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FROM THE MIDDLE SCHOOL PRINCIPAL

On behalf of the entire Middle School faculty and staff, it is my honor to welcome all new and returning Middle School students and families to the Western Academy of Beijing (WAB).

WAB recognizes that early adolescence is a critical stage filled with individual and collective potential. All WAB Middle School staff are committed to caring for our Middle School students, listening to their voices, respecting their concerns, and engaging them in meaningful and innovative educational experiences that will prepare them for promising futures by connecting, inspiring and challenging each other to make a difference today.

Middle School is designed to meet the developmental needs of young adolescents and to bridge the transition from Elementary School to High School. This is done in a variety of ways, including our International Baccalaureate Middle Years Programme, Personal & Social Education, WABX activities and workshops for parents.

We hope that this handbook is helpful to parents and students alike. If you have any questions, comments or feedback, please do not hesitate to contact me at any time. I can be reached at mfrias@wab.edu.

Sincerely,

Marina Frias-Gavidia

Middle School Principal
Mission and Philosophy
MISSION AND PHILOSOPHY

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

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

The Western Academy Champions its Staff
The staff teaches with an international perspective. They are selected for their professionalism, high qualifications, skills and creativity. Individual professional development is both supported and expected, while the school creates an atmosphere in which the staff’s expertise and talents enrich the school community as a whole.

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

MISSION

FLoW21

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

“No other age level is of more importance to the future of individuals, and, literally, to that of society, than adolescence; because these are the years when youngsters crystallize their beliefs about themselves and firm up their self concepts, their philosophies of life and their values - the things that are the ultimate determinants of their behaviours”


Other than in infancy, between the ages of 10 to 15 years we experience more rapid and profound personal changes than at any other time of our lives. Within this age we see tremendous variability among youth of the same gender and chronological age. No two adolescents enter puberty at the same time and dissimilar rates of growth are common in all areas of development - intellectual, physical, social, emotional and moral. These developmental processes, though natural and necessary, present challenges not only for our youth, but for their parents, teachers and others entrusted to ensure the healthy development of the whole child. As all areas of development are intertwined and greatly affect each other, academic success is highly dependent upon the students’ other developmental needs being met.

**Intellectual Development**

- Transition period from concrete to abstract thinking
- Intense curiosity and wide range of interests
- Preference for active learning
- Preference for learning through interacting with peers
- Learning is enhanced from participating in “real life” situations
- Preoccupation with self
- Development of understanding of higher levels of humor
Moral Development
• Often idealistic
• Transition from focusing on “what is right for me” to “what is right for others”
• Often show compassion for the downtrodden
• Transition from acceptance of adult morals to developing personal morals
• Increasingly concerned with inconsistencies between values exhibited by adults and the conditions they see in society

Physical Development
• Experience rapid, irregular physical growth
• Undergo bodily changes that may cause uncoordinated movements
• Mature at varying rates (girls tend to mature 6 months to 2 years earlier than boys)
• Experience restlessness and fatigue
• Develop greater sexual awareness
• Become concerned with bodily changes
• Become physically vulnerable to adopting poor health habits

Emotional/Psychological Development
• Experience mood swings
• Need to release energy
• Seek increasing independence
• Become increasingly concerned about peer acceptance
• Feel self-conscious and highly sensitive to criticism
• Feel alone in their personal problems
• Are psychologically vulnerable as they encounter many differences between themselves and others

Social Development
• Experience strong need to be part of a group
• Focus on search for self
• May model behavior after esteemed students or non-parent adults
• Display social skills that lag behind their mental/physical maturity
• Experiment with new slang and behaviors
• Often overreact to embarrassment
• Are socially vulnerable as they develop their beliefs and attitudes and are strongly influenced by peers and media

Program Overview

International Baccalaureate Middle Years Programme (IB MYP)
IB MYP Appropriateness to Young Adolescents
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Global Contexts
Summary of Subjects
IB Learner Profile
Personal & Social Education (PSE) Transition
China Studies Trips
WAB Wild Trips
Student Council
The International Baccalaureate Middle Years Programme (IB MYP) is one program of the IB continuum that, at WAB, also includes the Primary Years Programme (IB PYP) and Diploma Programme (IB DP). At WAB, IB MYP spans Grades 6–10 and includes Middle School (Grades 6-8) and High School (Grades 9-10). The IB MYP curriculum framework is flexible enough to allow teachers at WAB to adapt the content of their curriculum programs to incorporate WAB’s curriculum standards and benchmarks, the needs of the students and ‘real world’ connections to the local and global context. The IB MYP emphasizes the process of learning - helping students learn how to learn - while maintaining the integrity of the discrete subjects. It is a learner-centered program, based on a strong belief that effective global citizen students need to:

• Experience a curriculum that is both broad and allows concepts to be explored in depth
• Have opportunities to reflect on their learning and behavior in order to develop positive change in themselves
• Communicate effectively in their mother-tongue language and the language of instruction (at WAB this is English) while having access to other languages
• Have opportunities to take part in meaningful community and service activities
• Reflect on the world around them and their place within it

As a holistic program, the IB MYP recognizes the need to balance the academic, emotional and physical life of students in order to help them make informed choices and see the value of a well-balanced lifestyle. Importantly, it is a program that supports schools in developing curriculum that is responsive to both an ever-changing world and the challenges and opportunities of the local context.
IB MYP APPROPRIATENESS TO YOUNG ADOLESCENTS

The IB MYP recognizes that students of this age group are in a particularly critical phase of personal and intellectual development. It recognizes that young adolescence is a time of uncertainty, sensitivity, resistance and questioning. The IB MYP seeks to provide young adolescents with an educational program that offers structure, skills and challenging standards, but also creativity and flexibility. IB MYP also strives to help students develop their own personal value system that will help guide their lives as thoughtful members of local and global communities.

IB MYP CURRICULUM MODEL

The IB MYP curriculum model has eight subject groups (figure 1), with equal curriculum time given to each subject. At the center of the model is the student, with the attributes of the IB Learner Profile (p16). In the model, the student is surrounded by approaches to teaching and learning that support inquiry. These approaches to inquiry are grounded in global contexts and conceptual understanding to facilitate real-world connections and deep understanding. The combining of these four aspects near the center emphasizes the interdisciplinary nature of the model. The subjects around the edge of the model signify the shift from PYP’s transdisciplinary approach to discrete subjects with an interdisciplinary approach. The action, service and projects rings indicate some of the important outcomes of the program. The outer ring emphasizes the overall goal for all IB programs: international mindedness.

Figure 1: The IB MYP Curriculum Model

IB MYP GLOBAL CONTEXTS

Global contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, our aim is to construct meaningful explorations into:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development
The IB MYP organizes teaching and learning through eight subject groups: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design. All students in the Middle School study the following:

**Language & Literature**
In this course, students develop an appreciation of both language and literature - the many influences, the power and the beauty. The course encourages and enables students to develop a range of language skills and use them for a variety of purposes in different contexts. To facilitate this development, students engage with and analyze a range of literary and non-literary texts to construct critical, creative and personal approaches to them. As the language of instruction at WAB is English, students take this course in English, though it is also offered in Chinese for Chinese proficient learners during the languages time.

**Language Acquisition**
IB MYP Language Acquisition courses are designed for people who are developing competency in a language. In this subject, students focus on: comprehending spoken, written and visual texts; communicating in response to spoken, written and visual text; and using language in spoken and written form. Learners are placed on a continuum of phases (from 1-6) for an appropriately challenging course placement. At WAB, the Language Acquisition options are English, Mandarin, French and Spanish. Some of these can be studied as a ninth course, as part of the After-school Languages Program (ALP). Please see the Language Policy document for more details.

**Mathematics**
In addition to developing the mathematical knowledge, skills and attitudes necessary to pursue further studies, IB MYP Mathematics aims to develop conceptual understanding as well as confidence, perseverance and independence in mathematical thinking and problem-solving in a variety of contexts. Students are called upon to reflect critically and communicate clearly about real-world
situations and the impact of mathematics in understanding these.

Students study Mathematics in Grade 6, and Mathematics or Extended Mathematics in Grades 7 & 8. Movement between these two programs is possible. Students are placed in the course that balances suitable challenge with achievement. The Mathematics course aims to give all students a sound knowledge of basic mathematical principles while allowing them to develop the skills needed to meet the objectives of MYP Mathematics. The Extended Mathematics consists of the standard mathematics framework, supplemented by additional development of topics and skills, taught at a faster pace.

**Sciences**

IB MYP Sciences develops students who understand and appreciate science as a human endeavor with benefits and limitations. The subject cultivates analytical, inquiring minds that question, solve, explain and evaluate. Students develop the skills of scientific investigation, sensitivity to global environments, and a capacity for making reflective, informed choices. In Middle School, students study physics, chemistry, biology and earth science as one integrated subject.

**Physical and Health Education**

IB MYP Physical and Health Education focuses on both learning about and learning through physical activity. The course empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. It fosters the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle.

**Individuals and Societies**

IB MYP Individuals and Societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners to consider both local and global contexts. The course is an integrated one that combines the subjects traditionally studied in the disciplines of humanities and social sciences.

**Design**

IB MYP Design seeks to develop students’ knowledge, understanding and skills necessary to design and create solutions to problems, using the design cycle. In addition, students learn to use and apply technology effectively to create solutions and solve problems, as they also develop an appreciation of design innovations and their impact. To these ends, Middle School students study Information Digital Design and Product Design.

**Arts**

In IB MYP Arts, students have opportunities to function as artists, as well as learners of the arts. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning. Middle School students experience each of the arts every year. The course follows three rotations per year: Music, Visual Arts and Drama (MAD). The order of the rotation is different for each grade level. The last quarter of the
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRING**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
academic year culminates with a celebration of the arts, MADFest.

Social Emotional Curriculum (Advisory)

All Middle School students take part in the social emotional learning classes, also known as Advisory lessons, offered three times a week. The curriculum is designed by the counselors and delivered by all teachers. Students can use Mytime to select an appropriate level of classes for units based on their needs, interests and readiness.

A key focus of the advisory classes is building relationships between teachers and students as well as relationships between students. Advisory time enables teachers to get to know students from the whole-child point of view. It also supports students by teaching and reinforcing organizational skills and time management. Advisory time allows for incidental teaching of highly important topics that do not always fit neatly into other curricular areas (e.g. relationships, bullying, study skills, peer pressure, third culture students, goal setting and organization). This time also covers health and social issues in collaboration with sciences, physical & health education and other curricular areas. The curriculum at WAB aims to be responsive to student needs.

TRANSITION

Middle School is a time of transition at many levels: transition from Elementary School to High School and from childhood to the teenage years. As previously discussed, a variety of physical, emotional, psychological, social, moral and intellectual developments take place during this time. For many of our students it is also a time of transition to a new country, a new culture, and for many, a new language. WAB recognizes the fundamental importance of carefully supporting our students through this time of transition.

Goals of Transition from Elementary School to Middle School include:

- Making the transition experience authentic
- Beginning to introduce some IB MYP terminology at end of Grade 5
- Continuing to use IB MYP terminology into Grade 6
- Encouraging daily use of Homework Diary in the latter part of Grade 5
- Sharing student portfolios and assessment information between Grade 5 and Grade 6
- Information sharing and dialogue between Grade 5 and Grade 6 teachers
- Information sharing with new Middle School students and parents
- Creating a “rite of passage” from ES to MS (Grade 5 Celebration)

Goals of Transition for Students from Middle School to High School include:

- Making the transition experience authentic
- Looking at the ‘Whole High School Picture’ (course offerings, including the IB Diploma Programme and college counseling)
- Information sharing and dialogue between Grade 8 and Grade 9 teachers
- Information sharing with new High School students and parents
- Creating a “rite of passage” from MS to HS (Grade 8 Celebration and Bridge Crossing)

WAB aims to support transition through a range of activities, including comprehensive new student orientation programs, grade-level transition days and parent workshops.
### Month Transition Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Transition Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>August</td>
<td>Community Welcome Picnic (Whole School)</td>
</tr>
<tr>
<td>September</td>
<td>Middle School Back to School Night</td>
</tr>
<tr>
<td>September</td>
<td>Coffee Mornings for Grade 6 parents</td>
</tr>
<tr>
<td>September</td>
<td>Grade 6 Team Building Trip</td>
</tr>
<tr>
<td>October</td>
<td>Grade 7 and Grade 8 China Studies Trips</td>
</tr>
<tr>
<td>January</td>
<td>Transition Coffee Morning for upcoming Grade 9 parents</td>
</tr>
<tr>
<td>February</td>
<td>Course selections for upcoming Grade 9 students</td>
</tr>
<tr>
<td>March</td>
<td>Transition activities for upcoming Grade 9 students.</td>
</tr>
<tr>
<td>May</td>
<td>Transition evening for upcoming Grade 6 parents</td>
</tr>
<tr>
<td>May</td>
<td>Transition activities for upcoming Grade 6 students.</td>
</tr>
<tr>
<td>May</td>
<td>Coffee Mornings for upcoming Grade 6 parents</td>
</tr>
<tr>
<td>May/June</td>
<td>Transition conversations with leavers</td>
</tr>
<tr>
<td>June</td>
<td>Grade 8 Celebration</td>
</tr>
</tbody>
</table>

*Table 2: Transition Activities*
GRADE 8 CELEBRATION
Each year in June, the Grade 8 classes take part in the Grade 8 Celebration Ceremony. This event has become increasingly student-led and is a meaningful way to celebrate their Middle School transformation to High School independence. This ceremony is an important “rite of passage” for our transiting students and parents.

CHINA STUDIES TRIPS
China Studies Trips are an integral part of fulfilling WAB’s emphasis on learning the language and culture of China. In addition to subject-specific day trips, Middle School students participate in a four-day China Studies Trip. WAB aims to create opportunities that are meaningful and diverse enough for all students to engage positively and authentically within the local communities. Student participation in these field trips is part of the curriculum, compulsory and paid for by the school.

Aims of the China Studies Field Trips
• To enhance the school curriculum by providing opportunities to apply knowledge gained in the classroom in real situations
• To broaden the students’ experience of China and to improve the students’ understanding and awareness of Chinese culture, geography and history
• To foster a sense of community and sharing
• To foster both teacher-student and student-student relationships and to provide an opportunity for sharing companionship and support within an environment different from daily school life
• To develop environmental and/or cultural awareness
• To foster the enjoyment that comes with exploring new environments, being involved in new activities and being part of a secure “alternative family”
**WAB WILD TRIPS**

WAB Wild is the WAB’s Outdoor Education Department. As part of WAB’s PHE program, WAB Wild offers the MS students an outdoor education experience in Grades 6–8. Through this three-year program, students gain competencies in navigation, radio communication, first aid, kayaking, canoeing, rock-climbing and abseiling.

WAB Wild has a very strong environmental focus in all its programs, and this challenges students to think and reflect on how we interact with the natural environment. We use the program’s wilderness context to pose environmental challenges and heighten students’ awareness of the global issues that face the planet.

**Insurance during Field Trips**

It is an expectation that students have individual medical insurance coverage for all school trips, including the China Studies and the WAB Wild trips.

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**MIDDLE SCHOOL STUDENT COUNCIL**

The Middle School student council provides leadership opportunities to students who are interested in getting involved in the lives of middle school students. There are activities, events and games organized by students for students throughout the year. The classes are also grouped into different houses for friendly team competitions. Opportunities to work and play as a team include activities with art and design, reading and performing, playing games and sports, planning events and dances, as well as dressing up in costumes.
Assessment and Reporting

IB MYP Assessment
Reporting Procedures
Parent-Student-Teacher Conferences (PSTC)
MAP Growth
Promotion Policy
Withdrawals
IB MYP ASSESSMENT

Assessment in the IB MYP is criterion-related. Each subject in the IB MYP has its own assessment criteria that are grade-level and task specific, and based on core learning aims and objectives for that subject. The use of criterion-related assessment compares student achievement with pre-determined criteria and not to the performance of other students. Over time, by engaging students in their own assessment, learning standards are maintained or raised. Students use the criteria to clarify their subject/task goals, reflect on their performance and establish a sense of progress. Teachers apply these same criteria when assessing student work. Supplementary parent information about assessment and reporting is available through the MS Curriculum Coordinator. Parents are also encouraged to attend parent workshops on assessment held throughout the academic year.

IB MYP ASSESSMENT CRITERIA

Throughout all five years of the IB MYP, knowledge and skills are assessed through criteria specifically designed for each subject. Each subject has four criteria, and achievement on each criterion is assigned a number from 1 to 8 (Table 3). An individual task is usually designed to measure multiple criteria within a subject.

In addition, an interim overall level of achievement for each subject is given at the end of semester 1; a final overall level of achievement is given for each course in June. The overall level of achievement uses a scale of 1-7 (Table 4).

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Criterion B</th>
<th>Criterion C</th>
<th>Criterion D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literature</td>
<td>Analyzing</td>
<td>Organizing</td>
<td>Producing text</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Processing and evaluating</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
</tr>
<tr>
<td>Art</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analyzing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary grounding</td>
<td>Synthesizing and applying</td>
<td>Communicating</td>
</tr>
</tbody>
</table>

Table 3: Grade 6-10 IB MYP Subject Assessment Criteria
<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</td>
</tr>
<tr>
<td>Level 6</td>
<td>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</td>
</tr>
</tbody>
</table>

Table 4: IB MYP Achievement Scale
REPORTING PROCEDURES AND PARENT-STUDENT-TEACHER CONFERENCES (PSTC)

Reporting on student progress takes place regularly via teacher updates on PowerSchool’s Gradebook. In addition to providing valuable feedback to students, a schedule of regular reports ensures parents remain informed about student progress. Teachers also contact parents by email or telephone to report on student achievement or to inform parents of changes in student progress. All achievement reports are published online in PowerSchool.

Reporting Cycle Throughout the Year

Interim Report: October
In addition to regular PowerSchool Gradebook updates, teachers will also publish information on work habits and effort (approaches to learning—ATLs) for each subject in PowerSchool.

Parent-Student-Teacher Conferences: November
Conferences for parents, students and teachers to discuss initial findings, goal setting and key strategies for improvement will be scheduled after completion of Interim Reports.

Mid-Year Report: January/February
This extensive report is published online in PowerSchool. It includes achievement levels for each of the subject criteria and approaches to learning (ATL) skills as well as an interim overall level of achievement for each subject. It also includes comments for each subject.

Parent-Student-Teacher Conferences: February
Conferences for parents, students and teachers to discuss student growth and next steps will be scheduled shortly after publication of the Mid-Year Report.

Student-Led Conferences: April
The student leads a conference with parents to demonstrate and celebrate key areas of learning across all subjects. The student reflects on what has been learned and shares their work with their parents.
End of Year Report: June
This extensive report is published online in PowerSchool. It includes achievement levels for each of the subject criteria and approaches to learning (ATL) skills, as well as a final overall level of achievement for each subject. It also includes comments for each subject.

MAP® Growth™
MAP® Growth™ measures what students know and informs what they’re ready to learn next. By dynamically adjusting to each student’s responses, MAP® Growth™ creates a personalized assessment experience that accurately measures performance. MAP® Growth™ provides timely and immediate feedback to inform student’s progress and instruction.

MAP® Growth™ measures growth and proficiency, and provides insights to help tailor instruction. MAP® Growth™ focuses on student growth over time while measured against international standards. MAP® Growth™ provides teachers and parents with concrete, timely feedback that guides instruction and next steps. Instruction can be personalized based on student’s assessment results. Grade 3-10 students at WAB participate in the MAP testing. WAB will used MAP Growth to assess students in Mathematics, Readings and Language. Each assessment takes approximately 50 minutes however it is not timed.

PROMOTION POLICY
Middle School students are enrolled in all courses at the same grade level (either Grade 6, 7 or 8). To meet individual student needs, class work will be differentiated as appropriate.

Where a specific learning difficulty has been verified and documented, a student may be placed on an Individual Educational Plan (IEP) and receive support from a Learning Support teacher as appropriate. Questions on retention for any reason (e.g. extensive student absence, developmental delays) will only be considered on a case-by-case basis, in consultation with the child’s parents and the Student Study Team (Middle School Senior Educational Leadership Team, counselor, nurse, subject teachers and relevant Support Services teachers). Only in exceptional cases will retention or additional grade advancement be considered.

WITHDRAWALS
Families should notify the WAB Admissions Office immediately upon confirming they will be withdrawing from WAB. A minimum of two weeks notice is required to ensure that all documentation can be arranged to assist students in their transfer to another school. All student requests for documentation including letters of reference from WAB should be made to the Middle School Counselor and/or Middle School Reception who will work with teachers, counselors and administrators to complete the requested documents. Students must complete a School Leaving Form (available from the Middle School Reception) that verifies that all materials on loan from the school have been returned. This process must be completed prior to the final day of attendance at WAB. Once this process is complete, the student file will be forwarded to Admissions for settling of all accounts and final withdrawal procedures.
Keeping Organized

Homework Guidelines
Middle School Homework Diary
Textbooks, Resources and Supplies
Lockers
Personal Items at School
Lost Property
Class Schedule and Block Rotations
HOMEWORK GUIDELINES

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

WAB Middle School strives to provide meaningful homework for all students. Our teachers will therefore give these kinds of homework:

- **Application**: to further apply concepts learned in class (e.g. review class notes; complete mathematics problems, perform an experiment in the kitchen)
- **Extension**: to think more deeply about questions that matter (e.g. discuss an issue with a parent; read an article about a topic discussed in class)
- **Creative Work**: to use imagination or original ideas (e.g. generate a variety of designs)
- **Preparation**: to get ready for particular learning or assessment activities (e.g. complete a graphic organizer for a writing task; study for an assessment)

Homework assigned will be finite, with a clear due date. As appropriate, homework will be differentiated.

The amount and type of homework will depend upon subjects and grade level of the student. Homework will be assigned according to the following guidelines:

- **Grade 6**: 60 minutes (approximately 15 minutes per subject every 2nd day)
- **Grade 7**: 70 minutes (approximately 15-20 minutes per subject every 2nd day)
- **Grade 8**: 80 minutes (approximately 20 minutes per subject every 2nd day)

Additional homework could result from a student’s misuse of class time. This additional work will be done outside of class time, which could include lunch times and after school (e.g. at Get Stuff Done Club and/or at home).

**Time Management**

At times, students will be assigned major projects that will require effective organization over an extended period. It is an expectation that students organize their
workload in a manner that will permit them to complete other short-term assignments and study for assessments.
Parents can help by reminding students not to leave homework until the last minute. The completion of homework is the student’s responsibility. Ideally, parents should provide the structure, setting and encouragement needed to enable their child to be successful with homework.

MIDDLE SCHOOL HOMEWORK DIARY

Every Middle School student is given a homework diary. This homework diary is intended to assist students in organizing their time and studies, and to act as a means of communication between teachers and parents. To help students in organizing their time and studies, parents are asked to review their child’s homework diary, daily homework tasks and to sign the homework diary each week. Mentor teachers will also review students’ homework diaries and sign them each week in Grade 6. As the students progress through Grades 7 & 8, their level of independence is expected to increase.

Late Submission of Projects and/or Homework

When assigning projects and/or homework, teachers give consideration to the amount of time required and attempt to provide sufficient advanced notice to enable students to organize their commitments. Students who are absent on the due date for an assignment, or on the day of a test, are required to complete the assignment or test as soon as possible after he or she returns, unless otherwise negotiated with the subject teacher.

Late submission of work is first seen as a symptom of the student lacking the necessary organizational and/or time-management skills. Teachers will work with students to improve organization and time-management skills and ensure that all assignments are completed and submitted.

Late Submission of Projects and/or Homework – Consequences

When a student is unable to submit work on time, it will be viewed as a learning opportunity for the student to better understand how to organize their time. Each incident will be considered individually, but general guidelines are as follows:

First Incident:
1. The teacher and student will negotiate an extended deadline and the student will be given assistance in developing the necessary skills and strategies to reach it.
2. The student will complete and submit the work by the mutually agreed deadline.
3. When submitted, the work will be graded as normal. The student will therefore learn the required material.

Repeated Incidents:
1. The student will be given a verbal warning first and then a flag will be recorded.
2. The teacher and student will negotiate an extended deadline, which may require the student to work at lunchtimes and/or after school under direct supervision of the teacher or the Get Stuff Done Club supervisor.
3. The student will be given assistance in developing the necessary skills and strategies to meet the mutually agreed deadline.
4. The student will complete and submit the work by the mutually agreed deadline.
5. When submitted, the work will be graded as normal. The student will therefore learn the required material and/or demonstrate his/her understanding.
6. The teacher will notify the mentor teacher, and inform the student’s parents/guardian of the situation.

Ongoing Incidents:
1. The teacher will notify the mentor teacher, grade level leader and administrative team.
2. The student and parents/guardians must attend a meeting with the grade level leader, teacher and counselor.
3. A contract dealing with work submission will be agreed upon.
4. The teacher, grade level leader, parents/guardians and student will negotiate an extended deadline, which will require the student to work at lunchtimes and/or after school under direct supervision until the work is completed and submitted.
5. The student will be given assistance in developing the necessary skills and strategies to meet the mutually agreed deadline.
6. The student will complete and submit the work by the mutually agreed deadline.
7. When submitted, the work will be graded as normal. The student will therefore learn the required material.
8. The student will remain on a work contract until the principal, teacher, parents and student agree it is no longer required.

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

Mathematics Equipment
Grades 6, 7 and 8 students will be provided with the electronic version of the appropriate textbook. Print textbooks will be distributed upon request.

Physical Education Sports Wear
Students are required to change into active sportswear for Physical Education classes. Each student is provided with a basic PE Kit at the beginning of the year (2 pairs of shorts & 2 T-shirts). All WAB students can buy additional sportswear at Jingxi Place in the HUB.

LOCKERS
All students are provided with their own locker. Students are strongly advised to ensure valuables are kept in their locker and that lockers remain locked at all times. Students who have lost their Smartcards may purchase a replacement card from the office. Students are asked NOT to share lockers.

PERSONAL ITEMS AT SCHOOL
Middle School students may bring personal items to school (including music players, mobile phones, etc.). However:
- All personal items brought to school must be used appropriately and should only be brought to class with teacher permission.
- Mobile phones must be turned off and not used during class (except with the permission of the classroom teacher).
- Students who abuse the above privilege will be asked to keep personal items at home.
- WAB does not assume responsibility for any loss of personal items.

LOST PROPERTY
Lost property is managed by the Security Department. Lost items are transferred to the “Lost & Found” boxes outside the Reception at the front entrance of the Middle School or in the HUB near the Jingxi place. When lost and found items accumulate they are laid out for homeroom classes to see. Periodic announcements in WAB Weekly and the Middle School news remind students to collect lost items. Unclaimed items are then given to charity. Please label your child(ren)’s belongings and WAB will do its best to return lost items. Valuables are kept at the Middle School Reception for a few days before they are turned over to security. WAB takes no responsibility for lost or unclaimed goods.

CLASS SCHEDULE AND BLOCK ROTATIONS
The Middle School timetable operates on an eight-day rotating schedule. Student instruction in each subject is, therefore, spread evenly across the day. No single subject receives instruction either exclusively in the morning or afternoon. Therefore, each student’s optimal learning hours are spread evenly across subjects. The day begins with a 10-minute homeroom (HR) class, each instructional period is 70 minutes in length, and each Flex-Block is 40 minutes in length.
### ROTATING CLASS SCHEDULE & BELL TIMES
**MONDAY - FRIDAY**

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<tr>
<th>Bell Times</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
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<td>F</td>
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<td>Lunch</td>
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<td>12:50-2:00</td>
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The Flex-Block allows for advisory classes three times a week, time for assemblies, service learning opportunities, special guests, WAB’s Extended Independent Reading Day (WEIRD), and meetings with mentor groups.
Support Services

Student ID Cards
Home and School Communication
Counseling
Technology for Learning
The Red Scroll Library
English as an Additional Language (EAL)
Learning Support Program (LSP)
Food Services (Chartwells)
Transportation
Health Services
Security
Visitors
Use of School Facilities
After School Hours
Emergency Evacuation Procedures
STUDENT ID CARDS/SMARTCARDS

Student ID Cards, issued upon enrollment, are used to:

• identify students to guards when entering or leaving the campus
• sign out library resources (including textbooks, electronic devices)
• scan, copy and/or print documents
• open and lock assigned lockers

Students may also purchase food items and can deposit funds.

A minimum balance of 150 RMB is recommended and represents approximately four days of meals for most students. Students should report lost cards to MS Reception immediately. A new card will take approximately three days to process, during which time students may use WeChat to pay for their lunch at school.

HOME-SCHOOL COMMUNICATION

WAB uses a wide variety of strategies to ensure parents remain informed of student progress and aware of school events. The following publications are produced on a regular basis:

• WAB Weekly - a weekly newsletter delivered to parents’ email on Fridays and WAB Special Emails are sent on a as-needed basis to inform parents of events or other school related issues. These communications include information from WAB Administration, Elementary School, Middle School, High School and/or individual teachers.

• WAB News - unique and individual news stories about life at WAB www.wab.edu (news)

• Information for the Whole School, and for the Middle School in particular, can be found on the WAB Portal at parents.wab.edu. This page includes links to news and WAB Weekly, as well as the school directory, and gives you access to the most up-to-date information and events listings.

In addition, parents’ questions and feedback are strongly encouraged. Please do not hesitate to contact the Middle School administrative team at any time.
MIDDLE SCHOOL COUNSELING
WAB Counselors support the academic, social and emotional needs of students. Counselors offer support services for students and families to help them manage issues of studying and living in an international environment. The goal is to promote personal well-being, healthy relationships and the successful balance of academic, extracurricular and community involvement for WAB students. Counselors are often one of the first staff members that new students meet. As such, they assist with initial placement through review of academic records and help develop a suitable study program. In addition, students may receive assistance from a counselor in dealing with a wide range of personal, academic and social issues common to this age group.

Typical issues may involve:
- social relationships
- emotional regulation
- time management
- academic planning and decision-making
- problem-solving and life skills development
- crisis intervention

TECHNOLOGY FOR LEARNING
At WAB, the effective use of technology by students is an essential component of their Middle School experience. Technology is actively integrated within all aspects of the school’s curriculum. A wide variety of technology is used throughout the year. Students use laptop computers regularly in their day-to-day instructional program.

Laptop Program
All students are required to have an Apple laptop computer that meets WAB specifications in each of their classes each day. All laptops will have educational software installed by the school each year.

Apple laptops can be purchased through the school. Announcements will be made throughout the year giving details about purchasing laptops. Information about the specifications required for laptops or other information about the program can be found on the WAB Parent Portal at parents.wab.edu. Questions can be directed to the IT Help Desk.

Acceptable Use of Technology
The Acceptable Use Policy (AUP) outlines the general use of technology at WAB. All students must sign the AUP at the beginning of each school year.

All Western Academy of Beijing (WAB) community members are expected to use technology resources and services appropriately. You must always remember that your actions can affect yourself and others, so you must be a responsible, principled user of technology both at home and at school.

The following are examples of technology tools and services:
- Internet sites and services
- WAB computer networks
- Computers
- Mobile phones
- iPods
- Cameras
- Electronic storage devices (example: iPods, iPads)
These may not be used to hurt, harass or bully people or to access inappropriate or illegal information, websites or images. Any violation will be treated very seriously and there will be appropriate consequences. The school has the right to access, check and monitor any device on school campus, owned by you or the school, at any time when investigating inappropriate behavior when using technology. A safe learning environment for all people at WAB is very important.

**Using WAB Technology (e.g.: computers, cameras, scanners, printers, microphones, iPods, iPads)**

- You may have to pay for any loss, damage or repair of equipment.
- Always inform appropriate staff of any loss or damage as soon as possible.
- Always check if the equipment is working and all parts (cables, batteries etc.) are included when you check out and check in items.
- Do not borrow equipment for others to use – you are responsible for all equipment taken out.

**Being Connected at WAB (e.g.: WAB network connection, storage and resources, other network connections while on campus)**

- You are responsible for your actions and for the content you place in all storage areas and accounts.
- Use resources for educational purposes (i.e., to help your learning).

**Being Part of the WAB Community**

- You are expected to be a principled and caring user of technology whether on or off campus.
- Always think about how your actions could affect others – conduct yourself appropriately.

**THE RED SCROLL LIBRARY**

The Red Scroll Library is located in the heart of the Middle School Building. As one of the three WAB Libraries, it provides information, skills and ideas that enable students to function successfully in an increasingly information-rich society. As a result, it plays an important role in shaping imaginative, responsible and active citizens of the world. All WAB Libraries focus on student learning,
and to that end, all library programing, resourcing, services and operations are guided by the tenets of the IB Learner Profile. The Red Scroll Library caters particularly to the interests and needs of Middle School students and the first three years of the IB Middle Years Programme. The Red Scroll Library is a student-centered facility, designed to play a key role in the intellectual, educational and cultural life of the school and its community.

The Red Scroll Library Team is comprised of one part-time teacher-librarian, two part-time library technicians, library assistants and parent volunteers. All members of the team work with teachers, students and, in fact, the entire WAB community, to provide:

- access to relevant and current materials for use inside and outside the classroom
- guidance in acquisition of the best materials
- stimulus for the development of life-long reading habits and increased literacy
- instruction in the development of traditional and information literacy skills
- exposure to real-life professional writers and illustrators (not just books!)
- support in all school literacy initiatives

**Library Hours**

Students are allowed to use the library freely from 8:00am to 3:30pm Monday to Friday. The library is staffed until 5:00pm each weekday. However, students who remain at school after 3:30pm must be in a supervised activity and cannot stay in the library unless signed into the Get Stuff Done Club (Monday-Thursday from 3:30-5:30pm).

Parent patrons are very welcome! Please complete an information form at Red Scroll Library circulation desk on the main floor of the Middle School, and you’re ready to go!

**ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The EAL Department supports non-native English speakers in all grade levels. Non-native speakers receive help in all areas of language acquisition in order to reach a high level of English language proficiency and achieve full participation in their WAB curricula. The EAL Department in the Middle School provides the following programs:

- **The English for Academic Purposes program (EAP)** is designed for students in Grades 6 to 8 as additional language support specific to their academic course work. Students are taught skills and study techniques that enable participation in the WAB curriculum. The EAP specialist teacher confers with relevant subject teachers to discuss assessment criteria, goals and content material. EAP is tailored to address the language and literacy skills necessary for academic success in each grade level.

- **In-class Language Support (ICLS)** is designed to assist subject teachers with differentiation of instruction in mainstream classrooms, as well as to support EAP students. ICLS is available in identified classes from Grades 6 to 8, with a primary focus on Individuals & Societies, Sciences and Design. In addition, ICLS may include support with specific tasks in other subjects, such as Mathematics, Arts, and Physical and Health Education (PHE). This support is provided after consultation with the subject teacher.

- **Individual Support** is occasionally offered to high-need English language learners from Grades 6 to 8 to assist with issues regarding language arising from classroom work in all subject areas. Individual support is intended to help students develop strategies to complete work from all subjects, as well as support students on a pastoral care level. At times, subject teachers may recommend that students seek guidance from the EAL staff on language-related issues.

The EAL Department also delivers the English Language Acquisition program. English Language Acquisition is for students whose primary language is not English. The main aim of IB MYP Language Acquisition is to encourage students to gain competence in a modern language other than their primary language. This course is organized into six phases, representing a developmental continuum of additional language learning. Students may commence their Language Acquisition course at any phase on the continuum. Where appropriate, the 6-8 IB MYP Language Acquisition course parallels the English
Language and Literature program. At WAB, Middle School students will, after assessment by the EAL Department, be placed on a phase between 1 and 5, based on the IB MYP Proficiency Table.

LEARNING SUPPORT PROGRAM (LSP)

The Learning Support Department assists students who experience academic difficulties. This support can take several forms:

- **In-Class Support**: An LSP teacher will support identified students who require additional learning support within the subject classroom.
- **Learning Support Program**: In consultation with parents, teachers and LSP staff, individual students may receive a Learning Support block in place of instruction in a second language.
- **Ad-hoc support**: At times the LSP may be called upon to support students experiencing difficulties with organization, study skills, workload management and other related school issues.

FOOD SERVICES

WAB Food Services are managed by Chartwells, an international company highly regarded amongst its industry peers. WAB Food Services provide a wide range of international food options from various outlets within the school. Middle School students have access to the food stations in the MS Galleri and the HUB Link. Student meal offers include: set menus, which are balanced meals, custom-made sandwiches, salads and snacks are served at morning break and lunchtime. Additional information can be found online at: parents.wab.edu. Queries about food or food services can be forwarded to the Chartwells Unit Manager at chartwells@wab.edu.

TRANSPORTATION

WAB provides a student bus service to and from school. Buses arrive at school between 8:15am and 8:30am each day, although delays may occur due to traffic congestion. Afternoon buses depart promptly at 3:30pm.
Middle School students are reminded to be on time, as the bus cannot wait for late students. A 4:30pm bus service is available Monday to Thursday to take students home from After-school Activities from the ES building. In addition, a limited 5:45pm late bus is available for students Monday through Friday. All students may travel on the late bus regardless of whether they normally travel to school by bus. The late bus service is limited, due to the physical number of buses in the fleet and traffic conditions. We regret that it cannot meet the needs of all students, and therefore it is important that students and parents are familiar with the schedule and stops.

Late buses depart at 5:45pm from the HUB. Students who return from games or competitions at other schools after 5:45pm are responsible for arranging their own transportation home. This service is coordinated by the Student Services Manager. School buses are supervised by Bus Supervisors who are in mobile telephone contact with the school at all times. Middle School students who wish to take taxis are required to bring a single note from their parent indicating approval for the year. Middle School Expectations also apply on the buses. This means:

- treating the bus supervisor and bus driver with courtesy and respect
- wearing seat belts
- respecting the duty of the bus supervisor to ensure students are safely seated and wearing seat belts
- talking quietly and remaining seated at all times
- being on time at the bus stop
- being responsible for personal belongings
- not taking food or drink onto the buses

**HEALTH SERVICES**

A Health Clinic, staffed by a Registered Nurse, is located within the Middle School Building. A log is kept of all treatment, and parents are notified in the event of any significant illness or injury. The nurses carry out yearly health screening including height/weight checks which the BMI percentile is then calculated, Blood Pressure and Heart rate, vision screening and boys in Grade 6 will have scoliosis screening during their swimming block. Parents are notified of the results of these tests only when there are unexpected results, although our nurses are always available for conversations about a student’s health issues.

**Illness**

Parents are asked to notify the school nurse of any infectious diseases or of any change in the health status of a student, e.g. a vaccination, illness or operation. It is important for parents to keep students at home if they are sick. Certain contagious diseases have specific exclusion periods set by the Beijing Center for Disease Control (CDC), the school nurses will inform you of these if required. WAB maintains a “fever-free” environment and requires all students not to attend school if they have a temperature of over 37.5 degrees Celsius. In addition, if students have diarrhea, are vomiting, have head lice or are suffering from any contagious diseases, they are required to stay at home. By following this protocol, we are able to maintain a healthy environment for all and to minimize the spread of infections to others.

Parents should advise the MS Reception of reasons for all absences from the school including illness. In the event of extended illness where the student will be absent for a number of days, parents are requested to contact the clinic.
Injuries
The school nurse will call parents in the event that a student needs to go home due to an injury. In the event of a serious injury or illness, the nurse will contact the parents or guardian, so the student can be transported to the nearest medical center or hospital for further attention. If necessary, the nurse or designated person will accompany the student to the hospital or medical center and meet the parent there. Parents will be notified of any head injury, and an information sheet will be given to every student.

Medication at School
The school nurse must administer all medication during school hours, all medication other than Epi-pens and asthma inhalers should be kept within the clinic. Please fill in the Permission to Administer Medicine form or send a note with the student’s name, reason to give medicine, dosage and time. All medicines must be in their original container, clearly labeled, with the student’s name, class and the dosage to be given. A few over-the-counter medications (i.e. Panadol, Ibuprofen) are available in the clinic and can be given if parental permission is on file.

Medical Records
It is very important that WAB nurses have complete, updated medical records for students. Parents are asked to complete and return the WAB Medical Questionnaire to the clinic and keep the nurses informed of any new conditions or immunizations. Parents can also update their child’s medical information via Powerschool. It is also important to keep the school informed of current work, home and mobile numbers of parents or guardians and emergency contact information. For specific illnesses the nurse may require further information and an individual health plan made, they will contact you accordingly.

SECURITY
WAB provides a comprehensive 24-hour security service. All staff and parents are required to show their WAB ID cards to enter the school grounds. All visitors must register at the main gates and be issued with a visitor’s pass. The campus is equipped with closed-circuit television and a state-of-the-art Fire Command Center.

VISITORS
Students wishing to bring guests on to school grounds must first obtain permission by completing a Guest Registration Form from the Middle School Reception, have it signed by all relevant teachers for that day, and return it at least one day prior to the intended date of visit. Guests from outside of Beijing may be granted approval to attend up to one day of classes with their host. Permission will not be given to students living in Beijing. Guests must also abide by our Middle School Expectations at all times.

USE OF SCHOOL FACILITIES AFTER SCHOOL HOURS
WAB promotes the use of school facilities by the school community and the broader community after school hours. Middle School students are encouraged to remain after school to participate in a variety of supervised, scheduled activities or the Get Stuff Done club. Middle School students must only be in supervised activities after school and must not be in any outdoor sports areas, gym or classrooms without adult supervision. Middle School students are not allowed to leave campus after school and then return to take the late buses.

Staying After School
Four days per week (Monday, Tuesday, Wednesday and Thursday) WABX has organized an after school Get Stuff Done Club to support students with completion of homework or with supervision while students wait for instrumental lessons. Students who are not participating in scheduled events, but who wish to remain at school to complete assignments, may work in the Get Stuff Done Club on a drop-in basis by signing in. Students may also work in individual classrooms under the supervision of a teacher when pre-arranged. Middle School students who remain at school after hours should be:
• participating in school-organized and scheduled activities and must be signed in
• working in the supervised Get Stuff Done Club. Students must check in with the supervising teacher and should be signed in.
• watching interschool sporting competitions, students must remain at the venue of the competition.

All Middle School students leaving on the 3:30pm bus must go to their buses promptly. As food is not allowed on school buses, food cannot be purchased by Middle School students who will be catching the 3:30pm bus. Middle School students who miss the 3:30pm bus should go to the Middle School Reception and call home to organize alternative transport and then wait inside the front gate for this transport.

Middle School students require a note from their parents in order to take a taxi or to walk or cycle home. Parents may choose to write a note for the year or may write a note each time. These notes must have a copy submitted to the front office and the original note kept with the student to show to the guards at the front gate. Year-long notes should be kept in the student’s wallet or with their smartcards or in their homework diary so it is easily accessible to show to the guards. Middle School students staying after school must remain on campus and may not leave the school grounds. Students waiting for the 5:45pm buses must be in supervised activities or need to sign into the Get Stuff Done Club and wait there. The Middle School Expectations apply to after-school activities and students not following these expectations may lose the privilege to remain after school to work or participate in sport or other activities.
EMERGENCY EVACUATION PROCEDURES

Established procedures exist for staff and students to follow in the event of fire, earthquake or unauthorized intrusion. In such circumstances, student safety is of paramount importance. In emergency situations, access for emergency vehicles is vital and parents are therefore asked to ensure the school entry areas remain clear of vehicles at all times. If it is necessary to evacuate our students and staff from the school premises students and staff will be directed to the park at the rear of the Obelisco Restaurant. In the event that students must return home, parents will be notified through the school’s emergency contact procedures including SMS, email, WAB Special Email and/or phone calls. Periodically, WAB conducts evacuation drills to practice safe and efficient evacuation procedures. Students are reminded that evacuation procedures must be conducted in an orderly and quiet manner. Should a crisis ever occur, it is vital that the communication of information be accurate and quickly available. Teachers will review procedures with students at the start of the year. As well, students are advised to familiarize themselves with the designated evacuation routes from each of their classrooms. Signs indicating the evacuation route for each room are posted within every classroom.
Activities and Leisure

Activities Program
ACTIVITIES PROGRAM

WABX Extracurricular Activities Program
WABX incorporates both lunch-time and after-school extracurricular activities and is managed by the WABX Activities Department. WABX provides extension and enrichment activities for students to explore and extend areas of interest, to develop leadership and self-confidence, and to promote an active lifestyle that supports students in making positive choices.

MSHS WABX ACTIVITIES PROGRAM

Extracurricular Activities
Monday, Tuesday, Wednesday, Thursday and Friday 3:30 pm-5:30 pm
ASA bus service at 4:30pm departs from the ES Monday-Thursday.
A limited late bus service is provided at 5:45pm and departs from the HUB carpark.
Four ASA blocks are offered during the year, corresponding with the sports seasons:
• Season 1 is 7 weeks
• Season 2 is 10 weeks
• Season 3 is 10 weeks
• Season 4 is 6 weeks
Each session is advertised at the beginning of the year and registration takes place the week prior to the commencement of the season. Students may register to participate in activities provided by teachers and community members on any or each day of each season. All teachers will encourage students to develop a balanced program that also allows time for homework and free time.
Examples of Activities include:
• Volleyball, Soccer, Basketball, Rugby
• Table Tennis, Tennis, Badminton
• Swimming, Track and Field, Dance, Rock Climbing, Martial Arts
• MS Drama Production
• Instrumental Music
• Choirs
• Model United Nations (MUN)
• Art Programs
• Roots and Shoots Club
* Student Council
* Yearbook Club

**MSHS Interschool Sporting Teams**

**‘WAB Tigers’ – Grades 6, 7, 8**

MS Students can choose to join sporting teams that also participate in International School Association of China’s (ISAC) sports competition that provides the following annual seasons:

**Season 1 September/October**
Grade 6/7/8 Soccer, Badminton, Swimming and Cross Country

**Season 2 November/December/January/February**
Grade 6/7/8 Volleyball, Table Tennis, and Swimming

**Season 3 February/March/April/May**
Grade 6/7/8 Basketball, Tennis, Swimming, Track and Field

Grade 6 students wishing to join soccer, volleyball or basketball teams must commit to a minimum of 1 night of training per week plus an end-of-season carnival event. During the season, games are held between WAB and other international schools in Beijing. Grade 7/8 students play one Saturday exchange or tournament per season in Tianjin. Sports team sign-ups occur in week one, and the first games commence on the first full week of September for MS teams. A limited late bus service operates at 5:45pm. Full information is provided at the beginning of the school year.

**MSHS Choir and Band**

Students may select both Choir and/or Band but must have a full-year commitment to these activities, including an extended after-school (until 5:30pm) practice session each week, and participate in special performance events through the year on evenings and weekends (e.g. Parent Link Fun Fair). Full information will be provided at the beginning of the school year.

**WABX Events**

Special sporting events outside of the interschool sports program and events with other organizations (e.g. Chinese Schools, Local Clubs, Special Olympics) may occur during the year.
WABX Adventures
In conjunction with WAB Wild, away-from-school weekend and day trips, including trekking and snow skiing, are offered. Each of these trips will be advertised in Middle School News, WAB Weekly and on the WABX website.

For enquiries, contact:
• WABX Reception
• Martin Halpin - Athletics and Activities Director
• Julia Jalo - Student Services (Buses)
• Rob Starmer - WAB Wild Coordinator

Other Activities
WAB also works closely with outside groups to provide a range of additional extracurricular activities that operate within the WAB campus. These activities incur a fee and also involve students from other international and Chinese schools:

Dragon Fire Swim Club
• Monday to Saturday – 1-hour sessions
• Contact: Kevin Hua (phone: 13601064534)
• Email: dragonfireswimming@lycos.com

Sports Beijing (see Sports Beijing Booklet)
• Soccer, tennis, gymnastics and track and field at WAB
• Sports Beijing organizes further activities at other venues: baseball, rugby, tennis, floorball, golf, pony club, judo, etc.

Beijing Sports (www.flipsandkicksplus.com)
• Gymnastics and karate

i5 Volleyball Club
• Volleyball training and league
• Contact: Caleb Liu (150 1017 8644)

Falcons Basketball Club
• Basketball training and competition from 8 years old - 18 years old
• Contact: Hui Tu (186 0717 4318)
MIDDLE SCHOOL EXPECTATIONS

At WAB our goal is to provide a quality education for all students and a supportive school environment that promotes responsibility. In the Middle School we publicly recognize and celebrate student achievements and behaviors.

Respect Yourself

WAB provides a supportive learning environment that encourages all students to be successful, confident and independent learners.

- Have the correct books/equipment for lessons and activities
- Attend regularly, arrive on time and organize your time effectively
- Work conscientiously
- Organize your homework records effectively
- Complete and submit assignments, projects, and homework on time
- Keep your workspace, bags and lockers organized
- Wear appropriate clothing for school and activities
- Eat healthy meals

Respect Others

WAB emphasizes care, effective communication and quality relationships based on respect for each other.

- Respect other people’s rights, cultures, opinions, personal space and property
- Respect relationships – your own and other people’s
- Use appropriate public displays of affection at school and at school-related activities and events
- Treat everybody (other students, teachers, support staff, bus monitors, trip chaperones, etc.) with politeness and courtesy
- Listen carefully
- Use appropriate language
- Work cooperatively and collaboratively
• Acknowledge other people’s work

**Respect the Environment**

WAB provides a stimulating, high-tech and comfortable learning environment that allows all students to feel safe.
• Take care when traveling around school - move carefully in the corridors and on the stairs
• Keep our learning environment neat and tidy – clean up after yourself
• Look after our environment – equipment, furnishings, buildings, campus and wider environment
• Wear appropriate clothing for school and activities
• Get permission before leaving the safety of the school campus
• Travel safely when off campus – respect road safety rules, wear your seatbelt, etc.

**Practice Responsibility and Kindness**

WAB encourages us all to take responsibility for our actions and to be socially and morally responsible citizens.
• Behave in a way that respects yourself, others and your environment
• Encourage others to behave in a way that respects themselves, others and the environment
• Use technology (e.g. computers, Internet, e-mail, mobile phones, MP3 players, etc.) responsibly
• Attempt to solve problems in a caring and responsible manner
• Make a real effort to be kind and polite to others
• Show high levels of respect and responsibility during all school-related activities and events

**Consequences for not meeting Middle School Expectations**

These lists are not exhaustive but serve as a guide to help establish consistency and understanding across the school. Each incident will be dealt with on an individual basis.
<table>
<thead>
<tr>
<th>Inappropriate Behaviors</th>
<th>Consequences</th>
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<tbody>
<tr>
<td>Low level, minor, infrequent behaviors that do not disturb others or interrupt teaching &amp; learning of others</td>
<td>Logical, planned consequences</td>
</tr>
<tr>
<td>Examples</td>
<td>Examples</td>
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<tr>
<td>• Late for lesson</td>
<td>• Warning</td>
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<tr>
<td>• Unprepared for lesson</td>
<td>• Flags</td>
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<tr>
<td>• Homework incomplete</td>
<td>• Logical consequence (e.g. no homework – complete at lunch, leaving mess – tidy up, unsuitable clothing – change clothes)</td>
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<tr>
<td>• Incomplete/unsatisfactory classwork</td>
<td>• Apology letter</td>
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<tr>
<td>• Inappropriate use of technology/equipment</td>
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<td>• Not cleaning up after self</td>
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<tr>
<td>Examples</td>
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<tr>
<td>• Warning</td>
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<td>• Flags</td>
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<td>• Logical consequence (e.g. no homework – complete at lunch, leaving mess – tidy up, unsuitable clothing – change clothes)</td>
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<td>• Apology letter</td>
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<tr>
<td>Repeated Level 1 behaviors, persistent behaviors that disrupt teaching &amp; learning or behaviors that disturb others</td>
<td>Planned team support which may involve teachers, parents, counselor, administration</td>
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<tr>
<td>Examples</td>
<td>Examples</td>
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<tr>
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<td>• Offensive language</td>
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<td>• Unsafe behavior/play</td>
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<td>• Inappropriate public displays of affection</td>
<td>• Meet with Principal</td>
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<td>• Irresponsible use of technology/equipment</td>
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<td>• Inappropriate bus behavior</td>
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<tr>
<td>Examples</td>
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<td>• Flags</td>
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<td>• Apology letter</td>
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</table>

Table 5: Middle School Expectations - Consequences
ATTENDANCE EXPECTATIONS
In order to grow as a learner and reach his or her potential, every student must be engaged in the important, ongoing work of each class. A collaborative learning community thrives on the understanding that each person has a responsibility to contribute. Attendance and punctuality ensure a complete experience for the individual student and for the entire class.
To that end, the WAB Middle School community has the following Attendance Agreements:

Expectations of Students
• Students will plan sufficient time to arrive at all classes punctually.
• Students will arrive to check-in and every class at the time noted in the timetable.

Expectations of Teachers
• Homeroom teachers will record attendance every morning.
• Teachers will record attendance every class.
• Teachers will release students from class punctually.
• Teachers will be consistent in addressing tardiness and absences.
• Teachers will work with the family to minimize impact on student learning due to excused absence.

Expectations of Parents
• Parents will inform MS Reception when a student will be absent or late to school.
• Parents will provide medical certificates for absence of three consecutive days or more.
• Parents will work with the school to ensure that non-essential student absences are kept to a minimum.
• Parents will work with the school to reduce the impact on learning due to student absence.

Expectations of WAB
• WAB will provide distinct, noted times when all classes and break times begin.
• MS Reception will contact parents to clarify reasons for their child’s tardiness or absence.
• Counseling secretary will provide monthly absence and tardiness summaries to all teachers.
• Mentor teachers will contact parents regarding initial concerns about their child’s repeated tardiness or absence.
• Middle School administration or designated person will contact parents regarding concerns about their child’s on-going tardiness or absence.

Absences
Learning at WAB is inquiry-based. IB MYP class activities and assignments are organized in a way that cannot always be replicated at a later date. Since it is not possible to recreate the school’s learning environment at home, teachers are unable to provide schoolwork for a student who is absent from class. In the case of a student who has a documented acute or chronic medical condition requiring extended time away from school or in the case of family emergencies, teachers will provide key learning and/or assessment activities to minimize the impact on the learning due to the extended absences. Regular daily attendance is necessary and expected of all students. We urge parents to avoid non-essential absences due to convenience, travel or vacation during regularly scheduled school days - including days adjacent to weekends and school holidays.
• Parents will telephone or email Middle School Reception (5986 5588, msreception@wab.edu) by 8:30am to explain student absence.

• In the case of student illness, the health of the individual and other students is WAB’s priority. In the case of contagious diseases, the student should not attend school until the contagious period is over.

• In case of unavoidable absences, students will negotiate the submission of assignments and projects with their teachers to minimize impact on learning.

• When a student is absent from school, s/he may not participate in ASAs, performances, sports or competitions on that day without prior approval.

**How WAB Middle School Staff Respond to Absences**

• Reasons for absence will be recorded on PowerSchool

• Student attendance is recorded on PowerSchool and forms part of their permanent record

• Initial absence: MS Reception contacts home to ascertain the nature of the absence

• Repeated absence: mentor teachers contact parents to discuss impact on student learning

• On-going absence: parent and student meeting with school administration

**Tardiness**

Tardiness is defined in WAB Middle School as arriving late for check-in or class.

**How WAB Middle School Faculty Respond to Tardiness**

• Tardy is entered on PowerSchool attendance

• **Initial tardiness**: teacher conversation with student regarding MS Expectations

• **Repeated tardiness**: teacher conversation with student regarding MS Expectations, flag entered on mytime and logical consequences, as appropriate mentor teacher contacts parents regarding concerns about repeated tardiness
• On-going tardiness: meeting with parents, student and school administration

DRESS CODE
WAB does not require students to wear a school uniform. Students are provided with a basic PE kit for their PHE classes and are also expected to dress appropriately and comfortably for an active day. Students should be neat and clean and dressed in a manner that reflects well on themselves, the school and our international community.

• Students should not wear clothing items that bear inappropriate messages or are revealing, offensive or distracting.
• Students are expected to wear closed shoes in sciences laboratories and design workshops as they may handle potentially hazardous, hot or otherwise dangerous materials or tools. An extra pair of shoes may be brought and left at school for this purpose.
• Students must have an appropriate change of clothing and footwear for PHE classes. Sandals are not suitable for exercise.
• WAB accepts no responsibility for loss or damage to jewelry or other personal effects either on school premises or during school field trips. It is strongly recommended that students lock personal items in a locker.
• Students who come to school wearing inappropriate clothing will be asked to change into something more appropriate. In some instances they will be given a T-shirt or shorts to wear.

ACADEMIC HONESTY
Academic honesty is defined as:
• The production of authentic work (i.e. based on one’s own ideas).
• Respect for intellectual property.
• Giving full credit to all sources used.
• An understanding of the differences between collaboration and collusion.
• Proper conduct in relation to all assessments.

Academic dishonesty has different forms and various terms, including:
• Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
• Collaboration is not a form of academic dishonesty if all members share equitably in the group and all work conforms to the academic honesty policy.
• Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.
• Duplication of work is defined as the presentation of the same work for different assessment components.
• Falsification by using false or inventing fictitious data for an assignment.
• Use of essay-writing services (including ghost-written or purchased essays) offering assistance in writing essays or other assessment materials (International Baccalaureate Organisation, Academic Honesty in the IB Educational Context).
Expectations and responsibilities:

WAB students will:
• Ask for clarification if uncertain about how to appropriately include and cite others’ work or any aspect of academic honesty.
• Recognize expectations and responsibilities with regard to producing authentic work.
• Be purposeful when citing/referencing all sources (printed or media etc.) used.
• Use online and digital resources legally, ethically and responsibly.
• Be mindful of the consequences for academic dishonesty.
• Understand their role and responsibilities when working collaboratively.
• Cite all sources using NoodleTools according to the MLA8 method.

WAB teachers, librarians, administrators and educational assistants will:
• Explicitly teach students how to properly cite others’ works within their own original works.
• Make citation tools such as NoodleTools and information on citation available to students.
• Teach awareness of misconduct and academic honesty procedures.
• Value the learning of academic honesty best practice.
• Model good academic practice in all presentations and resources.
• Create authentic tasks in a learning environment that values original work.
• Proactively monitor students’ work habits to guide academically honest practices.
• Continuously evaluate students’ work and take appropriate restorative action when academic dishonesty has occurred.
• Explicitly include academic honesty in assessments.
• Middle school mentors will share the student version of the academic honesty policy with parents at the commencement of the year.

WAB administrators will:
• Communicate the academic honesty policy with all stakeholders.
• Provide professional development for teachers in academic honesty best practices.
• Support teachers in following through with the procedures and protocol of the academic honesty policy.

WAB parents/ guardians will:
• Read and discuss academically honest behaviour as outlined in this AHP sent home with their child(ren) and return a signed copy to the Middle School.
• Support their child(ren) to organize and manage their academic tasks in an ethical and timely manner.
• Support their child(ren) as they strive to follow academically honest practice.
Procedure and protocol

1. To ensure that all stakeholders are aware of the Academic Honesty policy, the policy will be located in the Parent/Student Handbook.

2. When Academic Dishonesty is suspected, an incident will first be seen as a symptom of the student lacking the skills and understanding to complete the task in their own words, following our academic integrity expectations. Evidence of any academic dishonesty incidents provides the opportunity for teachers to establish student needs and target the particular skills that will set our students up for successful and transparent learning. WAB will work to ensure the issue is remedied in a fair, timely and consistent manner, and in accordance with this policy.

Consequences

If a teacher has evidence that an incident of academic misconduct has occurred, then the student may be subject to the following, depending on the nature and extent of the incident:

First Incident

1. The student will be given a verbal warning and given assistance in developing the skills and strategies for principled action.
2. The assignment in question will be returned to the student, and the student will rewrite the assignment (using a different topic where appropriate) and, if deemed appropriate, under the direct supervision of a teacher at lunch time or after school as required.
3. When re-submitted, the work will be graded as normal. Students therefore will learn the required material and demonstrate new understanding.
4. The teacher will notify the administrative team and head of department and inform the parents/guardians of the situation.

Repeated Incidents

1. Steps 1-4 as stated above
2. The student and their parents/guardians must attend a meeting with a member of the administrative team, teacher and counsellor.
3. A contract dealing with Academic Honesty will be agreed upon.

CARING, SUPPORTIVE AND SAFE ENVIRONMENT AT WAB

WAB has always been a school which has placed great importance on providing a caring and supportive environment. Each school section is designed to provide a people-friendly community environment, which is welcoming, promotes social interchange and supports learning and study. Faculty members are visible and accessible and a range of support staff and pastoral care programs provide support to our student community. All members of the WAB community are expected to positively contribute to this environment by respecting, caring and supporting each other and the physical and virtual environments. This also extends to respect and courtesy for all support and service staff, who are also members of the WAB community.

WAB believes that it is important that all faculty, students and parents model respectful and caring behavior and attitudes. This also extends to a healthy and safe environment and lifestyle. Students are expected to respect and maintain their own property, that of others and the school. Personal lockers, casual lockers and changing room lockers are provided for personal property and valuables including mobile phones, laptops, music players, ID cards and cash, which should not be left in public spaces.

All public areas are equipped with Closed Circuit Television. Students are expected to follow the laws of China including those relating to theft, illegal substances and drugs. Students should not use illegal substances or drugs at school or in personal time. While WAB provides support services to students and families who may deal with issues of drug experimentation or the use or abuse of drugs, alcohol and tobacco, it has very specific expectations and consequences in relation to these. WAB also expects all students to be aware of the expectations and responsibilities of being a member of the WAB community, including the consequences in relation to theft and the use of drugs, alcohol and tobacco.