



DBS ADMISSION POLICY

In line with Dasman's nondiscriminatory policy, admission is conditional upon successful Admission Test results and availability of place, regardless of gender, nationality, religion, or race.

Admission to DBS is based on several criteria, to ensure the readiness of the learner to study in the school bilingual program:

- Age: (Upon Ministry of Education's Age Scale)
- Space Availability
- Admission Test
- Schooling History
- Performance in interview / Observations
- High School Credits
- Behavior reports
- **Selection Criteria:** Academic and social development are the primary considerations for admissions.
- **Priority Order:** Vacancies are prioritized for:
 - Siblings of current learners.
 - Children of alumni.
 - Staff members' children.
 - Children of new families.
- **Waiting List:** Learners meet acceptance criteria but not admitted due to filled vacancies are placed on a waiting list.

Ministry's Age Scale

- Pre-K: 2 years and 6 months on or before 15/9 of school year.
- KG1: 3 years and 6 months on or before 15/9 of school year.
- KG2: 4 years and 6 months on or before 15/9 of school year.
- G 1: 5 years and 6 months on or before 15/9 of school year.
- And so on, through Grade 12

ADMISSION ASSESSMENT POLICIES

ASSESSMENT PURPOSE

- **Admission Assessment Goals:**
 - Determine if the learner is developmentally ready for school.
 - Assess whether the learner possesses the basic skills required for the grade level.
 - Evaluate the learner's ability to cope with a bilingual educational program.
- **Assessment Components:**
 - **Subjects tested:** English, Arabic, and Math.
 - **Skills assessed:**
 - **English and Arabic:** Reading, writing, and oral language skills.
 - **Math:** Basic grade-level mathematical skills.
- **Grade Level Adjustment:** Assessments become more formal as the grade level increases.

ASSESSMENT DATES

After completion of filling application for admission in full, and meeting all the basic qualifications, the registrar will inform the parents of learners applying to grades (Pre-K – G12) about the suitable dates and times for the interview/assessment.

RE-ASSESSMENT

Upon the parents' request and with the Superintendent's approval, a maximum of one re-assessment will be allowed for a learner, in which case fees will be applied.

ASSESSMENT DECISION

Assessment decision will be made by the Superintendent after obtaining the principal in each division after careful review of the results of the admission test, recommendations made by the examining teachers, and the previous school's academic and behavior records.

ASSESSMENT RESULTS

Grades 1-12 assessment results will normally be provided to parents two days after the assessment. Preschool parents will be advised of admission results one day after assessment. This is done through the Registration Office.

Parents will be notified of the decision, which may be one of the following:

- Full Acceptance
- Probationary Acceptance
- Waiting List Acceptance
- Denied

Learners may be denied admission or asked to withdraw for any of the following reasons:

- Behavior concerns

- Low English proficiency
- Low academic level
- Other reasons which, in the opinion of the administration, may be in the best interest of the learner.

CONFIDENTIALITY

DBS reserves the right to deny admission to any learner without stating the reasons, to maintain the confidentiality of references given by the learner's previous school, or when the school officers believe that it is in the best interest of the school or the learner to do so.

ALTERNATIVE GRADE LEVEL

- Learners who do not pass the entrance assessment for their applied grade may be admitted to a lower grade level.
- The decision is based on the learner's previous records, age, and abilities observed during the assessment.
- Families have the option to accept or deny the school's offer.
- Once the family accepts the offer, they cannot request a grade change later.

ADMISSION CRITERIA FOR DIVISIONS

Early Years Division (Pre-K – KG 2)

No assessment given in Arabic for KG applicants

Pre-K:

- (Pre-K) level is available for learners who are 2 years 6 months, on or before 15th September of the year of entry.
- Assessment based on motor skills and social maturity. Interview conducted by KG Department.
 - Toilet trained.
 - Each interview lasts approx. 30 to 40 minutes.

KG 1

Learners will have a screening assessment in Arabic only to determine if the learner is:

- Emotionally ready for Pre-K or KG1
- Assessment based on fine motor skills and social maturity.
- Kindergarten is preferred for entry into first grade. For entry into kindergarten1, a learner should be 3 years 6 months, on or before 15th September of the year of entry.

- Toilet trained.
- For Pre-K and KG1 competency in English is not required

KG 2

KG 2: Assessment based on academic fluency and social maturity.

- Emotionally ready for KG2
- For entry in kindergarten 2, learners should be 4 years 6 months on or before September 15th of the year of entry.
- Academic Fluency Tested (Alphabet, Numbers)
- Each interview lasts approx. 30 to 40 minutes.
- Toilet trained.

Elementary: Grades 1-5

- Learners should be 5years, 6 months on or before September 15th of the year of entry into first grade.
- Learners seeking entry in Grades 1 -5 will sit for entrance tests in Arabic, English and Math.
- Woodcock Johnson Assessment Test given in English
- Behavior report required from previous school (No admission given to learners with poor behavior report)
- Arabic Test Scoring: Minimum admission result – 25 correct out of 50
- English Test Scoring: Maximum of 1 grade level below may be accepted (English).
- English Test Scoring: 2 years or more below grade will be considered for LSU (assessed by school psychologists)
- If learner passes one test and fails the other (English/Arabic), he or she will get opportunity to re-take the test that he or she failed in.
- Admission assessment lasts for approximately 1 hour.

Middle School: Grades 6-8

- Learners seeking entry in Middle School will sit for entrance tests in Arabic, English and Math.
- Woodcock Johnson Assessment Test given in English (group testing possible)
- Behavior Report required from previous school (No admission given to learners with poor behavior report)
- Arabic Test Scoring: Minimum admission result – 25 correct out of 50
- English Test Scoring: Maximum of 1 grade level below may be accepted (English).
- English Test Scoring: 2 years or more below grade will be considered for LSU (assessed by school psychologists)

- If learner passes one test and fails the other (English/Arabic), he or she will get opportunity to re-take the test that he or she failed in.
- Admission assessment lasts for approximately 2-3 hours.

High School: Grades 9-12

- **High School Admission Process:**
 - Learners undergo rigorous assessments in **Arabic, English, and Math.**
 - An **interview** is conducted with the principal or guidance counselor.
- **Course Selection:**
 - The guidance counselor meets with the learner and their parents before finalizing admission.
 - Courses are selected to ensure the learner meets the requirements for the **DBS High School Diploma.**

New learners are not encouraged to apply for 12th grade admission to DBS High School.

- Prior to being approved for testing, the Guidance Counselor reviews the admission file for the following:
 - a) Behavior Report from Previous School
 - b) Meet credit requirements for applying grade.
 - c) GPA of 2 and more
- Woodcock Johnson Assessment Test given in English (group testing possible)
- Arabic Test Scoring: Minimum admission result – 25 correct out of 50
- English Test Scoring: Maximum of 1 grade level below may be accepted (English).
- English Test Scoring: 2 years or more below grade will be considered for LSU (assessed by school psychologists)
- If learner passes one test and fails the other (English/Arabic), he or she will get opportunity to re-take the test that he or she failed in.
- Admission assessment lasts for approximately 2-3 hours.

LEARNING SUPPORT UNIT: ADMISSION REQUIREMENTS

- Full scale(s) IQ above 90 points.
- Students should be bilingual.
- Arabic as a foreign language (AFL) and Resource Inclusion (RI) are not offered for LSU students with individual exceptions.
- A diagnosed learning difficulty from an accredited Child Evaluation Center/ School Psychologist test with complete diagnosis and strategies. (A diagnosis of ADD or ADHD is not sufficient to enter the LSU program.)

- Students should not perform more than 2 years below grade level as they are following the same curriculum as mainstream students.
- Students with extreme behavior issues must have a shadow teacher.
- Parents must sign consent for all future testing by the school psychologist.

All new or transferred students entering the Learning Support Unit (LSU) at Dasman Bilingual School must complete a 20–30-day trial period (new students) or a semester (transferred students), with success based on specific criteria:

- No discipline reports for misbehavior, tardiness, or disrespect.
- Ability to complete assigned work and show positive behavior.
- Good attendance during the first 30 days, with absences potentially resulting in loss of placement.

LSU REFERRAL CRITERIA

LSU Referral Criteria for Students in the Special Needs Division (internal) and from outside of school (external)

Internal referral: *Transfers from SEN or Mainstream to LSU*

Parents will not be allowed to apply directly with the registrar unless recommended by the Special Needs Principal or division Principal.

Students will only be considered for LSU assessment if they meet ***all*** the following criteria:

- The student is recommended by the Special Needs Division Principal (up to the age equivalent to grade 8) or division Principal (transfer from mainstream).
- The student is in an SEN full academic class or Resource Inclusion is insufficient.
- The student is recommended by the Child Study team for a student from mainstream. It is mandatory for the student to be tested by the school psychologist for a proper diagnosis.
- The student has a full-scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of Learning Difficulty, Attention Deficit Hyperactivity Disorder (ADHD) OR Attention Deficit Disorder (ADD).
- The student's academic level is no less than two years below the grade level applied for.

External referral:

The registrar will ensure parents provide **ALL** the required documents and information before a new file is opened:

- **The student must come from a mainstream school** – parents must provide past and the most recent school report cards up until the day of application.

- The student has a full-scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of Learning Difficulty, Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).

A student with a diagnosis of Autism (moderate or severe), Global Developmental Delay, Downs Syndrome, or Mental Retardation **WILL NOT BE CONSIDERED FOR ASSESSMENT for LSU**

- The student's academic level is no less than two years below the grade level applied for (school report cards – will be verified by the Achievement Test).

Should parents provide all the required documentation:

- A file is opened
- The student is scheduled for the admission assessment (English and Arabic) as well as a classroom observation.
- The Child Study Team, led by the Superintendent, will meet and decide whether the student is accepted in the LSU program or not.
- Parents are notified and **sign consent for all future testing.**

** It is the responsibility of the registrar to inform parents that even though a file is opened, and the student is assessed and observed, it remains the school's decision whether the student is accepted into the LSU program or not.

Special Educational Needs

- Learners seeking admission to the SEN program should have a chronological age of 5 years 6 months.
- Learners with an IQ score of **70** and below are determined by the school's psychologist.
- A diagnosed learning disability* by the Public Authority of the Disabled or any accredited Child Evaluation Center with complete diagnosis and strategies.
- Basic/ functional language (English or Arabic) skills
- Learners performing three years below grade level which will be determined by the admission test.
- Learners do not represent any behavior issues that prevent them from functioning within the SEN program. Mild behavioral issues could be accepted. A shadow teacher is provided (in certain cases).
- Toilet trained.

Types of Disorder/Disabilities accepted in the Special Needs Department

Learning Disability

- Mild Autism
- Asperger's Disorder
- ADHD (attention deficit hyperactivity disorder)/ADD (attention deficit disorder)
- Down Syndrome with mild intellectual disability (IQ: 50 – 70)
- Dyslexia
- Dyscalculia
- Dysgraphia
- Dyspraxia
- Global Developmental Delay
- Mild Mental Retardation/Slow learner
- Pervasive Developmental Disorder

Communication Impairment

- Stuttering
- Specific Language Impairment
- Misarticulation
- Phonological Disorder
- Apraxia of Speech
- Voice Disorders
- Speech and Language Deviancies secondary to hearing Loss,
- Hyper nasality
- Dysarthria

Physical Impairment

- Cerebral Palsy: Diplegic and Hemiplegic
- Neurological Disorders:
 - Muscle Dystonia
 - Dyskinesia
 - Mitochondrial Cytopathy
 - Galactosemia
- Global Development Delay with Mild Involvement
- Congenital/Physical Deformity

*Learners should be able to move around independently – no wheelchair bound learners.

FACTORS THAT WOULD PREVENT ADMISSION TO THE PROGRAM

- Limited English or Arabic language skills
- Limited mobility: learners are unable to use stairs or move around school.
- Severe behavior difficulties and/or disorders

Vocational

Learners need to be 16 years old on or before September 15th of the year of entry into the Vocational program.

Learners admitted into the Vocational Department undergo several assessments that enable us to make decisions as to whether they would be accepted and in which program they will be placed.

The following is a list of these assessments:

- The Woodcock Johnson achievement test is administered to gauge learners' academic knowledge and compare it to the corresponding population in terms of age and functioning level.
- Wisc IQ Test is administered to provide data regarding the learner's intellectual awareness so that instruction material is tailored to match their needs.
- Edexcel Functional skills tests: these tests give us an idea about their basic skills in English, Math and IT.

APPLICATION PROCESS

Application forms are available in the Registration and Admission office at DBS, or you can apply online through the school website.

To apply for admission in DBS, you need to provide the following documents (only copies) along with the Application Form filled and completed entirely and signed by the parent or legal guardian:

- One recent passport size photo.
- Copy of learner's Birth Certificate.
- Copy of an Official Transcript or Report Cards from the last three years including the current school year. (Not required from learners applying for Pre-K)
- For learners applying for Gr1 and above: Behavior/Attendance letter from the learner's current school.
- For learners applying to Gr 9 and above: Transcripts / Report Cards from Gr 9 and up to the last grade attended in the previous school.

- Copy of Medical Report for learners applying for Special Needs Division.
- Copy of Disability Certificate issued by (PAD) for learners applying for Special Needs Division (if available)
- Copy of Educational Decision issued by (PAD) for learners applying for Special Needs Division (if available)

Applicants who meet the criteria for age, academic and behavior records will then be invited to take an admission test / interview.

- **Kindergarten Admissions (Pre-K to KG2):**
 - Learners are interviewed; no academic requirements for Pre-K and KG1.
 - Must be toilet trained, able to speak, follow simple instructions, and have no emotional, physical, or health issues.
- **Medical Assessments:**
 - Learners with medical issues are assessed by the school psychologist to determine proper placement.
- **Testing for Other Grades:**
 - Prospective learners are tested in English, Math, and Arabic.
 - For High School applicants, the Academic Counselor screens admission files before testing to ensure they meet criteria.
- **Admission Decisions:**
 - The admissions academic team makes final placement decisions after considering all aspects of the process.
 - Parents are notified of assessment results within 3 days.
 - If results are satisfactory and places are available, parents receive an acceptance letter and are invited to register their children.

Special Needs Admission Procedures (SEN, LSU, Vocational, Autism)

- **Application Submission:** Parents submit a complete application to the Registrar.
- **Initial Review:**
 - The psychologist reviews the admission file to determine suitability.
 - If unsuitable, the Registrar informs parents, and the process ends.
 - If suitable, a testing date and time are scheduled.
- **Assessment and Observation:**
 - Psychologists administer assessments to determine potential placement.
 - Learners are placed at the recommended level for teacher observation.
 - Teacher feedback is reviewed, and the psychologist may adjust the placement based on feedback.
- **Admission Decision:**
 - If the applicant does not meet criteria, the Registrar informs parents, and no further action occurs.

- If criteria are met, the Principal and Psychologist prepare a detailed report for the Superintendent.
- Superintendent reviews and grants final approval.
- **Final Steps:**
 - Approved files are sent to the Registrar.
 - The Registrar contacts parents with a placement offer or places the learner on a waiting list if no space is available.

After acceptance, parents provide the following documents (for learners transferring from local schools only):

- Copy of learner's Birth Certificate.
- Copy of Learner's, Father's / Guardian's C.I.D.
- Copy of learner's, and Father's / Guardian's Passport
- Copy of learner's, and Father's /Guardian's valid Residency Page for Non-Kuwaiti Learners.
- Copy of Father's Nationality Certificate for Kuwaiti learners.
- Copy of Disability Certificate issued by (PAD) for learners applying for Special Needs Division (if available)
- Copy of Educational Decision issued by (PAD) for learners applying for Special Needs Division (if available)
- Health File
- Transfer Certificate
- Clearance Certificate

For learners transferring from schools abroad, please provide:

- **Required Documents:**
 - Certified copies of school report cards, attested by the Kuwait Embassy or Consulate, as required by the Ministry of Education.
- **Registration Process:**
 - The father must register the child in person, according to the Ministry of Education's instructions.
 - Exceptions:
 - If the father is deceased, the guardian must provide the father's death certificate.
 - In cases of divorce, the mother must provide a copy of the court custody and educational custody order.

Forms for all new and re-registration of students:

- Attendance/School timings for SEN and Vocational Students

- Consent form for photographs, videos and social media

NOTE: Items mentioned above must be submitted prior to the start of the new academic year to complete enrollment procedures and class lists; otherwise, Registration will not be considered official.

PLACEMENT CRITERIA

Mainstream Program:

- **Grade Level Skills:** Learners must meet the appropriate skills in Reading, Writing, and Math as determined by the admission test (WJII) administered by the division admission team.
- **Intellectual Health:** Learners should not show signs of intellectual difficulty or deterioration.
- **Behavioral Requirements:** Learners should not have behavior issues that prevent them from functioning in a mainstream setting.
- **Learning Difficulties:** Learners should not have a report indicating any kind of learning difficulty.

Resource Inclusion Service Requirements:

- **IQ Requirements:** Learners must have an average IQ score of **95**, as determined by the school psychologist.
- **Academic Struggles:** Learners struggling in one core subject may be considered.
- **Behavioral Criteria:** Learners should not have behavior issues that prevent functioning in a mainstream setting.
- **Learning Difficulties:** Learners may be considered regardless of having a PAD report for learning difficulty.
- **Psychological Disabilities:** Learners with Psychological Disabilities (e.g., ASD) and an IQ score of 95 or above will be evaluated by the Child Study Team (CST), which includes management, teachers, and psychologists.

Learning Support Unit Service Requirements:

- **IQ Requirements:**
 - Learners must have a minimum average IQ score of 85, determined by the school psychologist.
 - High and Middle School learners should have an IQ above 90.
- **Academic Performance:**
 - Learners should not be more than two years below grade level, as determined by the admission test.
- **Behavioral Criteria:**
 - Learners should not have behavior issues that prevent them from functioning in the LSU setting.

- **Learning Difficulties:**
 - Learners may be considered with or without a PAD report of Learning Difficulty.
- **Psychological Disabilities:**
 - Learners with ASD and an IQ score of 95 or above will be evaluated by the Child Study Team (CST), which includes management, teachers, and psychologists.
 - Learners with ADHD and an IQ score of 95 will be accepted into the program.

Child Study Team

- **Child Study Team (CST):** Responsible for student placements and transfers within the Learning Support Unit (LSU).
 - Team includes the Superintendent, Principal, Psychologist, LSU Coordinator, and teachers.
- **LSU Admission Process:**
 - CST approves transfers to the LSU program.
 - Parents are informed of the team's decision.
- **Regulations and Testing:**
 - The school adheres to **Public Authority for the Disabled** guidelines.
 - **Biennial testing** is mandatory for students in SEN, LSU, and Resource Inclusion programs.
 - Tests are conducted by school psychologists to guide teaching strategies and monitor progress.
- **Parental Involvement:**
 - Parent consent is required after sharing the policy with them.

TRANSFER POLICY

From SEN to Elementary LSU:

- **IQ Requirements:** Learners must have a minimum average IQ score of 85, as determined by the school psychologist.
- **Academic Performance:** Learners should be performing no more than two years below grade level, as assessed by the Achievement test (English & Arabic).
- **Observation Period:** Learners undergo an observation period in the lower class of the grade equivalent to their chronological age for at least one quarter.
- **Teacher Report:** The class teacher provides a report on the learner's performance during the observation period.

- **Transfer Decision:** The Child Study Team (CST) will make the final decision regarding transfers.
- **Consent Form:** It is mandatory for parents to sign the consent form for all future testing to track student progress.

From SEN to Middle School LSU:

- **IQ Requirements:** Learners must have a minimum average IQ score of 95, as determined by the school psychologist.
- **Transfer Process:** Transfers will only be considered for Grades 6 & 7 on a case-by-case basis.
- **Academic Performance:**
 - Learners should not be more than two years below grade level, as determined by the Achievement test (English & Arabic).
 - Math skills should be at most one grade level below their current grade, with basic skills in Addition, Subtraction, Multiplication, and Division.
- **Observation Period:** Learners will undergo an observation period in a lower class corresponding to their chronological age for at least one quarter.
- **Teacher Report:** The class teacher will provide a performance report during the observation period.
- **Transfer Decision:** The final transfer decision will be made at the Child Study Team (CST) meeting.
- **Consent Form:** It is mandatory for parents to sign the consent form for all future testing to track student progress.

Note: transferring from SEN to grade 8 and above is not permitted.

From Mainstream to LSU:

- **IQ Requirements:** Learners must have a minimum average IQ score of 90, as determined by the school psychologist.
- **Academic Performance:** Learners should be performing no more than two years below grade level, as assessed by the Achievement test.
- **Learning Difficulties:** Learners may be considered with or without a PAD report of Learning Difficulty.
- **Psychological Disabilities:**
 - Learners with ASD and an IQ score of 95 and above will be evaluated by the Child Study Team (CST).

- Learners with ADHD and an IQ score of 95 and above will be accepted into the program.
- **Observation Period:** Learners will undergo an observation period in the lower class corresponding to their chronological age for at least one quarter.
- **Teacher Report:** The class teacher provides a performance report during the observation period.
- **Transfer Decision:** The final decision regarding transfers will be made by the Child Study Team (CST).
- **Consent Form:** It is mandatory for parents to sign the consent form for all future testing to track student progress.

High School

- **Transfers:** Learners transferring from LSU to Mainstream must have a minimum GPA of 3.0
- **Science:** LSU 12 will be doing Life Science instead of Physics. Learners who achieve more than 80% in Math will be considered for Physics
- **Math:** Learners doing Pre-Algebra or Algebra I (less than 80%) in grade 9 will do Integrated Math 1 in grade 10, Integrated Math 2 in grade 11 and Integrated Math 3 in grade 12.
- Learners doing Algebra I (more than 80%) in grade 9 will proceed with Geometry in grade 10, Algebra 2 in grade 11 and Pre-Calculus in grade 12 if they achieve 80% and more each year.
- **Consent Form:** It is mandatory for parents to sign the consent form for all future testing to track student progress.



Consent Form for Psychological Testing

LEARNING SUPPORT UNIT

Student's Name: _____

Date of Birth: _____

Grade/Section: _____

Dear Parent/Guardian,

At Dasman Bilingual School, we strive to provide every student with the support and resources they need to succeed. As part of our efforts, we conduct psychological assessments to better understand and support the unique needs of our students. It will analyze cognitive abilities, social skills and emotional regulation. The findings will allow us to develop or adjust educational plans and resources tailored to your child's individual needs. All information is confidential, shared only with relevant staff.

I hereby give consent to conduct psychological tests with my child in SEN and LSU as and when required.

By signing this form, you acknowledge that you understand the purpose and nature of the psychological test and give your consent for your child to participate.

Parent/Guardian Information

Name: _____

Relationship to Student: _____

Phone Number: _____

Email Address: _____

Signature: _____



Consent Form for Psychological Testing

RESOURCE INCLUSION

Student's Name: _____

Date of Birth: _____

Grade/Section: _____

Dear Parent/Guardian,

At Dasman Bilingual School, we strive to provide every student with the support and resources they need to succeed. As part of our efforts, we conduct psychological assessments to better understand and support the unique needs of our students. It will analyze cognitive abilities, social skills and emotional regulation. The findings will allow us to develop or adjust educational support plans and resources tailored to your child's individual needs. All information is confidential, shared only with relevant staff.

I hereby give consent to conduct psychological tests with my child in Resource Inclusion as and when required.

By signing this form, you acknowledge that you understand the purpose and nature of the psychological test and give your consent for your child to participate.

Parent/Guardian Information

Name: _____

Relationship to Student: _____

Phone Number: _____

Email Address: _____

DOCUMENT CONTROL

COMPLIANCE	
<i>Compliant with</i>	Local legislation

AUDIENCE	
<i>Internal</i>	All staff in Dasman Bilingual School

VERSION CONTROL	
<i>Author</i>	Samar Dizmen, Elham Abushaban & Fay Khan
<i>Implementation</i>	Annually-August to June
<i>Review date</i>	1 st June Annually