'. The identification and elimination of 'gaps' ensure that a cohesive and uninterrupted structure of knowledge is built in students' minds. The progress of each and every student is continuously monitored - problem areas, if any, are identified, the source is determined and the most appropriate solution is implemented. The additional academic support offered includes intensive lessons, full special classes and Summer School. The Prefects of the Academic Department of the SABIS Student Life Organization® also give support on an on-going basis through peer-tutoring and study groups. The support given depends on the nature and severity of the problems.

In the SABIS® Educational System™, every opportunity to enhance learning and achievement is taken. **No one who studies in a school in the SABIS® Network is allowed to “fail in peace”.**

2.7 SABIS® Digital Platform

SABIS® Digital Platform is designed to support students, parents, and teachers by keeping them connected to the school environment. Students can retrieve an informative, comprehensive summary of their school life. They can also remain updated with the school's latest news and events. Parents can read essential details about their children's school performance. SABIS® Digital Platform is controlled by the IT Administrator who manages user accounts, announcements, settings, E-mail, and reports. To access the SABIS® Digital Platform, visit digitalplatform.sabis.net.

2.7.1 SABIS® Digital Platform Features

- General Information: announcements, school forms, and Information Technology
- Schedules and Timetables: class schedules and exam timetables
- Exam Preparation: exam documents/practice and opt-out exams
- Grid: Grid documents and PrepList practice
- Performance: progress overview
- On-Demand Tutoring
- Student Learning Environment: online courses
- Parent Online Ordering
- Photo Gallery



Note: You can also check all of the above information by downloading the SABIS® Digital Platform – Parent Mobile App from Google Play Store or AppStore.

2.8 Use of Technology in the Classroom

2.8.1 SABIS® Interactive White Board (IWB)/SMART TV

Using an Interactive White Board/Smart TV in a SABIS® classroom gives teachers the ability to deliver the lessons in a captivating way and allows their students to interact with the information they are learning during class time, which keeps students focused and interested at all times.

2.8.2 SABIS® E-Books

Interactive SABIS® E-books help increase students' engagement in the classroom. Students can easily access information, add notes, and watch educational videos and animations on their E-book tablets.

Moreover, students will have lighter bags eliminating the need to carry all textbooks to and from school.

2.8.3 SABIS® Integrated Learning System (ILS)

The SABIS® Integrated Learning System (SABIS® ILS) is designed to enhance students' analytical skills and develop students as independent learners. Through the use of SABIS® ILS, immediate feedback on every student's performance is made available to the teacher, in real-time, which, in turn, allows for early detection of learning gaps.

2.9 SABIS® Staff Training and Professional Development

Staff professional development is an integral part of the SABIS® Educational System™. SABIS® provides staff with ongoing training and professional development opportunities throughout the year as summarized below:

- At the beginning of each academic year, SABIS® holds a two-weeks induction training for all new and returning staff on the SABIS® Educational System™, SABIS® Curriculum and Resources, SABIS® Teaching Methodologies, SABIS® Assessment, SABIS® IT Products and Tools, SABIS Student Life Organization®, Classroom Management, etc.
- SABIS® also holds additional training for all newly-recruited pillars (Directors, Deputy Directors, Academic Quality Controllers, Heads of Departments) before they assume their roles at the schools.
- During each term, SABIS® holds in-service training for all staff, and the training topics are carefully chosen based on staff needs.
- SABIS® also offers opportunities for staff by enrolling them in the Talent Development Program.
- Through a detailed step-by-step evaluation process, SABIS® closely monitors the performance of all staff members, identifies the areas for improvement, and sets the needed action plans accordingly. “Struggling” staff are also placed on a Performance Improvement Plan.



- Last but not least, The SABIS® Professional Development Institute (SPDI®) supports the SABIS® network by providing training and talent development programs to school administrators, teachers, and corporate staff. Through the various modules and sessions offered, employees in SABIS® schools and SABIS® corporate headquarters have the opportunity to acquire and refine new skills that will help them on the job and improve their career prospects within the organization. In addition to ongoing workshops offered by SPDI trainers, the SABIS® Virtual Learning Environment (VLE) is a modern and advanced platform that offers SABIS® staff on-line professional development opportunities in all areas.

3. THE ACADEMIC ORGANIZATION

3.1 Academic Quality Controller (AQC)

The SABIS® Academic Quality Controller (AQC) offers academic and operational support to teachers, students, and staff members. The AQC ensures that learning in the classroom takes place reliably and efficiently according to the SABIS® standards. The main roles of an AQC are summarized below:

3.1.1 Students' Results, Progress, and Follow-up

- The AQC uses SABIS® 360 and various academic reports to regularly analyze students' results and set the proper action plans to ensure that no learning gaps are left out.
- The AQC monitors the proper implementation of the ITL® PrepList and follows-up on students' History Files/Failed Concepts through various reports.
- The AQC discusses students' results with the relevant Head of Department (HOD)/Subject Coordinator (where applicable) and approves proper remedial action plans. All follow-up action plans should be recorded and documented in the students' files and Y-book.
- The AQC proposes to the Director, in coordination with the concerned HOD/Subject Coordinator (where applicable), the relevant teacher(s) to provide support classes to students afterschool, during weekends and holidays, and only in special circumstances during breaks.
- The AQC monitors the assignment and performance of Shadow Teachers®.

3.1.2 Teacher Support

The AQC:

- Conducts regular class visits (including special classes):
 - To ensure proper implementation of the SABIS Point System® of teaching.
 - To observe:
 - Classroom management
 - Classroom displays and bulletin boards
 - Teachers' performance and subject knowledge
 - Teachers' rapport with the students
 - To pinpoint areas for improvement and to recommend remedial action plans.
 - To meet with teachers to give feedback on action recommended.
- Demonstrates lessons when needed.
- Extends support to under-performing teachers.
- Identifies STAR teachers and potential talent and suggests plans for development.



- When needed, conducts training sessions to teachers on the SABIS® teaching methods, pacing charts, exam analysis, student performance, classroom management, etc.
- Designs a teacher coverage plan/substitution for absent teachers by using the teachers' free periods and by activating the roles of Shadow Teachers®.
- Contributes to the evaluation of teachers and subject coordinators.

3.1.3 Communication with Parents

At SABIS®, AQC's and not teachers are the ones who communicate and meet with parents. The AQC has full, up-to-date information about each student's performance in all school areas and subjects, can maintain objectivity, follows-up on all academic issues until resolved, and keeps parents informed at all times. Meeting decisions and closure are completed within 48 hours, and the AQC keeps accurate meeting records in the student Y-book.

3.2 Head of Department (HOD)/Subject Coordinator

The availability of this position depends on the size of the school. The roles of HOD/Subject Coordinator are listed below.

3.2.1 Curriculum, Books, and Pacing Charts

The HOD/Subject Coordinator:

- Collects and distributes books, syllabi, pacing charts, and other relevant materials to the teachers.
- Identifies errors in SABIS® textbooks/materials and submits the correction forms to the Regional Center.
- Informs teachers of changes to materials and pacing charts in SABIS® courses.

3.2.2 Teaching, Delivery, and Teacher Support

The HOD/Subject Coordinator:

- Conducts regular class visits (including special classes). ***These class observations are first coordinated with the AQC and Deputy Director and are scheduled as needed:***
 - To ensure proper implementation of the SABIS Point System® of teaching.
 - To observe:
 - Classroom management
 - Classroom displays and bulletin boards
 - Teachers' performance and subject knowledge
 - Teachers' rapport with the students
 - To pinpoint areas for improvement and to suggest remedial action plans.
 - To meet with teachers to give feedback on action recommended.
- Meets the teachers of the department on a weekly basis to:
 - Communicate necessary information regarding the department.
 - Ensure that teachers are on pace and to take the necessary measures if not.
 - Check lesson plans.
 - Follow up with the teachers on important issues regarding students, exams, materials, support lists, recommended action plans, etc.
- Advises and assists in proper teaching of course material and delivers demo lessons when needed.
- Extends extra support to under-performing teachers.
- Identifies STAR teachers and potential talent, and suggests plans for development.



- Conducts training sessions to teachers on the SABIS® teaching methods, pacing charts, exam analysis, student performance, classroom management, etc.
- Designs a teacher coverage plan/substitution in conjunction with the AQC and Director for absent teachers by using the teachers' free periods and by activating the roles of Shadow Teachers®.
- Monitors and ensures that teachers abide by rules of attendance, punctuality, and dress code.
- Contributes to the evaluation of teachers.

3.2.3 Assessment, Students' Results, Progress, and Follow-up

The HOD/Subject Coordinator:

- Checks exam timetables and reminds teachers of upcoming exams.
- Trains teachers on the marking schemes and monitors the proper marking of exams.
- Moderates students' results and correction procedures.
 - For each exam, the HOD/Subject Coordinator discusses and explains the marking scheme with the teachers. The HOD/Subject Coordinator also arranges for the marking of exams such that, whenever possible, no teacher marks the papers of his/her own class.
 - Once some test papers are marked, they are submitted to the HOD/Subject Coordinator for checking. If they are found to adhere to the marking scheme, the teacher will be asked to mark the rest of the papers. The HOD/Subject Coordinator moderates the exams and checks few samples after they are marked, and may ask the teacher to remark the papers if some parts are marked incorrectly.
- Uses academic SSMS reports to efficiently analyze students' results and to identify gaps/problems.
- Discusses students' results with the relevant AQC and suggests remedial action plans to support the failing/struggling students.
- Schedules meetings with the AQC and SLC to coordinate academic issues (study groups, re-takes, prefects, peer tutoring sessions, shadow teaching, etc.) and makes sure that they are operating properly.
- Studies external exam results and makes recommendations accordingly.
- Assesses diagnostic tests for new students and reports results to the Director.
- Submits exam score sheets to the IT department.

3.3 Teachers at SABIS®

3.3.1 General Overview

The SABIS® teacher is the direct contact with the students and plays a responsible role in the education of students.

SABIS® teachers focus on:

- Preparing the lesson to be taught
- Delivering the material
- Developing rapport with their students
- Maintaining order and discipline



SABIS® teachers do NOT:

- Decide on their own pace
- Write their own assessments
- Complete their students' report cards
- Meet parents

3.3.2 Preparing Your Lesson

Efficient lesson preparation is essential for effective instruction and learning. Well-prepared and organized lesson plans will help you to effectively deliver your lesson, ensure student mastery of concepts, maintain discipline, and keep students engaged and interested in the lesson at all times. As a SABIS® teacher, you will use a pacing chart which is a guide for planning your lessons. It provides you with the sections/concepts that must be taught each week. The pacing chart is organized by week and by lesson thus helping you to prepare the lesson plan/points accordingly. The pacing charts and lesson plans are discussed with the HOD/Subject Coordinator prior to delivering the lessons in class. In case of any delay, please make sure to alert your HOD/AQC immediately in order to take the necessary actions to make-up for the material.

Occasionally, pacing charts might be amended based on unforeseen events such as unanticipated days off, change of exam schedule, delay in covering the material at all schools, re-teaching due to challenging concepts or poor exam results, etc. In such cases, the Regional Center will send updated pacing charts to all concerned schools.

3.3.3 Delivering Your Lesson

Teachers use the SABIS Point System® of instruction to deliver their lessons. *(Please refer to section 2.2 for all details.)*

3.3.4 Maintaining Discipline and Ensuring Effective Classroom Management

A well-managed class is essential for solid learning to take place. Teachers play an essential role in maintaining discipline inside the classroom. Therefore, teachers should be effective classroom managers who are consistent in their management techniques so their students know what is expected, what work needs to be done, and that students will be held accountable for what they have learned.

Due to the systematic approach to whole class instruction, the SABIS Point System® helps in effective classroom management. In a well-disciplined class with the teacher using the SABIS Point System®, students know what to do and what is expected of them.

A SABIS® teacher is expected to establish good control of the class in the first weeks of school. Control does not involve threats, yelling, or intimidation, but rather setting clear classroom rules to be respected at all times, and being firm yet caring so that students show respect for themselves, their peers, and their teacher.

Below are few guidelines for effective classroom management:

- Plan your lessons in an efficient manner to avoid any wasted time/disruptions during the lesson, and to keep students engaged in the lesson at all times.
- Plan a short introduction about the lesson's content to excite students' curiosity.
- When you plan the lesson, take into account:
 - Possible student responses



- Your responses to possible student queries or challenges
- Timing of each stage and activity (including recapping at the end)
- The applicability/practicality of certain activities within the set physical setting
- Tools or visuals you might need
- Respect the seating plan.
- Involve students/prefects in maintaining classroom discipline.
- Ensure proper student posture.
- Use set signs.
- Be consistent in implementing classroom rules.
- Be firm yet calm.
- Be a role model to your students.
- Acknowledge and praise students for their good behavior.
- Develop positive rapport with the students.

Do not start the lesson unless all students are quiet. One person can talk at a time.

Remember that a teacher's authority is lost if:

- The above points are not consistently respected.
- Sending students out of class is a first resort.
- The teacher frequently asks for the intervention of the supervisor/AQC.

* **Supervisors**

Supervisors play an essential role in maintaining order and discipline in the school. Their duties include monitoring and keeping records of absences/lateness of both teachers and students, maintaining discipline on all school premises (hallways, exam halls, playgrounds, cafeteria, etc.), entering all infractions into the system, and supervising the cleanliness and orderliness of the school.

No student late to class may be accepted into the classroom unless (s)he has a note from the Administration; in which case the teacher has to accept the student in class.

Teachers report infractions on the disciplinary sheet, and the Student Management Coordinator (**SMC**) deals with all disciplinary aspects related to the students and takes the necessary measures according to the student's discipline records and the type/severity of the infraction/incident. In case of a "severe offense" that may lead to suspension of a student, the SMC/AQC withdraws the student from the classroom and discusses the case with the Director to take immediate action and to notify the parents accordingly.

3.3.5 Developing Positive Rapport with the Students

Teachers should always maintain a positive respectful relationship with the students, and should model positive behavior at all times. Always greet your students on a positive note to raise their morale and show them that you only expect the best out of them. Encourage students at all times and give them credit for their good work. Remember that the way you communicate the message to the student will determine how effective the message will be.

3.3.6 Meeting with the HOD/Subject Coordinator

Teachers are expected to meet with the HOD/Subject Coordinator on a regular basis; moreover, the HOD/Subject Coordinator holds weekly departmental meetings to discuss matters related to subject content, books, pacing charts, lesson plans, assessments, marking



exams, exam results, problematic students, remedial plans, follow-up on student performance, etc. (*Please refer to section 3.2 for all details.*)

3.3.7 Training Subject Prefects

Teachers play an important role in training subject prefects to perform their roles accurately, seriously, and efficiently. Subject prefects should be well-trained to check students' answers, help students who have incorrect answers, and provide the teacher with accurate feedback after group checking.

3.3.8 Training Shadow Teachers®

Teachers should train students who are able to take on classroom teaching to become Shadow Teachers®. It is important during the training process to provide both positive and constructive feedback to the Shadow Teachers® so they improve throughout the year. Shadow Teachers® are assigned in each subject, are provided with pacing charts and the needed teaching materials, and are well-trained to teach using the SABIS Point System®. A Shadow Teacher® may be given an assignment by the teacher to teach one or two points of the lesson, and also replaces the teacher when absent.

3.3.9 Diary

Starting in Level E, students are supposed to enter all information concerning what has been covered in class in a specially-designed SABIS® school diary. As of level G, they also enter what is to be done as homework. The items to be entered for each lesson are: the subject taught, the material covered, the assigned homework, and the date the assignment is due. Teachers write the diary on the board and group leaders check the students' diaries. Moreover, teachers and AQCs spot-check the diaries on a regular basis. Parents can assist by checking their children's diaries on a daily basis to ensure that the homework is done and that the material covered in class is properly revised.

3.3.10 Homework

At SABIS®, homework is an essential part of the curriculum. Starting from Term 3 in Level F and onwards, students will spend time outside of class reviewing and reinforcing concepts taught in class. Homework is never assigned to learn new material, it is additional practice that reinforces the learning process. Students who do not do the homework, do incomplete homework, or copy their homework should be reported on the discipline sheets.

Level F and below: In Level F and below, homework should not be assigned. It is recommended, however, that parents find time to read with their child(ren) for 10 to 15 minutes each day.

Levels G and H: Students in the upper Primary school have 15 minutes of homework per subject each day.

Levels I to O: Students in Levels I to L should expect 20 minutes of homework per assigned subject each day. In Levels N and O, the amount of homework increases to 30 minutes of homework per subject each day.



3.3.11 Copybooks

Students should be trained on keeping proper copybooks and folders that are controlled by the teacher on a regular basis. Students should use a separate SABIS® copybook for every subject/sub-subject and should not solve exercises or do written applications on pieces of paper that can be misplaced. All notes and assignments need to be dated, headed, and neatly executed. This needs to be established as early as week one and never be compromised, with spot-checking conducted throughout the year by HODs and AQC.

3.3.12 Reports

Teachers may be asked to hand in reports about students they teach. These reports give basic information needed by AQCs and school administrators to discuss children with parents, to compile End-of-Term reports, and to complete school-leaving reports.

Levels A, B, and C reporting is different, and its details will be discussed by the Infants AQC.

3.3.13 Bulletin Boards and Displays

Bulletin boards should be informative, neat, and attractive to students. Classroom bulletin boards include educationally-relevant material to serve as learning aids. Hallway bulletin boards include news of events, student artwork, relevant general information, etc.

Teachers prepare the bulletin boards before school starts and update them throughout the year when new topics/themes are studied, or at the beginning of every term. Teachers are also encouraged to display final drafts of student work around the classroom. Before hanging posters or student work, teachers need to identify and correct any errors/mistakes.

3.3.14 Invigilating during End-of-Term Examinations Week

During End-of-Term examination weeks, teachers are given a timetable of invigilating different from their usual timetable. When final exam grades are handed in, teachers will be called for meetings with the HOD/AQC to discuss their students' results.

3.3.15 Class Teachers

The infants' classes have class teachers that teach them most subjects. It is the duty of each class teacher to take care of her children and to look after the classroom to keep it tidy and attractive at all times. This requires the teacher to sometimes stay after-school hours to tidy up and prepare for the following day. *(Please discuss details with the Infants AQC.)*

3.3.16 Specific Duties for Kindergarten Teachers *(Please discuss details with the AQC).*

During the two-week period/induction training prior to the first day of school, teachers meet with their respective AQCs. During these meetings, the plan of the year and the weekly breakdown of the syllabus is discussed, and the teachers are guided to prepare themselves and their classroom for the first day of school.

*** Prior to First Day of School**

Before school starts, a teacher should prepare:

- The students' files including medical records/allergies
- Name labels for his/her children with bus number and lunch information where applicable
- Displays and bulletin boards in class and hallways
- The classroom for the first day of school
- Welcome activity for new students and parents for the first day of school



* **Bus and Lunch Responsibilities**

- For the first couple of weeks, the teacher should stay until all children have left school after the end of the last lesson with their parents and/or on the right bus.
- For all subsequent days, the teacher should make sure that she personally delivers her students to the teacher in charge of their end-of-day activities period.
- During lunch break, the teacher should accompany her students to the cafeteria.

* **Academic Aspects:**

The teacher should:

- Follow the required syllabus and bring her children by the end of the year up to the required standard.
- Keep in the files up-to-date records of the children.
- Write a report about each child at the end of each term.
- Keep her classroom tidy, clean, and attractive.
- Attend all required meetings.

4. RULES AND REGULATIONS FOR TEACHERS

4.1 Code of Behavior

Teachers should remember to go by a conservative code of behavior to set a good example/role model for their students. Moreover, teachers are expected to abide by the rules of the school and the country. ***Discussions about religion, sex, and politics are strictly forbidden.*** Teachers are expected to respect everybody's beliefs and to behave in a manner consistent with the country's local customs. Furthermore, all teachers are expected to help in creating a single international community, and avoid any talk, action or grouping referring to, or stemming from, nationality, race, or creed differences.

4.2 Dress Code

Teachers are requested to acquaint themselves with the dress code of the school and abide by it.

4.3 Use of Accommodation (where applicable)

Staff may live on campus or off campus. Those living on campus must respect the set rules. For example, non-staff members may not stay overnight in the staff flats, with or without the presence of the occupants. When visitors come they must never cause any disturbance to other residents, and must leave at a reasonable hour set by the Administration. Teachers may ask permission for members of their immediate family (but not others) to visit for a few days and stay at the accommodation.

4.4 Absence from Work

Teachers need to have a keen sense of responsibility towards their students and should not absent themselves from work unless they are seriously ill. In this case, they need to:

- Call and explain the situation to the School Administration.



- Call the HOD/Subject Coordinator to cover work for every missed lesson. In this case, Shadow Teachers® will substitute the absent teacher, or students will cover the assigned material under adult supervision.
- Bring a valid medical report as soon as they are well enough to come to school.

In case of the unfortunate death of an immediate member of their family, staff will be given 2 to 3 days off (This might differ according to the rules of the country).

4.5 Punctuality

Punctuality is considered of great importance. Be in class before the students and leave after them. Please make sure that you arrive to class before the second bell goes off in the morning and after the morning and lunch breaks. Please also make sure that, at break, lunch-time, and at the end of the day when dismissing a class, students leave the classroom before you. Remind the students that they are expected to walk, not run, as they leave the building.

In case you have consecutive lessons in two separate buildings, try to arrive to class as soon as possible. In the meantime, class/discipline prefects should be reminded to maintain discipline until you arrive to your next class.

4.6 Physical Punishment and Verbal Abuse

It is against the law and SABIS® rules to touch students in any way, or to use insulting words when addressing them. Teachers should report difficult situations to the SMC and AQC. Offensive students can always be dealt with firmly and calmly, and the right action can be taken without resorting to shouting or insults.

4.7 Dealing with Discipline Issues

A high level of discipline is expected in class. Students are not allowed to talk in class or leave their seats without permission. Teachers should actively interfere in stopping children from littering, vandalizing, bullying, or misbehaving in any way, and should report offenders to the supervisors. Moreover, teachers are advised to continuously promote good behavior/discipline to students and to act as their role models.

Please do **NOT**:

- Use homework as a punishment or ask a student to “write a sentence a hundred times”. Homework is a means to learn and not a form of disciplinary measure.
- Resort to mass punishment. Never punish the whole class for the action committed by some (or most) of the students.

Please make sure to report all academic and behavioral infractions on the designated discipline sheet found in each classroom.

4.8 Seating Plan

The seating plan needs to be respected at all times, and students should not change their assigned seats during the lesson. If you feel that a particular student needs to have his/her seat changed for a valid reason, please discuss this matter with the Head Supervisor/AQC.



4.9 Leaving the Classroom

Teachers should not leave a class unless it is an emergency in which case the Supervisor/AQC is immediately notified. Under no circumstances may a teacher leave a class before the bell rings, and students should be working right to the end of the lesson. A teacher may not dismiss the class before the bell rings because “(s)he finished the work assigned for the day”; students can always benefit from extra practice or revision.

Classrooms are allocated to grade sections/classes and not to subjects or teachers, so teachers move from one classroom to another between periods. Unless students have to attend different Special French and Special Arabic classes, they are NOT allowed to leave their classrooms between lessons. In case a student wants to go to the toilet, (s)he has to take permission from the next/coming teacher and not from the leaving teacher. Students should not be given permission to leave a lesson unless it is an emergency (toilet, nurse, etc.).

4.10 Sending Students Out of Class

A student cannot be sent out of a class unless his/her behavior is severely interrupting the learning process, or when (s)he commits an offence serious enough for the Administration to consider suspending or expelling the student from the school. In such a case, the student should be sent to the Head Supervisor/AQC with a note explaining the offence, and at the earliest opportunity the teacher must explain the situation in person to the Head Supervisor/AQC.

4.11 Reporting Absent Students

At the beginning of every lesson, please make sure that names of absent students are written and that you sign the sheet. If a student is absent for a certain period but was present during the previous period, (s)he should be reported immediately to the Supervisor, Head Supervisor, and/or AQC.

4.12 Accepting New or Late Students in Class

Students whose names are not on the class list, or students who are late to class, should not be allowed into class unless they have a signed note from the Administration.

4.13 Class Visits

As part of the evaluation and ongoing support to teachers, AQCs, HODs, and other school administrators may visit your class at any time in order to check the proper implementation of the SABIS Point System®, teachers’ performance, classroom management, discipline, etc. These class visits are usually followed by feedback meetings to discuss areas of strength, areas for improvement, and teacher support plans (if needed).

4.14 School Cleanliness

Teachers play an important role in maintaining school and classroom cleanliness. Teachers are requested to ask students not to litter and to clean up their classroom or area at the end of every lesson.

4.15 Involvement in School Activities

Teachers are encouraged to actively participate in all school activities especially the ones related to their students.



4.16 Birthday Parties

Students cannot celebrate birthdays on campus.
On the last day of term or year, no parties are allowed.

4.17 Gifts

Relationships between teachers and students should be friendly but formal at all times. Teachers should politely turn down all gifts and invitations from students and parents as this is against the school rules. At the same time and for the same reasons, teachers should not declare dates of "special occasions" like birthdays to students.

4.18 Communication with Parents

Teachers may not communicate directly with the parents or guardians of students. When parents approach teachers, they should politely tell them that the school rules require that all discussions should be conducted with school Administration/AQCs.

4.19 Private Tuition

It is against the rules of the school to give private tuition for students at home.

4.20 Smoking and Chewing Gum

No one is allowed to smoke on campus. Smoking is allowed in the accommodation only if the people sharing the accommodation agree. Teachers may not chew gum inside a classroom.

4.21 Mobile Phones

During class, mobile devices should be switched off or put on silent mode. Teachers cannot use their mobile phones in class.

4.22 School Belongings

Teachers are expected to maintain school property and belongings including but not limited to: IWB/Smart TVs, E-book tablets, textbooks, resources, etc. Teachers should return books, tablets, and all other resources intact and in good shape to the Administration at the end of the year.

5. RULES AND REGULATIONS FOR STUDENTS

Discussions about religious, political, or sexual topics are strictly forbidden. Participants in these discussions are subject to consequences that could be as serious as expulsion.

5.1 Discipline

A high level of discipline is expected in the school. Students will be held accountable for any behavior, inside or outside the school, which opposes/contradicts school rules. Students are expected to respect themselves, each other, staff, the school, and the environment. Students should complete all work assigned, bring the required materials to classes, pay attention to the teacher, and not disturb the lesson.

5.2 Aggressive Behavior and Bullying

Bullying in any form whether physical, verbal, mental, or cyber is not tolerated. Students who bully others are liable to be expelled from school. Students should never take matters into their



own hands; if students feel they are being wronged or harassed, they should report the situation to the Student Life Coordinator, supervisor, or any other responsible adult. Rough play is not acceptable, neither is bad language.

5.3 Attendance and Punctuality

Students are required to attend all school days and be at school at least 5 minutes before classes start. Repeated absence will have a negative effect on their academic progress. Students arriving after 8:00 a.m. must report to reception. Students who are absent or late repeatedly with no valid excuse may be stopped from entering class.

5.4 Leaving the School Campus

Students must not leave the school campus for any reason without the approval of the Administration. Parents wishing to take their children before the end of school must submit a request in advance. Those leaving early have to be collected by an approved person assigned by their guardians.

5.5 Seating Plans and Sections

Students are placed in sections and assigned according to their academic needs. Changes of seating and sections are done by the Administration only when it considers that to be in the best interest of the student.

5.6 Dress Code and Physical Appearance

- Students must wear the school uniform.
- The uniform and the P.E. kit must be kept neat and clean at all times. It is the student's responsibility to be in the correct uniform every day.
- Boys may not wear jewelry, must have a short, classical haircut and be clean shaven.
- Girls may not wear make-up or nail polish, must wear their hair away from the face, and may wear only one set of simple stud earrings in their ear lobes; no other jewelry is allowed.
- Students must not have tattoos.

5.7 Examination

Students absent from an exam or absent the day before an exam may be required to take a make-up exam scheduled at the discretion of the Administration. Make-up exams may be harder than the original exam. Students must acquaint themselves with the Exam Hall Rules and abide by them very strictly. Cheating is not tolerated and will be dealt with strictly with serious consequences.

5.8 Mobile Phones and Other Electronic Devices

Students are not allowed to bring mobile phones and other electronic devices to school. Students who use E-books must bring in their tablets to school. In case of an emergency, students will be permitted to call their guardians from Reception.

5.9 Medical

The nurse is available in the clinic during school hours. Sick students should stay at home, but students who feel sick during the day may report to the nurse. When returning to school, students who were absent must bring a medical report clearly stating the reason for absence. The medical report is essential if the student needs special care or treatment, or needs to continue taking medication. Medicine to be taken during school hours must be sent to the nurse



with complete information. Upon the recommendation of the school nurse, the Administration gives permission to a student who is sick to leave the school during the school day. Students absent from a Periodic exam cannot attend classes on that day.

5.10 Bus

Students who use the school bus should adhere to the following rules:

- In the morning, students should wait for the bus at a safe distance away from the street.
- Students should respect the timing of the bus in the morning and in the afternoon.
- Students should adhere to the seating plan – no change of seating is allowed.
- Food and beverage consumption on the bus is not allowed.
- Students must remain seated on the bus. The bus should come to a complete stop before students exit.
- At all times, singing or shouting are not allowed on the bus.
- Students are not allowed to put their heads or hands outside the windows. All types of gestures to people outside the bus are not allowed.
- Instructions of bus supervisors should be obeyed at all times.
- Students may not instruct or ask the driver to drop them off anywhere other than their designated house.
- Students may not instruct the driver to set a radio station or adjust the volume.

5.11 Food Services

Please check the food services available at your school. They vary with the different schools.

5.12 Valuables

Valuables, jewelry, and large amounts of money should never be brought to school. The school will not be held responsible for the loss of any item.

Lost and Found: If a student loses something, s/he may recover it from “Lost and Found” located in the SLO[®] office. High value items such as glasses, wallets, keys, jewelry, and money are retained in the Administration.

5.13 Tidiness

Students are expected to keep their classrooms and school clean and tidy at all times. Students are responsible for their desks and the area around them.

5.14 Presents and Birthdays

Students and parents are requested not to bring presents to the teachers/staff members for any occasion. Students are not allowed to celebrate their birthdays at school.

5.15 School Decisions

Students must abide by the school rules and accept school decisions in all matters, whether they are included in these rules or not, since it is not possible to include all details in any written document. Parents and students with questions about these rules are encouraged to speak to the relevant member of the Administration.

Failing to abide by the school rules and policies will have consequences that vary depending on the severity of the infraction, the history, and the age of the student among other reasons.



Such corrective actions and consequences might include, but are not limited to: advising students; meeting with parents; break-time, after-school, or Saturday morning detentions; placing students in the Report Book; suspension; and ultimately expulsion from the school.