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INTRODUCTION

WELCOME

Welcome to Meltho International School, a part of the SABIS® Global Network. Our core purpose is to provide an outstanding education at a reasonable cost and to help all our students achieve their full potential.

If you think you do not need a university education, think again! With a university education, your choices of careers are much wider. You may wish to discuss this point with the Student Life Coordinator, your Academic Quality Controller (AQC) or the University Counselor. We expect you to believe that this is the most suitable place for you, and then together we can achieve success.

MISSION STATEMENT

Meltho International School is a secular school that respects all religions and religious denominations and fosters tolerance as a solid basis for a coherent and productive society.

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

STAFF AND STUDENTS WORK TOGETHER AS A TEAM

We can only succeed if we all work together as a team. We all have the same aims: to provide students with the best possible education. When we work as a team and all contribute to the Student Life Organization at school, we will succeed.

BELIEVE IN YOURSELF

Graduates of Meltho International School will join other SABIS® graduates in obtaining outstanding results on external exams. SABIS® graduates have joined top universities in the world including Oxford, Cambridge, Imperial College, and other universities in the United Kingdom; MIT, Harvard, Princeton, Cornell, Stanford, UCLA, U-Penn, and others in the United States; McGill and other universities in Canada; the Sorbonne and others in France—and so on. So why not you? If others can do it, so can you.

DO YOUR PART

The administration and staff of Meltho International School implement the SABIS® Educational System, which includes a detailed plan for each course that includes hundreds of concepts. The school has access to thousands of questions to test all points of the information taught and we expect you to succeed. Our teachers use methods that are proven to be effective. The administration checks every single concept after it is taught, detects any gaps, and shows each student his/her weak points. All this, however, will not guarantee success. What is also needed is for students to do their part: study the material as it is given to you, complete your assignments, and work on your weak points. Also, you need to cooperate by abiding by the school rules and always trying your best. Our long-standing track record, proven methodologies, and high level curriculum are all at your disposal. To succeed, you need to work hard both at home and at school. Efficient work requires taking advantage of the available time. We have developed teaching methods that have proven to be effective. The implementation of these systems requires punctuality and discipline. Students should be in class on time; they must not talk out of turn. Accordingly, students should be aware of and abide by school rules.

THE WORLD OF SABIS®

SABIS® is a global education network with an active presence in 21 countries on 5 continents. Based on a proven, proprietary system, SABIS® Network schools provide students with a top-quality education that prepares them to meet the challenges of a changing world.

The SABIS® Educational System implemented in every SABIS® Network school is the product of the experience and effort of dedicated educators who have developed and refined it, resulting in a truly international education geared to achieving academic excellence. The comprehensive and dynamic curriculum that has resulted is updated, as necessary, to keep it relevant to the international community and to the global environment.

Time and results have proven the SABIS® Educational System to be highly effective. All courses are appropriate to students' developmental stages, and a well-rounded education is offered. The emphasis, however, even from the early years, is on academic achievement. When all aspects of education are methodical and structured, ordinary students can attain extraordinary results. Individually and collectively, the schools in the SABIS® Network are known for their commitment to education and are respected for their enviable academic records.

Since 1886, students educated in SABIS® Network schools have been accepted by, and succeeded at, the most prestigious universities in the U.S., Canada, the U.K. and mainland Europe, the Middle and Far East, and Australia. With roots in the 19th century and a system that effectively equips students for the 21st, SABIS® Network schools will continue to provide a top-quality education for a changing world.

THE SABIS® EDUCATIONAL SYSTEM

The SABIS® Educational System is an integrated, comprehensive, Kindergarten through twelfth grade academic program that has been developed and refined for over 135 years. With a balance of academics, self-development, and life preparation, the SABIS® Educational System prepares students for success in college, fosters a lifelong interest in learning, and develops responsible, world-class citizens. It blends quality education with traditional values of hard work and responsibility for self and others.

PHILOSOPHY AND GOALS

SABIS® believes that university education is academically accessible to all students, and not just a select few. SABIS® also believes that the success of an educational institution should be measured by the value it adds to each individual student.

The schools' academic goals may be summarized as follows:

- To qualify every student for entrance into colleges/universities around the world
- To provide a well-rounded education based on a mastery of English and mathematics
- To help students acquire a firm command of a second language
- To train students in logical reasoning and critical thinking
- To prepare students to be able to sustain intellectual efforts for long periods
- To generate excitement for lifelong learning

In pursuing non-academic goals, we aim to prepare students who:

- Uphold high standards of ethical, moral, and civic conduct
- Make informed decisions on social issues
- Defend convictions and reverse negative peer pressure
- Participate in extracurricular activities, school management, and community work
- Develop tolerance, cooperation, and teamwork
- Understand the people of the world through an appreciation of differences as well as similarities

In an increasingly competitive world, a university education gives students a wider choice and a better chance at finding a suitable career path. Practically all students educated in SABIS® Network schools graduate from reputable universities, and the percentage of former students who go on to further studies is very high. As SABIS® Network schools are non-selective, the network attributes its success, and that of its students, to the philosophy, goals, and high standards of efficiency and accountability that the SABIS® Educational System requires.

WHAT MAKES THIS SYSTEM DIFFERENT?

We believe that an intelligent approach produces better results. Excellent results are achieved through:

- Planning and preparation
- Teaching methodically and comprehensively, using SABIS® teaching methods
- Conducting frequent and regular testing
- Continuous follow-up and academic support
- Encouraging active student participation in the education process

Everything possible is done to ensure success. No one who studies in a school in the SABIS® Network is allowed to “fail in peace.”

PLANNING AND PREPARING

Thorough preparation precedes teaching. Each course is researched, structured, and described in terms of clearly stated objectives, eliminating guesswork.

A plan for each subject at each stage is prepared. Each plan is complete: it includes all of the “points” to be taught and the skills to be developed; it is detailed: each objective is precise and measurable; it is paced: progress is charted against a time line. Each plan for each stage dovetails with that of the following stage, ensuring that nothing essential to further learning is omitted, and thus enabling the transition from year to year to be smooth and successful.

By using efficient teaching methods and by following the pacing charts, teachers implement the staged plans, thereby helping students fulfill their potential.

TEACHING METHODS

Unlike one-to-one or individualized instruction, where each child is taught for a limited amount of time, the Point System of teaching is an interactive approach that involves the whole class in the learning process. When in class, students learn actively. They do not simply listen to lengthy explanations or take dictated notes.

Teachers list the concepts to be taught and introduce them one “point” at a time applying the cycle of Teach, Class Practice, Individual Practice, and Check. The teacher explains the point to the class, gives an example in which the point is used, and then assigns a written activity to check for individual student understanding. Group work is then used to complement the Point System whereby students work in small groups to check their work and provide additional support to their classmates. This time also gives the teacher the opportunity to visually survey the learning in the room and assess

the need for immediate re-teaching. The teacher moves to the following point only when practically all students show in writing – and not just orally – that they have a firm grasp of the “point” taught.

FREQUENT TESTING

Student assessment is an integral part of the SABIS® Educational System. Ongoing assessment is used to evaluate student learning and permit timely, positive intervention. Assessment covers the five core academic subjects, namely English, mathematics, a world language, science, and social studies.

Testing students in this way has a number of very important advantages:

- Students learn to perform well under the pressure of time and other constraints
- Students develop the ability to focus and to sustain concentration for long periods
- It provides feedback that allows close monitoring and follow-up

The proprietary Software System provides many programs that allow prompt, reliable assessment of student knowledge as well as effective follow-up. One such program, the SABIS® Continuous Assessment (CA), is used to assess student knowledge of every concept taught. The CA allows “gaps” in student knowledge to be pinpointed as they form. Working as a team, teachers and students then focus their efforts on “filling the gaps.”

The CA allows the progress of every student to be continuously monitored, problem areas to be identified, and the most appropriate solution to be implemented.

CONTINUOUS FOLLOW-UP AND ACADEMIC SUPPORT

The additional academic support offered includes intensive lessons and summer school. Student Life Organization prefects also give support on an ongoing basis through peer-tutoring and study groups. The support given depends on the nature and severity of the gaps.

In the SABIS® Educational System, every opportunity to enhance learning and achievement is taken.

ACCELERATED READER® PROGRAM

The Accelerated Reader® Program runs throughout the year. At the beginning of Term 1 each year, every student is given a computerized S.T.A.R. test, which is used to ascertain the student’s current reading level. Aided by the librarian, the student then chooses a book at the specific level indicated by the test. The student is allowed one week to read the book, after which time the student goes to the library again and takes a multiple-choice, comprehension test on the book. Upon successful completion of each book and the associated test, the student is awarded merit points, eventually proceeding to the next reading level.

SUMMER SCHOOL

Summer courses will be offered at Meltho International School. Students who are below the required academic standard may attend summer school in an effort to catch up before the beginning of the academic year. Summer school courses take place during the morning hours only.

INTENSIVE COURSES

Intensive courses are offered for students who have either not studied in English before or whose English and/or math is weak. This accelerated program brings students up to the required level in the shortest possible time. When the administration considers that students are ready, they join regular classes.

Students who begin to slip back for one reason or another may also benefit from one or more intensive courses, a decision taken by the School Administration.

THE CURRICULUM

A comprehensive, international curriculum is taught in a multi-cultural environment of students and staff. All students are prepared for university and a life of continuous learning.

Although all courses are age-appropriate, students are encouraged to hold themselves to high standards from the very beginning. To support students in the achievement of high standards, they are assisted not only by the methods and support already mentioned, but also by the textbooks and workbooks prepared by the Academic Development Department. These materials complement the courses studied and ensure that the concepts taught in class are fully mastered by the students.

Students are prepared to sit for a variety of internationally-recognized examinations. Students may opt to sit for the IGCSE, AS Level and A Level examinations, and the Pearson Edexcel exams of the British system of education, and/or the American College Board exams (TOEFL, SAT I, SAT II and the Advanced Placement® [AP®]). They also have the option to study for the High School Diploma as well as for national examinations, as appropriate. These exams may be taken separately or in different combinations.

The design and flexibility of the curriculum is such that the entry of new students may be accommodated at most levels during the academic year.

SUBJECT SPECIALIZATION

At the infant stage, students may have class teachers who teach all subjects with the exception of a second language. All other teachers are subject teachers but are expected to teach all age groups and other subjects within their range of competence.

The system of subject teachers allows students to benefit from subject expertise. Teachers also teach vertically across different grade levels. This allows them to become familiar with the standards required at different levels and permits them to target their instruction accordingly.

Comparative analysis (comparing similar classes in one school or among schools or with classes from previous years) is also facilitated.

ENGLISH, MATHEMATICS, AND OTHER WORLD LANGUAGES

A high premium in time and effort is placed on the mastery of the two key subjects: English and mathematics.

English is the medium of instruction.

Mathematics is the prerequisite for the in-depth understanding of the natural sciences and related subjects.

ADMINISTRATIVE SPECIALIZATION

Whether at the infant, primary, or secondary level, Academic Quality Controllers (AQC), not teachers, meet and discuss students' progress with parents, as it is these individuals who have a complete, objective picture of all aspects of students' lives at school. AQCs monitor students' progress in all academic areas – they confer with Heads of Department as necessary and closely interact with the Head Disciplinarian and the Student Life Coordinator, both of whom monitor students' behavioral records and extracurricular involvement. AQCs are, therefore, in a position to present parents with

an accurate, comprehensive, and impartial overview of their children; they are also in a position to discuss appropriate solutions with parents, as necessary.

The Head Disciplinarian handles disciplinary offenses on a day-to-day basis. Teachers report offenders; they do not punish. Only the Director (and the Head Disciplinarian, where applicable) may assign consequences to students. Corporal punishment is forbidden. The Head Disciplinarian also provides teachers with classroom management support. Teachers are, therefore, able to concentrate on developing strong student/teacher relationships that are not affected by issues of punishment.

The Student Life Coordinator (SLC) trains and guides the students to organize and manage all aspects of the Student Life Organization. Whether in the academic or social fields, the Student Life Coordinator teaches teamwork and cooperation and constantly encourages students to increase the scope of their involvement.

THE STUDENT LIFE ORGANIZATION (SLO)

WHAT IS THE SABIS STUDENT LIFE ORGANIZATION?

The Student Life Organization (SLO) is a student-led organization which fosters positive attitudes, behaviors, and peer interaction. Students who join SLO are called prefects. Prefects help in maintaining discipline, promoting high social and moral values, developing communication and management skills, raising academic standards, organizing activities, and improving the quality of life for students in the school.

When students share these responsibilities, they learn and achieve much more and get the opportunity to develop lifelong skills that empower them to make a difference. The Student Life Coordinator (SLC) works closely with the school administration, teachers and prefects in order to achieve the above-mentioned goals.

BENEFITS OF SLO

There are numerous benefits to joining SLO.

- Students learn how to organize all aspects of SLO and help in solving all types of problems faced by students. Students learn to exert positive peer pressure and encourage others to take positive, constructive action.
- Student leaders work with their peers or teach younger children to raise academic standards. They help other students develop better attitudes toward learning and studying and discourage cheating, bullying, and poor behavior. Student leaders help create better ethical, moral, and social attitudes, organize sports teams, and run clubs related to art, music, drama, games, the environment.
- Students who join SLO activities are awarded merit points that indicate the qualitative and quantitative extent of their involvement. SLO points are entered into the students' school record and appear in the school reports at the end of each term.
- Students who join SLO activities are helped to develop strong, responsible characters. This is done through the Student Life Organization and through Advising lessons, where the students are supported in their self-development.

SLO DEPARTMENTS

The SLO departments are summarized in the chart below:



SABIS®
Student Life Organization

SLO



ACADEMIC

- CA/AMS
- Academic Support
- Class Academics
- Power-Study Sessions
- Academic Events
- Shadow Teachers

DISCIPLINE

- Class Discipline
- Indoors/Outdoors
- Bullying Prevention
- Themes
- Safety

MANAGEMENT

- Technology
- Communication
- Training
- School Management

WELLNESS

- Healthy Nutrition
- Healthy Lifestyle
- P.E.S. Well-Being
- Digital Well-Being

SOCIAL RESPONSIBILITY

- Green Initiatives
- Local Community Service
- Global Community Service

OUTREACH

- Ambassadors
- Sunshine
- Recruitment

SPORTS

- Sports Equipment
- Sports Leagues
- Sports Events
- Sports Training

ACTIVITIES

- Clubs
- Events

LOWER SCHOOL

- Academic
- Discipline
- Management
- Wellness
- Social Responsibility
- Outreach
- Sports
- Activities

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SLO PREFECTS

Prefects give up a part of their time to share in the responsibility of providing a more productive and pleasant life at school. Other students are expected to cooperate fully with them.

The school is the students' mini society. People live in societies to reap the benefit of cooperation, division of labor, and specialization. A price paid for these benefits is limitation of freedom: students must live by ethical, moral, and legal codes. A prefect not only accepts to live by these codes, but also has the drive and courage to promote them. Ideally, all students should be prefects.

Prefects play various roles in organizing SLO at school, and have regular meetings and discussions with the SLC.

Students are encouraged to join educational, social, physical, or cultural activities that contribute to a moral and productive student society. To reflect the extent of their involvement, students are awarded "merit points."

THE SLO AND UNIVERSITY APPLICATIONS

WHAT QUALITIES DO UNIVERSITIES LOOK FOR IN STUDENTS?

Every year, university admissions offices receive thousands of applications from students around the world. They are then faced with the arduous task of selecting students they believe are the best fit.

This decision is not an easy one. It is also a decision that is not fully based on academic performance. University admissions officers also consider a number of factors other than academic performance (or grades).

Important factors include leadership skills, potential contributions to university life, willingness to help others, interest in the world around them, maturity, and empathy.

Students in SABIS® Network schools are able to demonstrate the above qualities through their involvement in SLO. Peer tutoring, Shadow Teaching, SLO Yearbook, outreach activities, organization of events, etc. are all effective ways that students can show that they are well-rounded individuals who will make an active contribution to campus life should they be accepted at any given university.

TEACHER RECOMMENDATIONS

University admissions officers also rely on teacher recommendations when considering applicants. University applications will ask teachers what they think of the student in terms of personal qualities including attitude toward school, self-discipline, concern for others, warmth of personality, etc. They will also ask teachers what they think about the student in terms of academic ability including study habits, attention in class, attitude toward school and teachers, etc.

Below is a sample of a teacher recommendation form that is included in the Harvard University application form:

Average (or below)	Good (Above av.)	Excellent (Next 10%)	Outstanding (Next 10%)	One of the top few I have ever encountered		No basis for judgment
					Academic Motivation	
					Academic Self -discipline	
					Leadership	
					Sense of Responsibility	
					Self-confidence	
					Warmth of Personality	
					Concern for others	
					Energy	
					Emotional Maturity	
					Personal Initiative	
					Reaction to Setbacks	
					Respect accorded by faculty	

Through the rigorous SABIS® Educational System and SLO involvement, students can develop all the qualities that universities look for.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities play an important role in Meltho International School. Students are encouraged to develop talents, interests, hobbies, skills, through participation in physical, academic, scientific, and artistic pursuits. These keep students physically fit, increase their stamina and energy, develop their interests, and promote mental agility while providing ways to socialize, relax, and have fun. Extracurricular activities round out students’ education and complement and facilitate academic studies.

Extracurricular activities appropriate to the infant, primary, and secondary stages (once applicable) of development are engaged in during daily breaks, after school, and at weekends. Students learn to work effectively individually, in pairs and groups, and in teams.

Meltho International School offers a broad range of activities. Activities are free of charge unless they are specialized activities and offered by third parties. Students join in school activities after the lunch break, after 3:45 p.m., and/or at weekends.

REPORT CARDS

PROMOTION CONDITIONS & PROCEDURES FOR REGULAR CLASSES:

شروط النجاح والنقل للفيف الأعلى للصفوف النظامية:

ALL GRADES:

على مستوى كل الصفوف:

- Achieving a minimum average of 60% in all courses by the end of the academic year.
- Students who do not pass Mathematics, English, or a second language must attend summer school and achieve a minimum average of 60%.
- Students scoring below 60% in Science, Humanities, Computing, or a third language must take Retake exams to reach the passing grade before the new academic year.

- الحصول على معدل ٦٠% كحد أدنى في نهاية العام الدراسي.
- الطلاب الذين لا ينجحون في الرياضيات، أو اللغة الإنجليزية، أو اللغة الثانية يجب عليهم حضور المدرسة الصيفية وتحقيق معدل لا يقل عن ٦٠%.
- الطلاب الذين يحصلون على أقل من ٦٠% في العلوم، أو العلوم الإنسانية، أو علوم الحاسوب، أو اللغة الثالثة، يجب عليهم اجتياز الدور الثاني للوصول إلى درجة النجاح قبل بداية العام الدراسي الجديد.

Grade 10-12 requirements:

- To be awarded the High School Diploma, a student must pass a total of 22 courses between Grades 9 and 12 in addition to Grade 9 PE, and advising which are mandatory non-credit courses (once applicable).

شروط النجاح والنقل للصفوف من العاشر إلى الثاني عشر:

- لكي يحصل الطالب على شهادة الـ High School Diploma، إضافة إلى بعض المواد الإجبارية والتي لا تضاف إلى المجموع الكلي وهي (الرياضة البدنية، في الصف التاسع، ومادة النصح والإرشاد). يجب على الطالب أن يجتاز مجموع ٢٢ مادة خلال الصفوف من التاسع وإلى الثاني عشر في المستقبل. (عندما تكون المواد متاحة).

Minimum number of courses in Grades 10-11-12 is:

- 6 in Grade 10
- 6 in Grade 11
- 5 in Grade 12

الحد الأدنى لعدد المواد في الصفوف العاشر، الحادي عشر والثاني عشر:

- ٦ مواد بالصف العاشر
- ٦ مواد بالصف الحادي عشر
- ٥ مواد بالصف الثاني عشر

Normal courses distribution is:

- Courses in Grade 9 (English, Math, Arabic, Social Studies and Science).
- An exception will be studied if a student has satisfied all other requirements except in one course and if promotion is granted in this case, the student must pass a total of 18 courses in Grades 10-12.

أسس اختيار المواد:

- مواد الصف التاسع (اللغة الإنجليزية، الرياضيات، اللغة العربية، الدراسات الاجتماعية، العلوم).
- ويمكن استثناء نجاح الطالب ونقله للصف الأعلى في حالة رسوبه في مادة واحدة في الصف التاسع شريطة اختيار مادة زائدة في أي من الصفوف العاشر وحتى الثاني عشر. وبذلك يكون مطلوب من الطالب اختيار (١٨) مادة.

- 6 courses of Grade 10 based on the course selection provided including Math and English as mandatory.
 - 6 courses of Grade 11 based on the course selection provided including Math and English as mandatory.
 - 5 courses of Grade 12 based on the course selection provided including Math and English as mandatory.
- 3 social science and 3 physical science courses are a minimum in each category out of the 22 (when courses are available).

- Promotion to Grade 10 includes the choice of Advanced Math (Math S) or Regular Math (Math A):

1. For Math S a minimum average of 70/100 in Math is required.

2. For Math A a minimum average 60/100 in Math is sufficient.

- A sample of a course selection sheet (Grouping may change, this is just a sample) and table of grades conversion are attached.

To be promoted to Grade 11

- a student must pass all his/her Grade 10 courses and maintain the right number of total subjects required for the HSD. Please refer to passing marks attached table.

Grade 12:

- Mandatory subjects: please refer to the HSD section above.
- To be awarded the High School Diploma a student must pass enough subjects to reach the total minimum required for Grades 9-12 as mentioned earlier.

Passing is considered to be 60% and above. The different subjects are not weighted equally nor are the different sub-subject areas within the same subject. Moreover, the three terms are also not weighted equally in calculating the end-of-year mark.

- ٦ مواد في الصف العاشر يختارها الطالب ولا بد أن تكون (اللغة الإنجليزية و الرياضيات) مواد إجبارية.
- ٦ مواد في الصف الحادي عشر يختارها الطالب ولا بد أن تكون اللغة الإنجليزية والرياضيات كمواضع إجبارية
- ٥ مواد في الصف الثاني عشر يختارها الطالب ولا بد أن تكون اللغة الإنجليزية والرياضيات كمواضع إجبارية.

- مع العلم لضرورة اختيار ٣ مواد للعلوم الاجتماعية و ٣ مواد علمية كحد أدنى في كل فئة من إجمالي ٢٢ مادة (عندما تكون المواد متاحة).

- في حالة نجاح الطالب في الصف التاسع ونقله إلى الصف العاشر يتم اختيار مادة الرياضيات على الأساس التالي:

١- رياضيات (مستوى متقدم): يجب أن يكون الطالب حاصلًا على ١٠٠/٧٠ كحد أدنى في مادة الرياضيات.

٢- رياضيات (مستوى عادي): يجب أن يكون الطالب حاصلًا على ١٠٠/٦٠ كحد أدنى في مادة الرياضيات.

- على سبيل المثال مرفق نموذج، قابل للتعديل، لاستمارة اختيار المواد، مرفق كذلك جدول علامات النجاح.

شروط النقل والنجاح للصف الحادي عشر

- على الطالب اجتياز كل المواد المقررة عليه والحفاظ على العدد الصحيح لمجموع المواد المطلوبة للحصول على شهادة الـ High School Diploma، يُرجى الرجوع إلى جدول علامات النجاح والنقل المرفق.

شروط النقل والنجاح للصف الثاني عشر:

- المواد الاجبارية: يُرجى الرجوع إلى قسم الـ High School Diploma أعلاه.

- للحصول على شهادة الـ High School Diploma يجب على الطالب اجتياز العدد الكافي من المواد للوصول إلى الحد الأدنى المطلوب للصفوف التاسع، العاشر، الحادي عشر، الثاني عشر كما ذكر من قبل.

THE ROLE OF INFORMATION TECHNOLOGY IN OUR SYSTEM

Students in Meltho International School benefit from learning in an environment that uses cutting-edge Information Technology (IT). Through the use of a number of IT tools, students learn quickly and efficiently, their performance is monitored in a timely manner, and communication between the school and home is reinforced.

INTERACTIVE WHITEBOARDS (IWB)

Interactive whiteboards (IWBs) are installed in most classrooms at Meltho International School. Instead of traditional blackboards requiring teacher to manually write, students enjoy interactive lessons that allow access to a wide variety of resources including videos, images, demonstrations, graphics, and others.

DIGITAL PLATFORM AND PRELIST

The Digital Platform is a service portal for both parents and students to help monitor students' academic progress, review updates and notices issued by the school, and access sample questions, online tutorials, and study material.

To access the Digital Platform, students and parents must use the username and password issued to them by the school at the beginning of the academic year.

The Digital Platform PrepList is a very important tool that helps identify academic gaps and engages students in targeted practice exercises. By logging onto their individualized PrepList on the Digital Platform, students can access downloadable material to help guide their revision and target their attention on concepts they have not yet mastered.

ON-DEMAND TUTORING (ODT)

In addition to PrepList, students can also access a number of videos online that review concepts taught in class. On-Demand Tutoring (ODT) videos, also available on the Digital Platform, allow students to view videos, which are prepared through SLO and vetted by the Academic Development Department, on their own time and at their own pace.

SABIS® PARENT APP

SABIS® Parent is an application that allows parents to receive important news and announcements related to the school as well as regular updates on their child's activities and progress at school directly on their smart phones and tablets.

To subscribe to the SABIS® Parent App service, parents need to login to the Digital Platform and click "Subscribe" on the SABIS® Parent App icon. A user guide is also available on the Digital Platform to help first-time users navigate the SABIS® Parent App.

E-BOOKS

Having been on the cutting-edge of technology in the field of education since the mid-1950s, SABIS® has been converting its Book Series into an E-book series since the 2015-16 academic year.

Today, Meltho International School will make use of the SABIS® Book Series consisting of over 2,800 traditional and digital titles developed and produced in-house. The E-books, accessed through tablets, include interactive digital features including animations, videos, and hyperlinks to enhance the learning process while, at the same time, maintaining the efficiency and integrity of the traditional format.

STUDY GUIDE FOR STUDENTS AND PARENTS

HOMework (GRADE 4 TO GRADE 12)

At Meltho International School, homework is an essential part of the curriculum. Homework is not an opportunity to learn new material. Homework is designed to provide an opportunity to practice and reinforce concepts taught each day. It is an essential part of the learning process.

Students in Grade 4 and above **should plan to do some homework every day**. Homework includes both written and study assignments. The time needed to complete homework varies from student to student and from year to year. On average, a student in Grade 4 need not work for more than one hour per day after school, and an average student in Grade 11 should be able to manage with two and a half hours per day. For best results, students must do the homework assigned on the day they were given the assignment, even if it is not due the next day.

One day in each week, students in Grade 4 and above have written examinations. Students are not asked to present homework for that day, if assigned only the day before.

Additionally, students are expected to use part of their weekend to revise what they learned the previous week.

SCHOOL DIARY (GRADE 4 TO GRADE 12)

Students must enter all information regarding what has been covered in class and what is to be done for homework in **specially-designed** school diaries. Students who need guidance in this respect are advised to discuss the matter with the Student Life Coordinator or their AQC.

Students need to record what they cover in class so that they remember to study it at home. In addition, parents have a right to know what their children have done in school. Hence, every student needs a school diary. Students should know how to use their diaries and they should have them with them all the times.

To start with, copy your timetable and examination timetable into your diary as soon as possible once available at the start of the year. These should be kept updated.

Frequent checks will be made of the diaries. All information (date, subject, material covered in class, homework, date homework assignment is due) should be entered properly. When an assignment is completed, the entry may be marked as "COMPLETED" with a colored pen.

Students must use the diary provided by the school and not any other diary. This is because the school diary is organized in such a way so as to be most useful for our students. Besides, since it is the school's duty to check on students' diaries, students need to have diaries that can be checked easily, not diaries where considerable time will be needed to understand the organization used. When students organize their work through the use of diaries, their work will be more efficient. This means they can achieve a higher standard with less effort.

STUDY GUIDE

Think about the questions below:

- Do you lack motivation and academic self-discipline?
- Do you find the last afternoon of the weekend very depressing because you haven't finished the work for the first day of the following week?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No

- Do you find it difficult to start studying, so you keep postponing, and you invent something else to do every time you want to start? ☐ Yes ☐ No
- Do you feel sleepy whenever you start to study? ☐ Yes ☐ No
- Do you find that, when you are reading an assignment, your eyes go over the words while your mind wanders somewhere else? ☐ Yes ☐ No
- Do you frequently interrupt your study with phone calls, visits to the refrigerator, or with other irrelevant things? ☐ Yes ☐ No
- Do you dislike studying so much that you find it hard to get yourself to start studying or doing your homework? ☐ Yes ☐ No

If you answer **YES** to any of the above questions, then you will probably find this guide very useful.

GETTING STARTED

You cannot study without the right study aids. You will need your school diary, books, pens, etc., but most of all, you **need willpower** and **self-discipline**.

Willpower: Unfortunately, we cannot buy willpower, but fortunately we can find an unlimited supply of it within ourselves. However, we need to get it out of our inner selves and into our “willpower tank.” To achieve that, you need to be alone so you can concentrate on what you are planning to do.

Try this. It works! As soon as you have time, go to your room and lock yourself in, so no one will disturb your concentration. You say to yourself, “I am going to **build up the determination that will make me succeed**. No one in the world is going to stop me. If others can do it, I can do it better.” Stay in your room until you feel you are completely convinced and that your reservoir or “fuel tank” of willpower is full. In the future, whenever you feel low on willpower, go to your room, lock the door, and fill up your tank again.

Self-discipline: Self-discipline is, in a way, similar to willpower, yet different. Self-discipline means that you get yourself to do what you have planned to do (make sure it is always a good plan), no matter what. You set your mind to do certain tasks, in certain ways, and at certain times; if you succeed in your plans, then you are self-disciplined. **You need a lot of willpower to be self-disciplined.** When you try to practice self-discipline, you sometimes run out of willpower. You may be frequently tempted to relax and to have fun instead of working. You will have plenty of time for real fun when you finish your work! If you give in to temptation, you lose out on both learning and fun. When you feel you are giving in to temptation, you have to go fill up your willpower tank again.

Implementing the remaining part of this guide requires maintaining adequate willpower and self-discipline. Once you fill up on willpower and feel confident about your self-discipline, you can proceed to the following sections.

WHERE TO STUDY

- Preferably in a quiet room, away from the telephone, the TV, and other distractions. However, when you have sufficient willpower, you can study anywhere.
- You need a flat surface (table, desk top) and a straight chair, with a strong source of light, preferably on the left if you are right-handed. Never study while relaxing in a comfortable sofa or while lying on a bed!
- Don’t forget to have your study tools with you: school diary, books, pens, and willpower.

WHEN TO STUDY

- **Make a study timetable and stick to it.** Make sure that your study timetable includes reviewing what was covered in class on that same day. Stick to your timetable.
- **Plan the weekend.** The weekend should also be planned. You may choose to give yourself a free Thursday evening, use half of Friday and Saturday for exam preparation, and to catch up with any work that you didn't finish before.
- **Sleep early.** Your body needs about 8 to 9 hours of sleep per night.
- **The best time to do an assignment is on the same day it has been set.**

Remember that:

- When you complete the assigned work on the same day you feel “free” of the burden of work. You do not need to worry about the work still to be done, and you do not risk forgetting to do the work. You will be a happier person. Students who do their work on the same day never feel that school work is too much; students who postpone their work, do.
- Do not postpone until tomorrow what you can do today because you do not know what else tomorrow will bring. Rather than rest now and “hope” to do the work later, finish the work and then rest.
- Half of the weekend must be used to revise.
- The above advice will help you achieve long-term retention.

WHEN TO STUDY FOR EXAMS

- Regular studying will result in better grades. The night before the exam should be for brief revision, not for studying material for the first time.
- Revision for the exam should be done during the weekend before the exam. If you work late the night before the exam, your performance the next day will be lower than if you were properly rested. Pretend that the exam is on Saturday morning and learn everything very well during the weekend. Only brief revision will then be necessary the night before the exam, and you can go to bed early. When you come to the exam fully rested and alert, your efficiency will be higher and your exam performance will be better.

WHAT TO STUDY

- **Make good use of the school diary**

In your school diary, and for every lesson, enter the following information, using the codes given:

S: Subject (e.g. English, science, etc.).

C: Exactly what was covered in class (e.g. pages 35-38, not “algebra book”).

H: Homework assignment: (e.g. q. 1, 3, and 12. Or: study definitions on pages 35-38.)

D: The date on which the assignment should be handed in.

- **Know exactly what you should learn**

Are there sections omitted? Are there points or definitions to learn? Is there an assignment to be read? It is impossible to study well if you do not know exactly what you have to study.

- **Make best use of the CA tests**

The results of these tests give you exactly which concepts you do not know and the PrepList helps you learn what you have not yet mastered. Copy these concepts down and learn them. If you cannot learn them sufficiently during the study time, spend more time on them later on, alone, with the help of an On-Demand Tutorial, or in study groups. When you know the essential concepts, you will do better in all exams and without them you will not understand new material.

If you need help, see the Director, your AQC, or you may ask for help from the SLC or Academic Prefects as needed. They will arrange for you to join a study group in which you can solve your

problems. Remember that the **CA** alone counts as 20% of your grade for the whole year, i.e., it carries more weight than an entire term.

HOW TO STUDY

- Do not eat or drink while studying. Eat and drink only during the time you have assigned for rest and never during study time.
- Do not make or accept telephone calls while studying, even if you need to ask questions about your studies. Leave all questions until break time.
- Avoid the use of social media completely while studying.
- Do not watch TV or listen to the radio while studying. It is extremely distracting.
- Concentrate. Never study without a pen and a notebook or a piece of paper on which to write. The best way to concentrate is to write down a summary of what you have read. When you write things down, you force yourself to concentrate.
- Set a time limit for a particular assignment. When you set a time limit for an assignment, you force yourself to concentrate.
- Set up study groups. Students are encouraged to help each other achieve the highest level possible. Students are guided to organize themselves in groups, each with a leader. A group may meet several times every week, and is organized and supervised by the prefect body. Through organized work, the group solves the problems of its members. This system not only teaches the students communication skills and to work in teams, but also has the added advantage of raising the standard of all group members. Students who need help can ask the SLC or a prefect to arrange for them to join a study group.

OVERCOMING THE FOUR MAJOR DIFFICULTIES IN STUDYING

GETTING STARTED

The first major difficulty many students face is to make themselves **START** to study. This is why a study timetable is very important. You may want to set an alarm to ring when you should start, ask your parents to help you get started at a specific time, or draw on your willpower. Use **ANY** technique to get yourself to start studying.

MAKE THE EFFORT

The second major difficulty is to get on with the work. Many students sit down to study but do not make any real effort to get going. The result is that they “punish” themselves by sitting at their desks for many hours, day-dreaming, and not learning anything. They may read but not learn because they are thinking of something else. They do not make that extra effort to concentrate, so they end up wasting time instead of studying.

GAINING SPEED

The third major difficulty is to study efficiently, i.e., doing the work in the minimum time possible. This does not mean that you should rush your work. On the contrary, you should take sufficient time to make sure you know everything well and be able to retain it.

A useful technique to improve efficiency is to time yourself for the separate tasks. Set a time limit to finish studying each paragraph and try to complete the task within the time limit. Tell yourself that you’ve got to study a paragraph in ten minutes, for example. If you succeed, try to finish the next paragraph in less time. You will find that this method often works.

DO NOT STOP UNTIL YOU LEARN

The last major difficulty that students face is to continue studying until the task has been properly completed.

Many students stop studying when they feel that they have “understood” what they have read. Understanding is not studying; it is only the first step in studying. The second step is to commit to memory what has been studied. You should not stop studying until you can close the book and repeat without error what you have studied.

Many people fool themselves into believing that because they are “smart” they do not need to memorize, and they should stop studying when they feel they “understand” the material. Memorizing requires understanding first and makes it more efficient to recall knowledge.

It is very difficult to memorize something you don’t understand (e.g. try memorizing a paragraph in a language you do not understand as opposed to a paragraph in a language you speak well). It is always easier to memorize what you understand. **To study means to commit knowledge to memory in such a way that you not only understand what you read, but that you will remember it when you need it.** Before stopping your studies, test yourself: never stop studying before you can accurately repeat what you have studied without looking at the book.

In order to concentrate you can try one of the following techniques or find some other technique that works for you.

- **Write:** Use a pen and a notebook to write in. Summarize the content you have studied by writing down one key word for every sentence you read. Write down the definitions that you should learn. Writing is the best way to concentrate.

Try to write down two sensible sentences while you are thinking of something else: You cannot! When you write, you have to concentrate on what you write. When you write down the essentials of what you study, you force yourself to concentrate on it. However, it is possible to read and to think of something else. If you write things down you have to concentrate on them **so you understand and learn them.**

But how would one concentrate through a whole assignment that has to be learned (e.g. of social studies)? Well, try the following:

- **Divide and Conquer:** The easiest way to break a bundle of sticks is to break them one stick at a time. Tackle an assignment one paragraph at a time. Pretend there is only one paragraph to study, not a whole assignment. Study it well, summarize it, and check that you can repeat its contents. It is easy to study one paragraph. When you finish studying the first paragraph, move to the second. And so on!
- **Summarize:** Every paragraph has a “purpose.” Sometimes a sentence in the paragraph, called the “topic sentence,” gives the purpose. The topic sentence could be at the beginning of the paragraph or towards its end. Read the first paragraph thoroughly, a sentence at a time and as many times as necessary for you to understand everything in it. Try to come up with a “key word” for each sentence. Then try to combine these key words so you summarize the paragraph in your own words in one sentence (or two at most). The sentence should answer the question “What is this paragraph about?” **Write down that sentence.**
- **Make Notes:** In a special copybook, write down a sentence that summarizes the paragraph. Move on to the next paragraph, repeating the same procedure. When you finish the assignment, you’ll find that you have produced notes that summarize the whole lesson.
- **Memorize:** It is not sufficient just to understand the material and make notes about it. The next necessary step is to learn the summary. Read your summarized notes over and over again, preferably aloud, until you know them well. Write down the work you have learned, without

looking at the book or the notes. **When you can do that, you can safely say that you have studied sufficiently.**

Remember: It is not enough to understand. You should not stop studying before you check that you have learned the essential facts. If you are unable to repeat the lesson immediately after studying it, you will not be able to answer questions about it in the exam several days or weeks later.

STUDY SKILLS YOU NEED TO MASTER

Material that you study falls into one of two categories: 1) items that are simple to understand, and only need memorizing, like names, dates, and how simple things work; and 2) those that need deeper understanding and require you to develop skills in addition to memorizing, like remembering the proof of theorems, derivations of formulas, solving word problems, summarizing, writing compositions, etc.

CONCEPTS REQUIRING MEMORIZATION

There are lots of things that need memorizing: terms and what they mean, as in science or social studies; names and drawings; definitions and theorems in math; dates and major events in history; etc.

As explained above, it is very difficult to memorize things “parrot fashion” without understanding. It is easier to remember a definition if you understand the meaning and significance of each word in it.

Memorizing requires special techniques:

- Memorize with understanding.
- When trying to remember a sequence of sentences in a paragraph or the details of an argument, look for the main ideas and how they are connected, then remember the sequence.
- When memorizing names, as in biology or geography, try to invent ideas or mental pictures that connect the names to what they stand for (mnemonic devices).
- Learn in relative short bursts rather than in very long sessions. Having short breaks is useful.
- Use more than one sense. Use more than one sense or way to get the information into your mind. The more “functions” you use to fix information into your brain the more likely that you will learn it well and remember it for a longer time. For example, when you read aloud, the information is fixed in your brain in three ways:
 - Through your eyes, as you look at the words.
 - Through “processing,” as your brain orders your mouth parts to move.
 - Through your ears, because you hear it. When you “speak out” words, you remember them more thoroughly than when you only think about them. Try it.

Another very useful technique is to write down what you want to learn. Writing a word down involves two more imprints into your memory because you write and you see. Again, experiments and experience show that people are less liable to forget things which they write down.

• **Revise frequently**

When you first “remember” something, it is stored in your “short-term memory store” in the brain. The information will stay there for a short time, maybe long enough for you to remember it when taking the exam one day later and maybe not. Such short-term memory has very little use. What is important is to anchor the information in the long-term memory locations of your brain. For this to happen, you must revise the information many times.

- One technique is to revise the information every day for a number of days, or whenever you find that you are about to forget it.
- Another technique is to write the points you need to remember on cards that can be placed in

your pocket. Whenever you have a spare minute, take out a card and look at it. Try to repeat the information on it without looking. Once you feel you know it well, start looking at the second card until you thoroughly learn its contents, and so on.

- A more sophisticated technique is to record the summarized information on a tape, and whenever you have time you can listen to the tape using earphones (so you don't disturb others). It is even better if, while listening to the tape, you read the information at the same time. Students may think there is no time to revise frequently. Actually, if frequent revision is done at the right time, studying will take much less time in the long run.

CONCEPTS REQUIRING THOROUGH UNDERSTANDING

You must have encountered many difficult concepts. A concept appears to be difficult to understand when it includes many sub-concepts, or steps, to remember at the same time, and you have **not yet committed these steps to memory**. In this case, spend more time studying the concept. **Read (with full understanding) many times, and slowly the concept will become less difficult.** If you have a friend with whom to study, it will seem easier. It can help to improve your understanding if you have someone to talk to. **This back and forth exchange of ideas is one of the best techniques that anyone – from primary students to top scholars – can use to improve their understanding of difficult concepts.**

Depth of understanding comes when you saturate a concept with thought. Exchanging ideas is one way to think more about a concept. Sometimes, however, you should think alone. The more you think of a concept, the more your understanding of it will improve. In mathematics and science, the more questions and problems you solve, the deeper your level of understanding becomes. However, you cannot attain depth of understanding if you cannot remember the essential facts, or if you can't understand the simple points. The skills mentioned above are extremely essential.

• What to do when you stop understanding

While studying, you may reach a stage where you stop understanding new material. When this happens, you should go back in the course as far as necessary to the point where you start understanding again. You stop understanding when you forget a concept which is important to understand what comes next. Unless you go back when this happens, progress is halted. Do not forget this essential rule:

Whenever you stop understanding, go back to the place where you can start understanding again. Do this as frequently as necessary.

Studying Mathematics

Some students think that if they understand a lesson in class, it is not necessary to study it at home, and all that is required of them is to solve homework problems. They couldn't be more mistaken.

More in the case of mathematics than any other subject, it is not sufficient to understand, and it is important to remember. Memorizing is necessary.

The following steps should be followed in studying math:

- Know the objectives. Know what it is that you are trying to learn.
- Understand then learn all definitions, theorems, and solved examples.
- Every condition in a definition or theorem is important. As you read through a definition, try to know the purpose of each word and condition. Once you fully understand the definition, memorize it.

The same thing applies to proofs:

- You need to understand the purpose of every step and then you need to learn it.

- Study the examples solved in the book until you can solve them in the same way as the book without looking at the solution. If you discover new ways of solving a problem, check them for correctness.

NOW try to solve the homework problems. You will probably find most of them to be easy.

If you have difficulties with some problems, do not give up on them easily. Some problems require a lot of thought. You cannot become good at solving problems in mathematics unless you spend a lot of time thinking. Memorizing should be done in frequent short bursts, but problem-solving requires long spans of concentration.

WRITING ESSAYS

- **Read and understand the title thoroughly**

Analyze every important word in the title. Make sure you understand the essay title. Think of the purpose of your essay (what are you trying to say, and to whom). Very often students fail because they do not understand what is required.

- **List the ideas**

Make a list of all the ideas or points relevant to the subject. When listing points, take into consideration the time limit that you have and the essay length required. List these points in any order that comes to your mind. If the essay is in literature, biology, etc., you need to know your facts well.

REMEMBER: The best essays are written by students who know their facts very well.

- **Make an outline**

Organize the list of points into a logical order: produce an outline. Every essay should have an introduction, a body, and a conclusion. Decide on which points you want to include in each section. (Examiners are always impressed by an interesting introduction and an original conclusion to the essay.)

- **Write**

Write the essay and expand the outline. While writing, do not hesitate to include new points that you might have forgotten to include in the list of points, but make sure that they are relevant and that they are included in the right place. At the same time, drop any points which, on second thought, appear to be irrelevant.

- **Revise and proofread**

Reword ideas that are not expressed clearly: Use more effective words. Reorder ideas if necessary. Check your spelling, punctuation, capitalization, and grammar. Whenever possible, let a friend read your essay and critique it. Why should you settle for a low mark when you deserve and can obtain a high one?

Finally, remember that many students have already used the above techniques and have succeeded. If others can do it, so can you. If you have the willpower, it can be done. If you do not, you can give yourself this power.

Exercise: As an exercise in studying, study and summarize this unit. (Hint: pay particular attention to the words which are written in boldface letters and in italics.)

STUDYING FOR CA TESTS

It has been recognized that the formation of gaps in student learning hinders their progress and may reach a level that negatively affects their university education potential. The SABIS® solution is to stop these gaps from forming. This can be achieved through the SABIS® Continuous Assessment (CA).

The CA is the means we use to monitor the learning process. It consists of tens of thousands of concepts – and at least twice as many more questions – in the various fields of academic knowledge, selected by many specialists over several decades. This sophisticated product of effort and thought, aided by the speed and accuracy of modern computer technology, detects gaps in knowledge as soon as they form, permitting **immediate corrective action** and the formation of a solid structure on which future knowledge can be safely built.

Gaps always form. The difference is that in the SABIS® Educational System, practically every one of these gaps is detected. Corrective action follows. The result is a structure of knowledge with no gaps that allows virtually all our students to join and succeed in the most competitive universities in the world: **our students' results and university entry are clear evidence of that.** Our students do so well not because only top students join our schools, but because the system – of which the CA is a fundamental part – enables “ordinary” students to attain **extraordinary** levels of learning. This requires their dedication as well.

WHY A SCORE OF 70% ON THE CA SHOULD BE THE MINIMUM SCORE



This section explains the methods which we use to monitor the progress of the **process of knowledge-building**.

The building process for each subject can be divided into two parts:

- Basic, simple concepts, which include definitions, terms, and fundamental concepts that form the “building blocks” that need to be woven together to form the body of knowledge of the subject. Without the knowledge of these basic concepts, it is not possible to manage the rest of the course. In theory, 100% of these concepts should be learned by all students. However, learning 100% of these concepts does not guarantee that the students will be able to tackle the higher levels of knowledge of the subject (problem-solving etc.). In short, these concepts are necessary but not sufficient.
- Higher level skills (analysis, problem-solving, applying concepts to new situations, etc.). This part of the course requires thinking and problem-solving skills and is best improved through individual practice and in group work. Students learn various thinking techniques and problem- \rightarrow -attacking strategies from each other, as well as from teachers who may be present during study group sessions.

To ensure success, any process of building requires monitoring. Teaching is a process that requires careful monitoring because the “building” is invisible. Our monitoring takes place in two forms of testing:

- The SABIS® Continuous Assessment (CA): This type of testing exhaustively (not randomly) checks the learning of basic concepts of a subject (let us call this knowledge type A for further reference), using straightforward, multiple-choice questions.
- Written tests: These test applications of the basic concepts. Testing these uses questions that range from the direct to the more (and most) demanding. These are type b levels of cognition.

Students are expected to study the material at the rate at which it is covered. The new simple concepts of the week (type A) are tested on a weekly basis. After the test, we give the students one-sentence descriptions for every single concept tested and their result (right or wrong), so that they know which concepts they already know and which ones they need to focus their effort on to learn correctly.

The amount of work on our part (teachers and administration) to prepare the work and follow up on it in this manner is huge and most probably unique to our schools. The extent of listing and monitoring every basic detail of every course is our normal practice. In addition to that, we have managed in most courses to produce “sample questions.” The sample questions show by example (rather than only by a one-sentence description) what the concepts of the week are. For example, if a concept has the description “To find the acceleration, given mass and force,” the sample question would be “A net force of 20 N acts on a body of mass 4 kg. Find the acceleration.” In addition, the sample question would be almost identical to the CA question. If the CA question is a simple problem, as this example is, the sample question may be exactly the same wording but with different numbers. If it is a definition to be stated, the sample question asks for the definition, while the CA question will give a number of sentences out of which only one is the correct definition. In other words, learning these sample questions should practically ensure basic concepts mastery.

Sample questions exist in mathematics of grades 4 to 11, chemistry, economics, biology, physics of grades 10 and 11, and sciences of grades 8 and 9. When students finish studying the material covered during the week, they should go over the simple sample questions and answer every one of them. Anything they cannot answer they can study in the book again, ask the teacher, or solve in a study group.

Students who demonstrate that they have learned an insufficient number of concepts may be asked to stay during the SLO Period, and, in higher classes, one hour after school, so that we can re-teach them these concepts and retest them to make sure that they know at least the minimum. Peer tutors play a major role in this process.

In the courses where sample questions are provided, **the minimum acceptable level for a CA exam score is 70%**. Occasionally, the administration may lower the limit, if we believe that the time, the number of questions, or their nature justifies it.

At a level of 70% on such tests reasonable? Yes, for the following reasons:

- Every one of these questions is a simple question that requires simple studying.
- The students have practiced all the questions, why should they not attain even 100%?
- If they cannot attain 70% on the simplest type of questions of one week’s work, what mark can they then obtain on the written exam which tests the work of several weeks, and includes questions testing more than one concept? And what will they do in the end-of-term exams? Or in the end of year final? Or at the end of two years, when they have to be tested on all the details of two years of work in an external exam?

In the courses where sample questions are not available, the limit may be lower than 70%; it varies from week to week, depending on the number of questions and their level of difficulty.

STUDYING USING PRELIST

The Digital Platform includes the PrepList feature. This feature provides students and parents with a list of Failed Essential Concepts that the students should master. After completing an CA or Periodic Exam at school, your child will most often be directed to complete a PrepList Session during the available exam time. This PrepList session contains essential concepts in mathematics and English that the student has already encountered and not yet mastered. This list of failed concepts is

refreshed every night to reflect the student's daily performance.

If we are ready to spend so much time and effort preparing our students, we think that it is fair to ask the students to study on a daily basis to better their learning. This way, our monitoring will not be disrupted, and someone who can otherwise obtain an average of 75%, will be able to obtain an average of 90%, not by working harder, but by working in an organized manner: "mart" work as opposed to only hard work.

RULES AND REGULATIONS

AGGRESSIVE BEHAVIOR

Bullying of any form (physical, verbal, and/or cyber) will not be tolerated. Students who bully others are liable to be expelled from school. Students may never take matters into their own hands and bully other students in any way. If a student is being wronged or harassed by other students, (s)he should report the incident to the SLC and not take direct action.

Rough play is not acceptable at any time, neither is bad language even when provoked.

ATTENDANCE

- Students cannot be absent from school unless they are too sick to be in school. Parents may not give their children excuses to stay away from school. If situations arise where parents consider it necessary to keep their children away from school, they must obtain permission from the Director.
- Students who are absent must present an acceptable excuse before they are allowed back into class. A note from a parent which does not give an acceptable reason for the absence does NOT constitute a valid excuse; otherwise, the absence will be counted as unexcused. Parents should consult the administration before keeping their children away from school. An accumulation of unexcused absences will have serious consequences.
- Any student who does not participate in a Physical Education lesson for any reason must bring a note signed by a doctor or a parent giving the reason for non-participation. The note – like all notes sent by the parents to the school – should be handed in to the Student Management Coordinator, not to the teacher.
- Students are not permitted to leave school during school hours (including breaks and free periods with no academic instruction) unless they have a written permission from the Student Management Coordinator (SMC) or the Director.

BUSES

While on the bus, students are required to sit quietly in their assigned seats and have their seat belts fastened at all times. Eating and drinking is not permitted. For everyone's safety, the driver must be obeyed. We recommend that students use their time on the bus for reading.

CLASSROOM BEHAVIOR EXPECTATIONS

- Arrive to class prepared to work and remain on TASK!
- Never use offensive or bad language. Be courteous!
- Keep the classroom clean and tidy.
- Remain in your assigned seat unless you are given permission to get up.
- Food and beverages are strictly prohibited in class. No gum. Only water is allowed.
- Make an honest attempt to cooperate and participate in all activities.
- Refrain from talking while a teacher or student is speaking.
- Follow directions the first time they are given.
- Raise your hand if you wish to speak.

- Only communicate in English.
- Respect the property of others.

CO-EDUCATION

Meltho International School is a co-educational school. However, Meltho International School is a conservative school operating in a **conservative country**. No physical contact between boys and girls is permitted, inside or outside of the classroom. Older students coming from more liberal schools must clearly express their willingness to comply with this rule before they can be accepted in the schools.

The display of any religious or political symbol is strictly forbidden. A religious obligation may be accepted in allocated places only if it does not conflict with the curriculum and the rules and regulations of the school.

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

DISCIPLINE

A high standard of discipline is expected in the school. Offenders are liable to be given a period of detention, within school hours, after school hours, or during weekends. Punishments given by the school are mandatory and no exceptions will be made. Consequences are intended to be corrective measures.

When students get three or more detentions in a span of ten consecutive school days, they may be required to come to a Saturday morning detention. During this detention time, they have to study if their infractions are academic and are, although not required, strongly advised to study even if the reasons are all behavioral.

Students will be held accountable for any behavior, whether it is inside or outside the school that the administration feels reflects badly on the student, other students, the school or its reputation.

- Talking in class. Students should pay attention in class, and follow the teacher's instructions. They cannot talk unless they are given permission to do so by the teacher. To ask for permission a student should raise his/her hand, and wait until permission is granted.
- Homework. In Grades 5 and above, students are expected to study assignments and do homework. Failing to study or present complete written homework assignments on time may result in measures taken. Copying homework is an even greater offense than not doing it. The above is also applied to Grade 4, as of Term 3.
- Eating and drinking are not allowed in classrooms or within the school administration buildings.
- Students are expected to help keep the school clean and free from litter. They must use the trash cans provided.
- Students must not run or play inside any building; it is both a nuisance to other students and staff and can be dangerous.
- Unauthorized students must not linger in or pass through the administration areas.
- Students are expected to respect school property as their own. Students are not allowed to sit, write on, walk on, or in any other way damage or deface tables, desks or other school property.

ELECTRONIC DEVICES

It is not permitted for students to use, or even have in their possession, mobile phones (this includes calls and/or text messages), iPads, or any electronic devices during the school day (i.e., from the time they arrive at school in the morning until they leave.)

Mobile phones used by students during school hours will be confiscated and returned to the parents.

Should this recur, the phone will be confiscated until the end of the term.

In cases of emergency, students are allowed to use the school phones after obtaining permission from any of their AQC, SMC, or the Director.

The school adopted the use of E-books, students are allowed to use tablets for instructional purposes only.

EXAMINATIONS

- Graded exams: Every student from Grade 4 upward takes at least two Periodic Exams every week, and these in general include written sections as well as multiple-choice questions. The exam papers are graded and the written sections are given back to the students within a week. Students should show these graded papers to their parents.
- On examination days, students must be ready near the examination room at least 10 minutes before the scheduled time for each exam.
- Once in the examination hall, students must go immediately to their assigned seats, sit down facing the front, and wait for instructions. They must not start the exam before instructed to do so.
- Students must obey all instructions given by the proctors and set in the exam regulations.
- Absence from an examination: A student who misses an examination must present a valid and acceptable medical certificate, detailing the reason for absence to the Student Management Coordinator.
- Make-Up and re-take for Periodic Examinations:
 - Grades 9 and below: In general, make-up examinations for students who have missed an examination are not given unless the administration decides that such an examination is necessary.
 - Grades 10 and above: In general, make-up examinations are given unless the administration decides otherwise.

In all cases, the make-up examination will be at a higher level of difficulty than that of the original.

- Books, papers, and calculators are not allowed into the examination hall unless otherwise specified.
- Grades 5 and above: all written answers must be in blue or black ink; pencils are only to be used for multiple-choice answer sheets and diagrams on the written parts of exams.
- Correction fluids may not be used.
- Borrowing is not allowed in the examination hall.

Cheating or assisting someone to cheat is a serious offense which will result in serious administrative action based on the school's written policy.

- No bags may be brought into the examination hall.
- Students may bring into the examination hall only:
 - Material required for the examination
 - Suitable material to read if you have both finished and checked your exam before the end of the allotted time (but not before half the time of the exam has passed).

The material must be placed immediately under your desk upon entering the examination hall and must not be opened until your examination script has been collected. You may only bring a pen and/or pencil to the examination hall as you will sit for a PrepList session if you have both checked and finished your exam before the end of the allotted time.

- No communication of any form is allowed between students in the examination hall.
- Students must stop answering an exam immediately when instructed to do so at the end of the exam. Taking unauthorized additional time will result in serious consequences.

MISSING EXAMS POLICY

Absence from Exams in Grades 10, 11, and 12:

Any student who:

- in any term has only one periodic exam mark where the class has had 2 or more
- and has missed a scheduled make-up exam for the missing exam(s), will, at the end of the term, be assigned the grade of the final exam as the grade for the missed make-up. In addition, if a student misses the end of term final exam, the student will have an incomplete subject result until this final exam has been sat (Only one chance will be given for a make-up).

Attendance and University applications

In cases where universities require information from the school concerning attendance, the school will state the following:

- For an absence rate of between 15% and 25%, attendance will be stated as Poor attendance;
- For an absence rate of 25% or more, attendance will be stated as Unsatisfactory attendance

During these three critical years, absence from school and absence from exams can only have escalating detrimental effects on the students' academic progress and we would ask parents to ensure that their children do not stay away from school for any reason other than an important medical issue or a true family emergency.

IMPORTANCE OF SUBJECTS

All subjects taught are important. The Administration cannot accept the view that certain subjects are considered as unimportant and therefore "excuse" the student from doing the required amount of work needed for them.

It should be noted, however, that some subjects are given more academic weight than others. Neither the total average nor the average of a single subject with several sub-sections can be obtained by simply taking a straight average. Different subjects are given different coefficients, and the averages and reports are produced by administrators with the aid of the school computer.

LABORATORY RULES

GENERAL RULES

- When going to the laboratory, make sure you bring all you need (notebooks, pencils, etc.)
- No running, rushing, or walking around.
- No talking except when permitted.
- Keep the floor clear of any obstacles.
- Do not eat, drink, chew, or put anything in your mouth, e.g. pen whilst in the lab.
- Do not litter. Keep your laboratory clean and tidy.
- Do not write on benches, notice boards, walls, etc.
- Follow all directions exactly as given by your teacher.
- Handle all apparatus with care. You will be charged for any damage you cause.
- When leaving the laboratory, make sure you are not carrying anything that belongs there.
- Keep your bench tidy all through the experiment and when you finish. Do not leave pens, pads, etc., lying around.

- Perform only those experiments assigned to you by your teacher.
- Only science classes and laboratory sessions are to be held in the laboratory.

CHEMISTRY LABORATORY RULES

- Safety glasses should be worn during all practical classes.
- Read all labels before opening any container.
- Always open bottles etc., with care and replace lid immediately after use.
- When heating liquid in a test tube, use a water bath rather than heating it over a Bunsen burner.
- In laboratory work involving the heating of test tubes, never look into the mouth of the test tube while heating it and never point the mouth of the tube in the direction of any other person during the heating process.
- Never lift bottles by the neck.
- Always wash your hands after using chemicals.
- Never use a naked flame to heat a flammable liquid, e.g. alcohol.
- Chemicals should not be pipetted by mouth; always use pipette filler.
- Never force a glass tubing into or out of rubber stoppers or tubing. A small amount of glycerin or Vaseline is recommended as a lubricant. Always ensure that your hand is protected by a cloth.
- Do not cross-contaminate containers.
- Regard all laboratory chemicals as poisonous. Chemicals should never be tasted unless as instructed by your teacher. If you get something into your mouth, spit it out immediately, wash out your mouth with water and report the accident to your teacher.
- Test for odors of gases by wafting your hand over the sample and sniffing cautiously.
- Never handle corrosive liquids (e.g. concentrated acids) unless specifically instructed by your teacher.
- Spillages should be cleared immediately after consulting with your teacher.
- Be aware of the location of the first aid kit, eye wash bottle, fire extinguisher, blanket, and emergency exit.
- Any accident or injury, however slight, must be reported immediately to your teacher.
- Hazard symbols should be known by all students.

PHYSICS LABORATORY RULES

- You may touch apparatus only when asked to do so by the teacher.
- Behave safely. Be very careful with electrical appliances and wiring. Do not look directly into a strong source of light, etc. Comply with all instructions when handling dangerous substances (mercury, copper compounds, lead compounds, and inflammable gases).

LEAVING THE SCHOOL CAMPUS

- Students are not allowed to leave school during school hours and that includes morning breaks, lunch breaks, and free periods. It is a major offense to leave school before the end of the school day without permission from the Administration.
- Students are not allowed to wait or stand outside the school gates. Students are not allowed to have visitors at any time (this includes breaks).
- Primary school children may not leave the school campus unless they are collected by their guardians, as per our school regulations, or a person assigned by the guardian(s) to collect them.

LUNCH

Students who take lunch in the cafeteria must:

- Be punctual
- Line up at the counter
- Throw all trash in the available recycling containers
- Talk quietly
- Always sit properly in their seat
- Not take food outside the cafeteria

MEDICAL

The school doctors are available in the clinic from 7:30 a.m. until 4:30 p.m. Sick students should stay at home. Students who start to feel sick during the day may report to the doctor. The school doctor reports students who appear to become sick too frequently to the administration. All medicines and prescribed drugs must be registered with the school doctor.

PUNCTUALITY

- All students are required to attend line-up at 7:45 a.m.
- In the morning, the second bell rings at 8:00 a.m. All students must be in their assigned seats before the second bell rings so that no class time is wasted.
- After breaks, there are always two bells. Students should be in class on time and in their assigned seats before the second bell rings.
- Late students cannot be admitted to class without a permission slip signed by the authorized supervisor. Late students should not go directly to class; instead, they should report to the SMC, who will decide when they can be admitted to class. Parents of students who are frequently late may be asked to see the Director in order to discuss the problem.
- There is no break between consecutive lessons. Students must remain in their seats. If they have to move to a different classroom, they must do it promptly.

SCHOOL DECISIONS

Students must accept school decisions in all matters, whether these are included in these rules or not, since it is not possible to include all details in any written document.

Students who find any of the above rules unacceptable or refuse to follow them, are advised to contact the administration as soon as possible.

SCHOOL UNIFORM

All students must wear the uniform and should look neat and clean. Boys should have short hair. Girls should not wear make-up, nail polish, or excessive jewelry, and should tie their hair back (if beyond shoulder length) at all times. We expect our students to wear the school uniform during all school hours as well as school activities/functions requiring such attire. In addition, they should maintain modest, neat, and clean appearance at all times.

Some students argue that they would like to “express their individuality” by looking different. Such students should realize that external looks are not the basic qualities that make up individuality. We can mold a statue of wax to look like any person we want, and we can give it any external looks we choose, but this does not make it an individual or give it a personality.

Personality and individuality are determined more by what people know, how they think, and how they feel and act towards other people than by the way they look. We would like to minimize the impact of superficial qualities and emphasize differences that arise from better education, high moral standards,

and good citizenship. Students can look different while appearing neat and respectable, and they can show how truly different they are through their original thinking, deeper knowledge, and better understanding of other people. We expect our students to show that they are different by acquiring better qualities rather than superficial looks.

A student who joins this school must adhere to the dress-code and not break the rules.

UNIFORM FOR GIRLS

- White polo shirt bearing the school logo
- Plain, light gray trousers, skirt, or maroon shorts bearing the school logo. Leggings are not allowed
- Black leather shoes
- Sweaters, if required, should be maroon with the school logo

UNIFORM FOR BOYS

- White polo shirt bearing the school logo. Boys in the secondary school may not wear shorts or Bermuda shorts
- Plain, light gray trousers bearing the school logo
- Black leather shoes
- Sweaters, if required, should be maroon with the school logo

Students who go on school trips represent the school; if they dress or behave inappropriately, it will reflect negatively on the school and all its students.

If students are unsure of the suitability of their clothes, they should check with the Administration rather than come to school in clothing which may be considered inappropriate.

SMOKING AND OTHER BAD HABITS

- Students are strictly forbidden to smoke, both inside and outside school. Smoking is forbidden because it is harmful, and it is as harmful outside the school as it is in it.
- Possession of controlled substances (e.g. tobacco, alcohol, and drugs) is strictly forbidden. Students in possession and/or under the influence of any of these substances may be either suspended or expelled.
- Chewing gum is strictly forbidden in school.
- Playing cards is not allowed in the school. Students may always take up a more productive, recreational activity.

TIDINESS

Students are expected to keep their classrooms and school clean and tidy at all times. Trash must be disposed of in the cans provided. Students should also look tidy and clean at all times.

VALUABLES

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

Also, please note that we are only able to accept certain items for delivery to students in their classroom after school has started in the morning.

We are only able to accept items directly related to school work or which are necessary for the student to get through the day. These are:

- School books
- School materials (pens, pencil-cases, etc.)
- PE uniform or kit
- Lunch box or food sufficient for one person (Note: all items of food must be securely and hygienically wrapped.)

We will not accept:

- Cash
- Large quantities of food (see above)
- Electronic devices of any sort
- Items of casual (non-uniform) clothing
- Jewelry
- Any item considered to be of significant monetary value

The school reserves the right to refuse to accept any item which it deems to be unsuitable, inappropriate, or unnecessary.

RECEIPT OF STUDENT-PARENT HANDBOOK

Please sign and return this page to school within five school days. Your signature means you have received this handbook, read it, and agree to comply with all the provisions herein.


Student Name -----

Level and Section -----

Parent Signature -----

Date -----

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