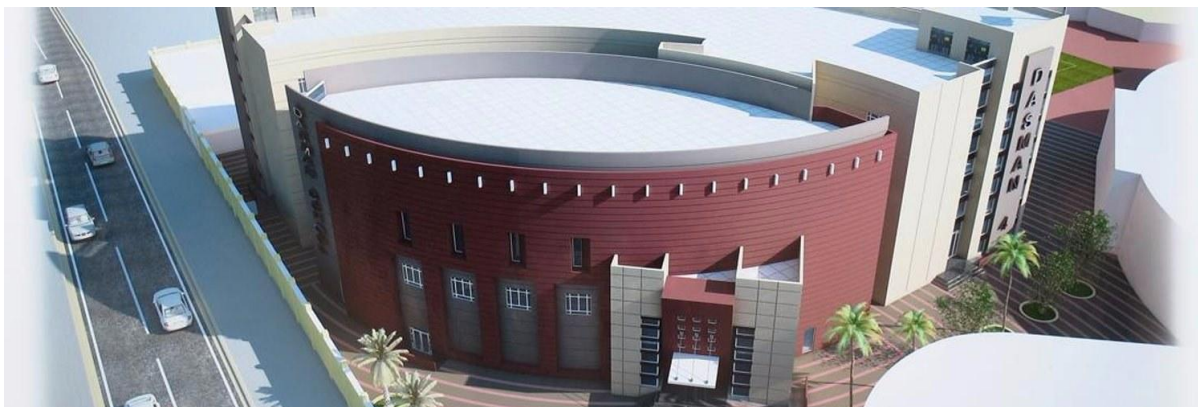




DASMAN داسمان
BILINGUAL SCHOOL مدرسة ثنائية اللغة

Middle School Division
Grades 6, 7 and 8
Student-Parent Handbook
2024-2025

SCHOOL INFO



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ABOUT US 7

 MIDDLE SCHOOL DIVISION7

 BILINGUAL EDUCATION.....7

 21ST CENTURY EXPECTATIONS8

 OUR EDUCATIONAL OBJECTIVES.....8

 2023 – 2024 CALENDAR.....9

 MONTHLY VALUES9

 VIRTUAL TOUR10

 ACCREDITATION10

ASDMISSION POLICY..... 10

ACADEMICS..... 14

 CURRICULUM14

 SUBJECTS.....15

 LEARNING SUPPORT UNIT (LSU)15

 RESOURCE INCLUSION PROGRAM (RI)17

TEXTBOOKS AND EDUCATIONAL RESOURCES 18

 TEXTBOOKS AND EDUCATIONAL RESOUTCES.....18

 RECOMMENDED SCHOOL SUPPLY18

ASSESSMENT AND EVALUATION 19

 ACADEMIC REPORTS19

 CONFERENCES19

 ASSESSMENT POLICY19

 TYPES OF ASSESSMENT:20

 ASSESMENT STRATEGIES.....20

 PROMOTION & RETENTION.....24

 INCENTIVES25

HOME-SCHOOL COMMUNICATION 25

 PARENTS ON CAMPUS25

 COMMUNICATION.....26

 NEWSLETTERS / WEBSITE / PLUS PORTAL/DIGITAL POLICY.....26

 AFTER ACADEMIC REPORTS CONFERENCES.....26

 CODE OF CONTACT27

COUNSELING SERVICES 27

COUNSELING AND GUIDANCE SERVICES	27
COUNSELING SERVICES	27
UNITED NATIONS DECLARATIONS	27
UNIVERSAL DECLARATION OF HUMAN RIGHTS PREAMBLE	29
CHILD PROTECTION POLICY	<i>Error! Bookmark not defined.</i>
OFFICE DUTIES	<i>Error! Bookmark not defined.</i>
ATTENDANCE	29
SCHOOL HOURS	29
ATTENDANCE	29
TARDIES	30
STUDENT TIMETABLE	30
SCHOOL ARRIVAL AND ADMISSION	30
EARLY RELEASE	30
BUS PROCEDURES.....	31
CODE OF CONDUCT	31
CODE OF CONDUCT	<i>Error! Bookmark not defined.</i>
DISCIPLINE.....	<i>Error! Bookmark not defined.</i>
STUDENT BEHAVIOR CHART	<i>Error! Bookmark not defined.</i>
CYBER SAFETY	33
CYBER SAFETY	<i>Error! Bookmark not defined.</i>
TELEPHONE	34
IT POLICY INTERNET & COMPUTER USAGE.....	<i>Error! Bookmark not defined.</i>
DIGITAL POLICY	<i>Error! Bookmark not defined.</i>
DIGITAL POLICY	<i>Error! Bookmark not defined.</i>
STUDENT ELIGIBILITY AND REQUIREMENTS	<i>Error! Bookmark not defined.</i>
VIRTUAL ATTENDANCE	<i>Error! Bookmark not defined.</i>
COURSE PROGRESSION	<i>Error! Bookmark not defined.</i>
ASSESSMENT, GRADING, DIPLOMA	<i>Error! Bookmark not defined.</i>
REMOVAL.....	<i>Error! Bookmark not defined.</i>
STUDENT RESPONSIBILITIES	<i>Error! Bookmark not defined.</i>
HEALTH AND SAFETY	36
EMERGENCY PROCEDURES.....	36
SCHOOL NURSE	37

SANDSTORMS	37
<i>HOMework POLICY..... Error! Bookmark not defined.</i>	
HOMework AND MARKING POLICY	Error! Bookmark not defined.
PURPOSES	Error! Bookmark not defined.
TASKS.....	Error! Bookmark not defined.
MONITORING AND EVALUATION	Error! Bookmark not defined.
<i>GENERAL INFORMATION</i>	<i>37</i>
SCHOOL UNIFORM.....	37
ASSEMBLIES / SPORTS EVENTS	38
FLAG	38
BIRTHDAYS.....	38
SIBLINGS	38
AFTER SCHOOL CLUBS.....	Error! Bookmark not defined.
STUDENT LEADERSHIP	38
PRAYER ROOM	38
LUNCH /CANTEEN.....	39
LIBRARY / MEDIA CENTER	39
LOST AND FOUND.....	39



DASMAN دسمن
BILINGUAL SCHOOL مدرسة ثنائية اللغة

School Guiding Statements



Mission

DBS offers a variety of educational programs to equip our students with 21st century skills, knowledge and values required to become global citizens.



Vision

DBS aims for authentic learning and character development in a safe, positive and nurturing learning environment.



School Motto

PROGRESSION NOT PERFECTION



Strategic Values

INNOVATE EMPOWER PERSEVERE



Definition of Learning

Dasman Bilingual School defines learning as a process of acquiring knowledge, skills, values and competencies that can be applied to everyday life.

ABOUT US

Dasman Bilingual School, formerly known as Dasman Model School opened its doors to 400 students in 1996 with a vision to create students who are equipped to deal with the ever-changing needs of a global society. Over time, the school grew steadily and rapidly to now include seven buildings and **more than 3000 students**. Dasman is home to one of the largest private school campuses in Kuwait and we are proudly the ONLY school that promotes inclusiveness and integration between our mainstream and special needs students, creating an awareness much needed in today's world.

MIDDLE SCHOOL DIVISION







The DBS Middle School division includes mainstream and learning support unit (LSU), which includes grades six through eight. We cater to a variety of students with different backgrounds, abilities, and needs. Our staff are competent and certified in their subject areas and bring personal talents that will enhance our students' lives on a global level as well.

Middle School offers a variety of academic programs such as IXL, McGraw Hill Reveal Math, McGraw Hill Inspire Science, McGraw Hill **Study Sync**, National Geographic **Global Issues**, Techno Kids, **online platforms**, Britannica, Plus Portal, and e-books/resources. Such advanced programs offer numerous skills in math and English in alignment with the Common Core standards. As the year progresses, our students will also take part in project-based learning activities and be exposed to technology projects.

BILINGUAL EDUCATION

Bilingual Education involves teaching academic content in two languages, English, and Arabic, in a native and secondary language with varying amounts of each language used daily in the classroom. In today's global community, this has become a necessity, as students are now the true ambassadors for their culture and home countries. It is therefore imminent that our children remain connected to their native language, religion, and traditions.

21ST CENTURY EXPECTATIONS

ACADEMIC				SOCIAL	CIVIC
COMMUNICATION	CRITICAL THINKING	COLLABORATION	COLLECTION OF INFORMATION	GLOBAL CITIZENSHIP	
					
Listen actively	Ask clarifying questions	Work independently and collaboratively	Access and organize information	Show respect	Display global awareness
Articulate thoughts and ideas through non-verbal means	Evaluate evidence	Contribute ideas and stimulate creativity	Evaluate and cite sources accurately	Embrace diversity	Value and respect school and community property
Use multiple forms of media	Justify arguments	Assume shared responsibility	Stimulate intellectual curiosity	Maintain values and develop self-esteem	Be an informed and involved citizen
Read, analyze, and comprehend a wide range of materials	Draw conclusions	Assist others in their roles	Use information and technology ethically and responsibly	Show consideration and tolerance	Exercise rights and responsibilities of a citizen
Read critically for understanding	Identify, analyze, and solve problems	Keep an open mind	Employ media literacy skills to research	Utilize technology responsibly	Take personal responsibility for actions
Write for a variety of purposes in a variety of genres	Transfer problem-solving skills	Apply strategies in conventional and unconventional ways	Utilize real-world digital technology effectively	Exhibit responsible, respectful, and appropriate behavior	Respect diversity in culture, gender and ethnicity
Communicate clearly through speaking	Reflect on learning	Take a variety of roles		Set personal and career-oriented goals	Participate in community service initiatives
Exhibit creativity and innovation	Reason effectively	Respect different viewpoints		Abide by school rules and regulations	Be an advocate for positive change
Design presentations	Acquire and apply skills and knowledge			Make informed decisions	

OUR EDUCATIONAL OBJECTIVES

- Empower students with skills, knowledge, values, attitudes, and competencies essential for personal and academic development.
- Provide authentic, intercultural, and personalized learning.
- Enforce the child protection policy to provide a safe, positive, and nurturing environment.
- Provide real-world learning experiences to develop responsible and critical local and global citizens.
- Engage students in challenging academics and reflective learning.
- Cultivate high self-esteem, self-confidence, and respect for others.
- Equip students with experiential knowledge and 21st century skills to meet the demands for college and career readiness in the global market.

- Provide multi-disciplinary support services to facilitate the academic, social, and emotional development of students.
- Equip students with a blend of academic and workforce competencies.
- Provide entrepreneurial and work experiences.
- Engage differently able students to recognize and optimize their full potential using a multi-disciplinary approach.
- Inculcate a global ethos and a universally accepted value system.
- Create a culture of reading.

ACADEMIC YEAR 2024 - 2025 CALENDAR

[PLEASE, CLICK HERE FOR CALENDAR](#)

MONTHLY VALUES

Our character education program helps us create a safe, caring, and inclusive learning environment for every student and supports academic development. It fosters qualities that will help students be successful as citizens, in the workplace, and with the academic curriculum. It lays the foundation to help students be successful in all the goals we have for our school. It is the common denominator that will help us reach all our goals!

Month	Value	Definition
September	<i>Commitment & Aspiration</i>	Doing what needs to be done regardless your talents or mood. Strong and persistent desire for high achievement.
October	<i>Empathy & Courage</i>	Ability to understand and share the feelings of another. Ability to face danger, fear, and obstacles with confidence.
November	<i>Respect & Responsibility</i>	Showing polite attitude toward people or things that are important. Being accountable and answerable for something.
December	<i>Liberty & Obedience</i>	Choosing freely to act, believe, or express yourself in your own way. Following the rules of what is required in a given situation.
January	<i>Competitiveness & Recognition</i>	Doing something better than others. Having people see and give you credit for all you have done
February	<i>Citizenship & Community</i>	Exercising the duties, rights, and privileges of being a citizen. Sharing, participation, and fellowship with others.
March	<i>Compassion & Generosity</i>	Being deeply aware of and wanting to lessen the suffering of others. Willingness and desire to give.
April	<i>Dedication & Collaboration</i>	Devoting energy and time without concern for yourself. Devoting energy and time without concern for yourself.
May	<i>Determination & Excellence</i>	Deciding it's worth finishing what you started. Having qualities to an unusual degree.

VIRTUAL TOUR

[Click here](#)

ACCREDITATION

Dasman Bilingual School proudly offers its students the global accreditation required for their future academic achievements. As members of the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC). Dasman Bilingual School has endorsed its fundamental commitment to provide students with the knowledge, skills, values, and competencies to pursue their lives as global citizens. Dasman has been reaccredited for both NEASC and CIS for the five-year accreditation in 2022.



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 student to study in the school bilingual program:

1. Age: (Upon Ministry of Education's Age Scale)
2. Space Availability
3. Admission Test
4. Schooling History
5. Performance in interview
6. Academic and social development is the principal selection criteria. Within these general criteria, priority of available vacancies is given to siblings of current students, children of alumni, staff member's children and then to children of new families.
7. In case of vacancies being filled, students meeting the acceptance criteria but not admitted, will be placed on a waiting list.

ADMISSION ASSESSMENT POLICIES

ASSESSMENT PURPOSE

In the admission assessment, which becomes more formal as the grade advances, the school attempts to determine if the student is developmentally ready for school, has the basic skills required to enter the grade level in question, and will be able to cope successfully with the heavy demands imposed by a bilingual educational program. English, Arabic, and Math admission tests have been designed by the school to assess basic language and math skills reflecting our curriculum. The English and Arabic exams assess reading, writing and oral language skills. The math exam assesses basic grade level mathematical skills.

ASSESSMENT DATES

After completion of filling the application for admission in full and meeting all the basic qualifications, the registrar will inform the parents of students applying to grades (G6– G8) about the suitable dates and times for the interview/assessment.

RE-ASSESSMENT

Students who are suggested by the middle school Principal and/or Superintendent to re-test will be rescheduled after 30 days – registration will notify parents and provide explanation for re-testing. Parents are NOT allowed to request a re-test for students if one was not recommended by the middle school Principal and/or Superintendent.

ASSESSMENT DECISION

Assessment decision will be made by the Superintendent after obtaining the Middle school principal's 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 6-8 assessment results will normally be provided to parents within three days after the assessment. This is done through the Registration Office.

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

- Full Acceptance
- Conditional Acceptance
- Waiting List Acceptance
- Denial

Students 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 student.

CONFIDENTIALITY

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

ALTERNATIVE GRADE LEVEL

If a student is applying for admission in a certain grade level and he/she did not pass the entrance assessment in the level which he/she applied for, DBS may offer him/her acceptance in a lower grade level depending on his/her previous records, age, and abilities observed during the school admission assessment. Thus, it is the

family's decision to accept or deny this offer. However, the family cannot request a change in grade once they have accepted the offer.

Middle School (Grades 6-8)

Students seeking entry in Middle School will sit for entrance tests in Arabic, English and Math.

- Behavior Report required from previous school (No admission given to students 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 student 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

- Full scale(s) of IQ above 90points.
- Students should be bilingual.
- A diagnosed learning difficulty from any accredited Child Evaluation Center with complete diagnosis and strategies. A diagnosis of ADD or ADHD is not sufficient to enter the LSU program.
- In school five days observation.

Internal Referral

Parents will not be allowed to apply directly with the registrar unless recommended by the Special Needs 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
- Grade level assessment required.
- The student is in a Special Needs Red (full academic) class.
- The student has a Full-Scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of a Learning Difficulty or Disability, 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 or Learning Support facilitated School** - parents have to 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 a Learning Difficulty or Disability, 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.***
- 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).

DBS STUDENTS' PLACEMENT CRITERIA

Mainstream Program:

- Students should meet the appropriate grade level skills in Reading, Writing and Math, determined by the admission test (WJII) administered by the division admission team.
- Students should not represent features of intellectual difficulty or deterioration.
- Students should not represent any behavior issues that prevent them from functioning within the mainstream setting.
- Students should not have a report stating they suffer from any kind of learning difficulty.

Resource Inclusion Service Requirements:

- Students with an average IQ score of **95** determined by the school's psychologist.
- Students struggling in one core subject.
- Students not representing any behavior issues that prevent them from functioning within the mainstream setting.
- Students with or without PAD report of Learning Difficulty.
- Students with Psychological Disability (ASD) with an IQ score of **95 and above**; to be determined by the CST (management, teachers, and psychologists).

Learning Support Unit Service Requirements:

- Students with a minimum average IQ score of **85** determined by the school's psychologist. High & Middle school students should have an IQ above **90**.
- Students performing not more than two years below grade level which will be determined by the admission test.
- Students not representing any behavior issues that prevent them from functioning within the LSU setting
- Students with or without PAD report of Learning Difficulty.
- Students with Psychological Disability (ASD) with an IQ score of **95 and above**; to be determined by the CST (management, teachers, and psychologists).
- Students with ADHD with an IQ score of **95** will be accepted in the program.

THE TRANSFER POLICY

From SEN to Middle School LSU.

- Students with a minimum average IQ score of **95** determined by the school's psychologist.
- The transferring process will be for Grades 6 & 7 students **only on a case-by-case basis**.
- Students performing not more than two years below grade level which will be determined by the Achievement test (English & Arabic).
- Math skills should be maximum one grade level below his grade level. He must have the basic Mathematical Skills (Addition, Subtraction, Multiply & Division)
- Students will go through an observation period in the lower class of the grade equivalent to his chronological age for a period not less than a quarter.
- The class teacher should provide a report about his performance during the observation period.
- Transferring decision will be made at the Child Study Team Meeting.

From Mainstream to LSU:

- Students with a minimum average IQ score of **90** are determined by the school's psychologist.
- Students performing not more than two years below grade level which will be determined by the Achievement test.
- Students with or without PAD report of Learning Difficulty.
- Students with Psychological Disability (ASD) with an IQ score of **95 and above**; to be determined by the CST (management, teachers, and psychologists).
- Students with ADHD with an IQ score of **95 and above** will be accepted in the program.
- Students will go through an observation period in the lower class of the grade equivalent to his chronological age for a period not less than a quarter.
- The class teacher should provide a report about his performance during the observation period.
- Transferring decision will be made at the Child Study Team Meeting.

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

ACADEMICS

CURRICULUM

Dasman has adopted the Common Core State Standards for Language Arts and Mathematics and the New Generation Science Standards in the fervent hope of improving the standard of our academic program.

The Common Core State Standards provide clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning.

The standards are:

- Research and evidence based.

- Clear, understandable, and consistent.
- Aligned with college and career expectations.
- Based on rigorous content and the application of knowledge through higher-order thinking skills.

Dasman Bilingual School's curriculum contains what students should know and be able to do (skills and content), how it is taught (instruction and methodology) and how it is measured (assessments).

SUBJECTS

- ENGLISH LANGUAGE ARTS
- MATH
- SCIENCE
- ARTS
- ICT
- PHYSICAL EDUCATION
- MUSIC
- COUNSELING

The Arabic Curriculum is developed by the Ministry of Education and The National Center for Educational Development of Kuwait. It consists of Arabic Language, Social Studies, Islamic Education, and Holy Quran.

LEARNING SUPPORT UNIT (LSU)

The learning Support Unit is designed to meet the needs of students with learning difficulties. Students are accepted into the LSU program upon Public Authority for the Disabled (PAD)/ parental/teacher's request and Child Study Review Team's recommendation. Initial admission to the LSU program is based on tests conducted by the school psychologist, screening, assessment, and classroom observation. The students in the Learning Support Unit have a wide range of learning difficulties that challenge their abilities in a mainstream education program. The problems identified will include dyslexia, differences in expressive and receptive speech language ability, and processing and memory differences. The pace of instruction is significantly slower, and teachers use strategies to encourage students to focus on their strengths and use their different modalities (auditory, visual, kinesthetic) to enable them to maximize their learning. Every student in the LSU department has an individual education plan (IEP) outlining learning goals and the modifications and support needed to help them experience success academically. Each class utilizes assistants in the classroom to help students meet their goals.

UNIT MISSION STATEMENT

The Learning Support Unit helps each student to successfully achieve their potential by nurturing self-worth and building on their specific learning style. In partnership with each child's family and the school's community, we seek to provide each student with the skills and self-awareness to deal successfully and effectively with his/ her learning difficulties.

ADMISSION REQUIREMENTS

- Full scale(s) of IQ above 90 points.
- Students should be bilingual.
- A diagnosed learning difficulty. A diagnosed learning difficulty from an accredited.

- Child Evaluation Center with complete diagnosis and strategies. A diagnosis of ADD or ADHD is not sufficient to enter the LSU program.
- Students should not perform below grade level as they are following the same curriculum as mainstream students.

The Dasman Bilingual School Child Study Team will determine the placement of students and transfer of students within the program. Members of the Child Study Team include the Academic Director, Principal, Psychologist, Learning Support Unit Coordinator and Teachers. For students to enter the LSU program, the above role players will approve the transfer. Once a decision has been taken the Child Study Team will meet with parents and inform them of the outcome. Parents are obliged to have their children tested at an approved external evaluation center once every two years.

TRIAL PERIOD FOR LSU PROGRAM

All students who enter the LSU program as a new student or as a newly transferred must successfully complete a trial period of between 20-30 school days. Success is determined by the following criteria:

- Students do not receive discipline reports for misbehavior, tardiness, or disrespectful behavior toward peers or school staff.
- Students can complete work provided by the teacher in the LSU program and display positive behavior and interactions with peers and teachers.
- Students must have full attendance for the first 30 days of the trial period. Absences during the first 30 days may result in loss of placement (determined by Dasman Bilingual School).
- Student will remain on the SEN list for duration of the year until the move is permanent.

After the 20 days trial period, the Child Study Team will meet again to review the student's placement. Based upon this review a final decision will be made. Once a decision has been taken the Child Study Team will meet with parents and inform them of the outcome. Students who transfer from SEN to LSU and LSU to Mainstream will be observed and assessed annually to determine Academic, Social and Psychological development. Students who receive RI support and are still unable to meet the minimum requirements of the mainstream, will be tested by the school psychologist (with parent consent)/ to determine whether the student should be transferred to LSU. Students, who are sponsored by the Public Authority for the disabled (PAD), who transfer from LSU to mainstream, will receive a total of Resource Inclusion lessons distributed as per student needs. This is a complimentary service provided by the school. If these students require further support, parents need to pay for the additional services.

LSU REFERRAL CRITERIA

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

Internal referral:

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

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

- The student is recommended by the Special Needs Division Principal (up till the age equivalent for grade 8).
- The student is in a Special Needs Red (full academic) class.

- The student has a Full Scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of a Learning Difficulty or Disability, 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 a Learning Difficulty or Disability, 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.
- 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).

Parents should provide all the required documentation:

1. A file is opened.
2. The student is scheduled for the admission assessment (English and Arabic) as well as a classroom observation.
3. The Child Study Team, led by the Superintendent will meet and decide whether the student is accepted in the LSU program or not.

** 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.

RESOURCE INCLUSION PROGRAM (RI)

The Resource Inclusion program offers help to students diagnosed with a specific Learning Disability. Admission to the RI program is based on receipt of a diagnosis from an appropriate health authority. A diagnosed learning difficulty from an accredited child evaluation center with complete diagnosis and strategies is required. Last day for acceptance into the program is October 30. Staff are appropriately qualified and experienced to deal with such learning problems. Students would receive support in the regular classroom. Resource Inclusion services will be provided in the four core subjects of English, Math, Science and Arabic. The support offered is no more than 40 % of the total coursework time.

Resource Inclusion teachers will be local hire. The role of Resource Inclusion teachers is to meet the needs of the individual student and to meet regularly with mainstream teachers to keep abreast of the topics covered in the class. This is achieved through the writing of a Mainstream Support Plan (MSP). An MSP is a plan that outlines

the areas of need of the child and how these may be addressed within the mainstream setting. Parents, Resource Inclusion teacher, and other concerned staff contribute to the MSP. For your student, this means:

- In class support only
- Being equipped with tools for taking tests, understanding concepts, and completing projects so that he/she can strive to complete these tasks independently.
- RI teacher will be present in class during formal tests.
- Accommodations where applicable

Depending on the needs of the student, it could include:

- Use of ICT and appropriate manipulative.
- Additional instructional- response time.
- Tests and exams, with accommodation, if required.
- Rephrasing of questions (verbal and written)
- Reduction in the number of questions.
- Additional exercise to support learning.
- Study Guides – no modifications.
- Taking exams in a separate venue.

Withdrawal from RI is based upon the following requirements:

- Written parental request.
- Reports from mainstream and RI teachers
- Copy of current grades
- Child study team meeting

Students who receive RI support and are still unable to meet the minimum requirements of the mainstream, will be tested by the school psychologist (with parent consent)/ to determine whether the student should be transferred to LSU. Students, sponsored by the Public Authority for the Disabled (PAD), who transfer from LSU to mainstream, will receive a maximum of SIX (6) free RI lessons distributed across the core subjects as per student needs. This is a complimentary service provided by the school. If these students require further support, parents need to pay for the additional services. Students' transferal to mainstream takes effect at the start of a new academic year and after official documentation with the registration and finance departments. There will be no withdrawals during the year. Parents are liable for the fees for the entire year. Fees are non-refundable.

TEXTBOOKS AND EDUCATIONAL RESOURCES

TEXTBOOKS AND EDUCATIONAL RESOURCES

Parents must purchase all textbooks, e-books, online subscriptions, consumables, and notebooks for students (excluding government funded programs like LSU).

RECOMMENDED SCHOOL SUPPLY

Students are responsible for providing school supplies. A list of required school supplies will be posted in the first week of school and will be on the school website on google classroom.

ASSESSMENT AND EVALUATION

ACADEMIC REPORTS

The school year is divided into two semesters. Report Cards are issued at the end of each semester.

Report cards will be a combination of academic proficiency (skill based) and an average of work done during the grading period/unit.

Progress Reports are sent periodically to keep parents informed of areas of concern.

Dasman's grading system uses the American curriculum grade equivalents, however, **MS students are not subject to GPA calculations throughout the year.**

CONFERENCES

The purpose of conferences is to give information to both students and parents about progress being made in the classroom. During any time of the year, both teachers and parents can request a conference to discuss the progress, or lack thereof, of a student.

Scheduled Teacher-Parent Conference

This conference is a formal conference between both language teachers, any members of the Support Team who work with the student, and the parents, to provide feedback about the child's progress and needs. Teachers take this opportunity to answer the parents' questions, to address their concerns and to help define their role in the learning process.

ASSESSMENT POLICY

Assessment in DBS is geared toward improving, rather than simply documenting students' performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the program. The objectives and process of any assessment should be clearly explained to the students and parents.

Assessment Principles

The school recognizes that good assessment is built on the following basic principles.

- The purpose of and criteria for the assessment should always be explicit so that students know and understand in advance the criteria for producing a quality product or performance.
- The best interests and progress of the student should be paramount.
- Assessment information should be shared with the student and parents.
- Assessment should be ongoing, reflective, accurate, and as objective as possible.
- Assessment should take many forms, gathering information from several contexts, and using a variety of methods depending on the needs of the student and the nature of the assessment.
- Effective assessment considers varied learning styles, multiple Intelligences, abilities to express their understanding and cultural expectations.

- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students.
- The assessment activity should be appropriate to the age and developmental level of the student and based on real-life experiences that can lead to further inquiries.
The results of the assessment should have credibility with all those involved in it and should be communicated clearly.

TYPES OF ASSESSMENT

Formative assessment is interwoven with the daily learning in the form of Check for Understanding (CFU) and provides both teachers and students with useful feedback on how well students are understanding and applying the new concepts, skills, and knowledge.

Summative assessment takes place at the end of the teaching and learning process and gives the students opportunities to demonstrate what they have learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes. These can address multiple learning styles.

Student self-assessment is interwoven throughout the daily learning to engage the students in reflection and assessment on their own learning.

Peer assessment allows peers to evaluate each other's progress and set targets for improvement.

Oral Language Assessment: Students' reading skills are assessed regularly throughout the year.

Writing Assessment: Students' writing skills are assessed informally and formally using common writing assessment rubrics.

Tests: Students' overall skills and mastery of concepts will be assessed at the end of each unit with a unit test. The MS Division reserves the right to administer exams at the end of each semester. Parents will be notified in advance of the decision.

Projects / Performance Tasks: Students' ability to apply, evaluate, and synthesize concepts will be assessed through Project-Based Learning and Inquiry-Based Learning Projects. Projects are given each unit or at the discretion of the teacher/subject department.

External Assessments: The school reserves the right to administer an external Standardized Test annually. Students and parents will be notified of such decisions per division.

ASSESSMENT STRATEGIES

Classwork Submission Policy:

- All assignments are done in class.
- Students are given a set timeline to submit work, no late work will be accepted.

Homework Submission Policy:

- All homework assignments are to be completed at home.
- Students are given certain due dates for each homework assignment.
- Any assignments submitted after the due date will be considered late work and will be deducted 50%.

Performance Assessments

- Goal directed tasks with established criteria and often opportunities for problem solving.

- Multiple skills are used.
- Have more than one correct response

Other Assessment Tools

Check for Understanding	Worksheets	Skills Checklist
Graphic Organizers	Descriptors	Inquiry-Based Learning
Project-Based Learning	Classroom Displays	Oral Assessments
Writing Samples	Exhibitions	Collaborative Work
Peer Assessment	Logs/Journals	Video/Photography
	Rubrics	Observations

Middle School Assessment Criteria

Core Subject Assessment and Grading Protocol

1. Quizzes are to be announced a minimum of 4 school days in advance.
2. Pop quizzes are to be graded as classwork, not quizzes.
3. Makeup assessments are to be scheduled within one week of the initial assessment date.
4. Test and quiz grades may be released to students before the makeup assessments, but students will not see their assessment papers until after the makeup assessment has been administered.
5. Test and quiz grades must be released to students within 3 days of the makeup assessment.
6. The lowest classwork grade may be dropped provided that there is a minimum of 8 graded activities.
7. Projects are to be completed during class time

ELA			
Criteria	Weighing	Minimum Mark	Minimum Number of Grades
Tests	15%	30	1 Per Semester
Quizzes Must include 1 listening assessment	20%	15	3 Per Semester
Bellringer	15%	5	1 Per Week
Performance task/Skill acquisition/ Projects/Research/Presentations: Authenticity of work; quality of work; following instructions stated in the rubric; timely submission; notebook; etc. <i>Include Rubrics - rubrics to include grading for speaking</i>	20%	50	2 Per Semester
Student Engagement Activities: Classwork, worksheets, group activities, writing	20%	20	1 Per Week

process steps, etc. Authenticity of work; quality of work; timely submission; etc. <i>Include Rubrics</i>			
AI Writing	10%	20	2 Per Semester
Math			
Criteria	Weighing	Maximum Mark	Minimum Number of Grades
Test	20%	40	1 Per Semester
Quizzes (2)/Problem Solving Quiz (2)	15%	10	4 Per Semester
Project, Research and Presentation: Digital project; working model; presentation; research paper; real world math project; etc.	15%	25	1 Per Semester
Student Engagement Activities: Classwork; concept checks; group work; math games; etc.	15%	10	Weekly
Bell Ringer/Exit Ticket Digital activity; critical thinking; reflective task; skill practice; etc.	15%	5	3 Per Week
ALEKS Placement Assessment; classwork, pop quiz, etc.	10%	10	Weekly
Performance Task Worksheet, Presentation; etc.	10%	20	2 Per Semester
Science			
Criteria	Weighing	Maximum Mark	Minimum Number of Grades
Projects	25%	100	2 Per Semester
Test	25%	40	2 Per Semester
Quiz	20%	10	5 per semester
Lab	10%	10	Bi-Weekly
Bellringer	10%	5	2 Per Week
Task	10%	5	2 Per Week
Social Studies			
Criteria	Weighing	Maximum Mark	Minimum Number of Grades
AI Writing <u>Personalized</u> articles/ writing pieces using Artificial Intelligence (ChatGPT etc.). Should include heading,	20%	10	3 Per Semester

introduction, body, conclusion, and AI generated image			
Project	30%	50	1 Per Semester
Student Engagement Activities: Research, Worksheets, summaries, highlighting key words, clarifying questions, graphic organizers, case studies. STEAM Bin: Science, Technology, Engineering, Art, or Math Group Work: Problem solving, Research, creating/compiling, presenting. Problem Solving & Debating	25%	20	4 Per Semester
Bell Ringer Hook questions will be assigned for student discourse and the feedback/answers will be graded. Assignments will be used to monitor participation, tardiness, and absenteeism. May include group presentations, debates or Kahoot submissions	25%	10	1 Per Week
ICT			
Criteria	Weighing	Maximum Mark	Minimum Number of Grades
Student Engagement <ul style="list-style-type: none"> • Class Activities • Bellringer Activities 	15 %	15	3 Per Semester
Student Activities <ul style="list-style-type: none"> • Case Studies • Problem Solving • Robotics • Artificial Intelligence 	15%	15	3 Per Semester
Participation/Behaviour	10%	10	1 Per Week
Attendance/Punctuality	10%	10	1 Per Week
Skills Acquisitions/ Quiz	20%	20	3 Per Semester
Projects Based Learning (Presentation /Research)	30%	30	1 Per Semester
PE			
Criteria	Weighing	Maximum Mark	Minimum Number of Grades
Skills Movement	30%	20	2 Per Week
Physical principals/Concepts	20%	30	2 Per Week
Attendance/punctuality	10 %	10	2 Per Week

Assessments - Fitness/Projects	10 %	10	1 Per Unit
Assessment – Skills/Projects	10%	10	1 Per Unit
Participation	10%	10	2 Per Week
Readiness	10 %	10	2 Per Week
Music			
Criteria	Weighing	Maximum Mark	Minimum Number of Grades
Teamwork/Collaboration	25%	25	2 Per Unit
Program Notes/Academic Writing	25%	25	2 Per Unit
Participation/Performance	25%	25	2 Per Unit
Creativity	25%	25	2 Per Unit
Art			
Criteria	Weighing	Maximum Mark	Minimum Number of Grades
Research project	10%	20	2 Per Semester
Classwork projects	30%	20	3 Per Semester
Skills/Final Projects	20%	30	1 Per Semester
Student Engagement	10%	20	Bi-Weekly
Material/Media Application	20%	10	4 Per Semester
Creative Visualization	10%	20	2 Per Semester

Study Guides

Study guides will be given one week prior to tests and exams. Teachers will ensure students have all the study materials required (notes, quizzes, projects, etc.). All correspondence will be done officially via the school's portal and Google Classroom.

Rubrics

The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale.

PROMOTION & RETENTION

Course Failure - students who fail one or two core subjects (Arabic, English, Science, and/or Math, will be required to attend summer school to be promoted to the next grade level for the next academic school year. During summer school, students must:

- Meet attendance requirements of 90% of total summer school days.
- Pass the required core subjects by 60 %.

Students who fail one or two core subjects and do not attend summer school must do a re-sit exam in August to assess mastery of skills in the subject prior to being promoted for the current academic year.

Retention - If a student fails three or more core subjects (Arabic, English, Science, Math) then he or she **MUST** repeat the grade. MS teachers and administrative team members will meet with parents to inform them. If they wish to take their child out of school, the withdrawal process will be started at the register's office and be granted by the MS Principal and DBS Superintendent.

Further testing or an outside evaluation/assessment may be required for appropriate placement options if failure of courses continues for any given student.

INCENTIVES

Students can earn rewards for good study habits, academic achievement, and good behavior. As stated in the school philosophy, Dasman promotes student excellence by encouragement and use of incentives. The awarding of certificates for good behavior and academic improvement during flag ceremony is an example of this approach. Rewards can be an effective way to encourage positive behavior and motivation among middle school students for the following reasons:

- Demonstrating a clear link between performance outcomes and the bonus.
- Administering rewards that are scaled and given weight based on varying degrees of accomplishment.
- Recognizing individual differences and giving recipients and participants a choice of rewards.
- Building credibility and trust between administration and students.

AWARD CEREMONY

The award ceremony is a special event that gives students the recognition they deserve for their hard work and dedication throughout the school year. It is a time to celebrate achievements, inspire students to continue striving for success, and foster a sense of pride and community within the school.

The grades will be calculated based on an **average** between Semester 1 and Semester 2, taking in consideration that the weight of Semester 1 is higher due to the exams' grades.

HOME-SCHOOL COMMUNICATION

PARENTS ON CAMPUS

Special deliveries, such as forgotten Laptop/Chromebook or forgotten school lunches for students, should be left at the reception area. The school nannies will deliver items to the teacher of the classroom, parents are not allowed to go inside the classroom for deliveries.

If a parent sends a designated person to pick up their child, the parent must send a note or call the reception area in advance.

Other reasons are not acceptable. Written notice from the parent, including the time and reason, must be provided to the office if a student must be dismissed early from school. Once the Principal/Vice Principal approves the request, a release will be issued to the student so that it can be presented to the school Office

when the student leaves. Staff must not allow students to leave without a signed note from the Principal or Vice Principal.

Parents are not allowed to be present on campus without prior permission or a scheduled appointment. This policy is in place to ensure the safety and security of all students and to minimize disruptions to the educational environment. Parents needing to visit the school must contact the administration in advance to arrange a suitable time. Upon arrival, parents must check in at the main office for clearance and further instructions.

COMMUNICATION

Teachers must use the Portals to inform parents and students of tests, quizzes, homework schedules and test study guides as well as progress reports. If a parent has a concern, then he/she should address the concern with the teacher involved. If the issue remains unresolved, then the principal should be informed, and a conference will be held with the teacher and parents.

NEWSLETTERS / WEBSITE / PLUS PORTAL/DIGITAL POLICY

Updated school information can be found on the school's website. Free Adobe Acrobat software needs to be installed to view the newsletters. Visit our school website regularly as it is updated on a consistent basis to view:

- Homework Calendars
- Assessment Calendars
- School Announcements
- Upcoming Events & Activities

Students and parents may also follow the school on social media outlets such as Instagram and Facebook for updated information as well.

Teachers and Administration use Portal Plus to communicate with parents in addition to email and phone calls. It is important to make sure that parents give registration and teachers their updated email information so that these messages can be sent out.

Students may receive school and/or class information and communicate with their teacher via the school's online platforms.

AFTER ACADEMIC REPORTS CONFERENCES

The purpose of conferences is to give information to both students and parents about progress being made in the classroom. During any time of the year, both teachers and parents can request a conference to discuss the progress, or lack thereof, of a student.

If any parent needs to see a teacher or other staff member, they should make an appointment or send an email. When visiting the school, parents will wait in the reception area or **in a meeting room** of the Middle School Building **Dasman Building**. The receptionist will inform the staff member who is scheduled to meet with the parents of their presence.

Scheduled Teacher-Parent Conference

This conference is a formal conference between both language teachers, any members of the Support Team who work with the student, and the parents, to provide feedback about the child's progress and needs. Teachers

take this opportunity to answer the parents' questions, to address their concerns and to help define their role in the learning process.

CODE OF CONTACT

During assemblies and sporting events all students are expected to be courteous to performers and speakers. Applause is the correct and courteous way to show approval of a program or a speaker. Yelling and whistling are not in good taste and will be dealt with accordingly. Appropriate behavior is expected of all students at assemblies and sporting events.

Parents are welcome to attend their child's assemblies. **Please do NOT take another child out of their classroom as this is unfair to the rest of the students and they miss out on important class work.**

COUNSELING SERVICES

COUNSELING AND GUIDANCE SERVICES

DBS will utilize personnel to assist with academic, emotional, and social needs as they arise. In conjunction with school counselors, students will be assisted with joining one on one sessions or group sessions with the counselor should any needs arise.

COUNSELING SERVICES

Counselors serve as a crucial link between students, teachers, and parents. Counselors advise the whole student in all aspects, including academics, health, and happiness, as well as their learning of relational and problem-solving skills. The counseling staff also provides timely emotional support and resources needed to meet the challenges of adolescence. Students are provided with help to smoothly integrate into the regular flow of school life and activities. Students are advised about the following:

- The role of the Academic Counselor in monitoring their academic progress through the year.
- Review of Academic Status as per year end results.
- Advise parents of any red flags regarding behavior, academic, and/or social issues.
- Provide classroom instruction on various values and topics that relate to overall student's well-being and growth.
- Hold individual and group sessions to address the emotional and mental issues and concerns of students.
- Plan and execute school activities to cultivate a safe space for students and teachers.
- Lead professional development for staff members on the best practices and strategies to help struggling students or to deal with the ever changing emotional and mental needs of students.
- Conference with students who are borderline or failing in core subjects, parents, and teachers regarding current academic status.
- Advise parents and students whose academic status is endangering chances of failing of what the school has to offer to remedy the situation.
- Regular meetings as the need arises to discuss and monitor academic performance.

UNITED NATIONS DECLARATIONS

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights. Go to www.unicef.org/crc to read all the articles.



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ATTENDANCE

SCHOOL HOURS

In the interest of safety, students should not be dropped off at school before 7:00am. In addition, students should be collected from school no later than 2:30pm. Staff members are not on duty to supervise students after this time. The school is not responsible for students before or after the designated school hours.

From time to time, DBS will have Early Release days. Parents will be advised of the school schedule for those days in advance.

ATTENDANCE

Student Attendance and Permissions:

Student attendance at school is of paramount importance for them to reap the maximum benefits of Dasman's academic, social, and sporting programs. We appeal to all parents to cooperate with the school to ensure that your child gets the quality and quantity of our various programs.

- **Parents are advised to make all medical and social appointments after school hours.**
- Permissions to leave school early will only be granted at the discretion of the school management and medical personnel.
- Graded attendance per lesson.
- If students are absent for more than 15 days, they will be inquired by the ministry of education.
- Students in school for less than 5 hours in the day will be deemed absent for the day. This includes skipping classes.

Attendance is taken daily in each lesson. Any work that is missed due to the student's absence being late to school will be marked as 'zero'. The only exception to this rule is when a student has an excused absence.

Excused Absences consist of:

- Personal illness of the student affects both his/her health and possibly the health of other students.
- Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
- Special or recognized religious holidays.
- Emergency travel arrangements approved by the division principal.
- All absences immediately preceding or following a vacation period are considered unexcused. Consideration for approval must be obtained from the principal one week before vacation.
- Emergency Travel arrangements approved by the division principal.

Makeup Work for Excused Absences

Students have three days after returning from an excused absence to make-up work, tests, and other missing activities. If the student has been out of school for three or more days, teachers may provide additional time to make-up missing assignments at their own discretion.

In case of any illness over two days, or contagious disease, please notify the school nurse and the principal. In the event of severe cases of certain health issues (H1N1, Lice, etc.), children will **not be permitted into the class** unless they have a medical clearance from a hospital, as per Ministry rules and regulations. This clearance is to be submitted to the Nurse who will then admit the child to the class.

TARDIES

Class time is essential to increasing students' knowledge and proficiency, students who repeatedly come late or leave early may experience a decline in student achievement. If students arrive **between 8:00 - 8:10**, they are considered tardy. They will be issued a late pass. They will not be admitted to class without a signed pass, and they will be allowed to the first period. This is considered an unexcused absence for that lesson and any missed work will be graded down by 50%.

The school reserves the right to refuse admission to students who arrive after 8:15.

The school will follow Ministry Guidelines if a student is late 15 times or more.

Excused Tardy: Includes events that are physically out of your control such as an accident, road closed due to an accident, power outage, etc.

Unexcused Tardy: Includes over-sleeping, heavy traffic, rainy weather, sandstorm, errand for parents, etc.

STUDENT TIMETABLE

Timetables sent to parents' emails are handed out at the beginning of each school year and posted on the school's website.

ARRIVAL AND ADMISSION

EARLY RELEASE

Parents who wish to collect their children from school before the end of the school day **MUST** request an Early Release form from the division receptionist. This will only be done in exceptional circumstances.

- Medical appointment
- Adverse weather conditions
- A sibling has been permitted to leave before the end of the day
- After a Concert or Graduation
- Family emergency - If a parent sends a designated person to pick up their child, the parent must send a note or call the reception area in advance.
- Parents on campus - Special deliveries, such as forgotten iPads or forgotten school lunches for students, should be left at the reception area. The school nannies will deliver items to the teacher of the classroom, parents are not allowed to go inside the classroom for deliveries.

BUS PROCEDURES

To ensure the safety of those who ride the bus, observance of certain rules is necessary. Respect for others is always expected on the buses. Students must understand that riding the school bus is a privilege and unruly conduct on the bus is a risk to the safe operation of the bus.

Bus Safety Rules

- Arrive at the bus stop 10 minutes before pick-up time. Buses leave on time to ensure every student arrives at school in a timely manner.
- When the bus arrives, stand well back from the curb or stopping point and wait until the bus comes to a full stop.
- Find a seat and sit down.
- Do not take your head or arms out of the windows when on the bus.
- Do not eat or drink on the bus.
- Students are expected to be courteous and obedient to the driver.
- No object is to be thrown into, out of, or inside the bus.
- Students must not use obscene language, gestures, or gang signs.
- Fighting, yelling or loud talking is not permitted.
- Harassment or intimidation of others is not permitted.
- Willful destruction or defacing of school buses or private property surrounding school bus stops is prohibited.
- An assigned teacher will pick up bus students. Students should stay with this teacher until placed on the bus. If the student's bus is not there, the student should sit on the bench at the side of the school.

CODE OF CONDUCT

Dasman Bilingual School students are expected to follow the designated school rules and work on the core values. Every individual on campus has the mandate to assimilate these positive character traits into everything we do so that we are always striving to become inquiring, knowledgeable, and caring global citizens.

Each student is expected to respect the individual and reflect upon how to change the world for the better starting with themselves. Collectively, we rely upon each person's respectful contribution to foster an environment of learning so that when a graduate from Dasman fully enters the international community, they are ready.

DISCIPLINE

The aims of the Dasman Bilingual School discipline system are to support students with their learning and to promote student accountability. We believe that the best way to promote student accountability is for students to have good relationships with their teachers and have support from home. There are two distinct aspects to the system: behavior related consequences and teaching of self-discipline strategies.

From time to time, students may display behavior that detracts from their own learning and/or the learning of others. There are a variety of consequences depending on the type of misbehavior. These are listed below. However, in every situation, staff will consider the severity of the infraction, other factors surrounding the

incident and the past record of the same or similar infractions. The possible consequences for infractions are listed below. Generally, for further infractions of the same nature, more severe consequences will result.

If there develops a pattern of misbehavior, Dasman Bilingual School can utilize a number of other consequences and interventions aimed to directly teach self-discipline. These can include counseling services, out-of-school suspension, parent conferences, daily behavior reports and mentoring.

It must be noted that not every behavioral situation could be listed, and that the application of consequences is at the discretion of the teacher and Administration.

A five-day suspension penalty may result from gross misconduct, deliberate or willful verbal or physical behavior that is disruptive to the normal function of the school. Students are responsible for work missed during this suspension. This work will be graded down by 50%. Parents will be expected to meet with the Principal and Superintendent before the student is readmitted.

Expulsion from school may occur because of the most severe behavioral circumstances if all other means of correction have not been successful in modifying the behavior of the student. In such cases, the school will strictly adhere to Kuwait Ministry of Education regulations.

STUDENT MISBEHAVIOR -POSSIBLE INFRACTIONS

- Physical Altercation
- Disruptive behavior
- Failing to follow school policies and procedures.
- Rude and disrespectful to faculty administrator or teacher
- Inciting disorder- any behavior that detracts from the learning of others or threatens from the calm nature of the school.
- Obscenity- use of obscene or vulgar language by students in verbal or written form
- Fighting – physical contact, physical assault or threat of physical assault. All who contend, regardless of who initiates the fight, are guilty.
- Failing to report to a class or prescribed venue (like Flag in the gym)
- Improper possession and use of an electronic device
- Defiance- failure to respond or carry out a reasonable request by a staff member.
- Truancy from class- the act of unauthorized absence from class for any period of time.
- Bullying- any communication or conduct where the conduct intimidates others or creates a hostile or offensive environment.
- Failure to follow a reasonable request from a staff member.
- Physical assault against a staff member- any physical or verbal attack, or the threat to do harm to another with or without doing any harm.
- Theft – to take or assist someone in taking or attempting to take the property of another without authorization.
- Dress Code - Violation of school dress code
- Graffiti - to willfully or deliberately destroy or deface school, student or faculty property.
- Ungentlemanly or not lady-like conduct
- Weapons – possession of weapons, look-a-like weapons, knives or any other dangerous objects.
- Arson or Use of Fireworks – the malicious burning of or attempt to burn property or person.

- Physical Assault Against another student – any physical attack or threat to do harm to another with or without doing any harm.

POSSIBLE CONSEQUENCES FOR INFRACTIONS (DEPENDING UPON THE SEVERITY OF THE INFRACTION)

- Verbal Warning
- Call home to parent
- Detention-student stays in during break.
- Cautionary Letter (3 Cautionary Letters equal 1 Warning Letter). Violating school rules, which led to three Lunch Detentions is an automatic Cautionary Letter.
- Warning Letter-3 or more Warning Letters put the student on the list for possible expulsion for the next academic year.
- In School Suspension-Student stays with a behavior specialist in school throughout the day and equates to a Warning letter.
- Out of School Suspension-Student is not allowed to come to school on the prescribed day(s)

Note 1: Students who are suspended (either in school or out of school) will receive “0” for any tests or quizzes missed that day. They cannot be given a re-sit for anything missed.

Note 2: Each situation will be dealt with on an individual basis. Punishments can be increased or decreased depending on the severity of the situation.

CYBER SAFETY

The goal of the school is to create and maintain a cyber-safe culture. These measures are based on our core values. Our school has rigorous cyber-safety practices and education programs in place. All students will be issued with an acceptable use policy. This use agreement includes information about his/her obligations, responsibilities, and the nature of possible consequences associated with cyber-safety and bullying breaches which undermine the safety of the school environment. Students are taught how to use these technologies safely and know about the risks and consequences of misusing them. DBS reserves the right to use the information found on student devices for any discipline sanctions.

Tips to Promote Internet Safety at Home:

- Discuss the fact that there are websites which are unsuitable.
- Invest in security software for children’s computers.
- Discuss how children should respond to unsuitable materials or requests.
- Remind children never to give out personal information on the Internet.
- Remind children that people online may not be who they say they are.
- Be vigilant. Ensure that children do not arrange to meet someone they meet online.
- Be aware that children may be using the Internet in places other than in their own home or at school.
- Be aware of the safety issues regarding mobile phones (live location).
- Encourage children to talk about how they use mobile phones.
- Talk about responsible use of the internet and technology.

TELEPHONE & MOBILE PHONES

Only in emergencies will a student be allowed to use the phone in the Division Secretary's Office/reception. This should be arranged during the students' break time.

Students are NOT allowed to bring mobile phones to the school.

Students who are caught with their mobile phones in violation of school rules may receive a warning or be assigned detention consequently. The mobile phone will be confiscated and held until a parent or guardian picks it up.

PHOTOGRAPHY & SOCIAL MEDIA POLICY

Students are not allowed to take photos of fellow students or teachers without their explicit consent. Posting any such photos on social media platforms without permission is strictly prohibited. This policy aims to respect the privacy and personal rights of all individuals in the school community. Violations of this policy may result in disciplinary action.

IT POLICY INTERNET & COMPUTER USAGE

All use of the Internet must be in support of education and research and be consistent with the purposes of the school and the access providers. Any use that disrupts the educational and administrative goals of the school is prohibited.

- Do not damage the computer or the network in any way.
- Do not deliberately spread computer viruses. Computer viruses are programs that have been developed as pranks and can destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of the local school network or any other computer system or network on the Internet by spreading computer viruses is considered criminal activity under state and federal law.
- Do not interfere with the operation of the network by installing illegal software, shareware, or freeware. Do not download software without written permission of the system administrator.
- Obey the rules of copyright. Students will not plagiarize works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
- Students shall not access inappropriate material on the Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
- Use appropriate language. Profanity or obscenity will not be tolerated on the school network. You must use language appropriate for school situations as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude, or threatening language. Nor will they, through means of the Internet, harass or annoy any other users.
- Avoid offensive or inflammatory speech. Internet users must respect the rights of others both in the local community and on the Internet at large. Personal attacks are an unacceptable use of the network. If you are the victim of a personal attack, bring the incident to the attention of a teacher or school administrator.
- Students shall not use the Internet to send or receive personal electronic mail.
- Students shall not modify the desktop environment in any way (e.g., changing the desktop wallpaper, mouse cursor, etc.)

- Students shall not enter or participate in Chat Rooms, Newsgroups, or List Servers for any reason.
- Students shall not engage in unauthorized access to computers, including 'hacking.'
- Students shall not disclose, use, or disseminate any personal identification of themselves or others.
- Students shall not engage in unlawful activities.

AFTERNOON CLUBS

Through participation in Dasman after-school activities, students will benefit from physical, psychological, and social stimulation, raise self-esteem, learn lessons in cooperation and coordination, enhance leadership skills, explore talents, and discover hidden abilities within the context of the regular teaching and learning program.

Extra-Curricular Activities and Sports Clubs:

DBS has a four-season sports calendar during which a range of athletic activities are provided for under-12 (U12), under-14 (U14). Our students compete in the following sports: Volleyball, Football/Soccer, Basketball, Track and Field, Badminton and Table Tennis.

DBS is committed to providing a wide variety of extracurricular activities.

- The teacher will give an exact schedule to club participants.
- Fees for a club will vary depending on the club.
 - Fees must be paid in advance to the cashier. Students may not attend without payment.
 - Even if a student misses a session, drops, or is dropped from the club, the fees still apply.
- Students must have a receipt from the cashier to be permitted to attend the club. No exceptions.
- Club days and ending times vary, therefore, all parents and students must adhere to the drop-off and pickup times stated in your club description. Students will be allowed one late pick-up, after that they might be dropped from the club. We are unable to provide a bus service for after club activities.
- SIBLINGS OR FRIENDS not in the club MAY NOT ATTEND. Little brothers, sisters, cousins, etc. must be picked up and are not to roam the campus.
- Students must obey the rules of the club and actively participate in the activities. Students who disrupt will be dropped from the club or not allowed to join the next cycle.
- Students who are in the club must remain with their teacher. There will be no roaming of the campus or doing other activities during club time.
- Students must come prepared for the club. Students will not be allowed to miss their regular classes to search for, call for, or otherwise try to locate or procure the materials they left at home, in the car, at a friend's house, etc. The school is not responsible for items that are left after clubs.
- Study clubs are grade level clubs that focus on homework, preparation for tests and concepts being taught that semester.
- Clubs vary from year to year according to the strength and interest of the staff. Football, music, swimming, and art are usually offered each quarter.
- Clubs will comprise of 6 one and a half hour sessions.
- The cost per student is KWD 45 (exceptions must be authorized by the Superintendent).
- A maximum of 15 participants is permitted for each club.
- A teacher can have only one academic club per unit.

- For academic clubs, teachers are not permitted to enroll students they teach, and no sessions will be held prior to a test or exam.
- Any breaks given by club teachers MUST be fully always supervised. Teachers who are found to be negligent during supervision of students in clubs, may receive: a warning letter and/or be terminated if their negligence has resulted in serious injury and/or legal problems for the school.
- Club teachers are responsible for student behavior and should drop students from the club should negative behavior persist.
- Teachers must remain with students until they are all collected by the parent/guardian. This is not the responsibility of the security guards.
- Club teacher may only leave once all students are picked up.
- Compile a list of students and their parents' telephone numbers and send them to the Superintendent, Division Principal, and a printed copy to school security personnel.

Guidelines For Students:

For our after-school clubs and activities to be places that are fun, safe, and educational, students need to abide by the following guidelines to become members.

- Be positive and encouraging to all members in the club/activity.
- Listen and follow the instructions of all adults involved.
- Use the materials and supplies appropriately and safely.
- Arrange your pickup transportation promptly at the designated time.
- If you are asked to leave the after-school club/activity due to any of the above reasons on three separate occasions, you will no longer be allowed to participate.
- SIBLINGS OR FRIENDS not in the club MAY NOT ATTEND. Little brothers, sisters, cousins, etc. must be picked up and are not to roam the campus.

HEALTH AND SAFETY

EMERGENCY PROCEDURES

In the event of evacuation of the school, the priority is to ensure students and staff leave the building quickly, quietly, and safely. Teachers stay with the class they took out to the field and bring them back into the school. Messages will be sent to parents as SMS.

- The evacuation signal is the continuous ringing of the school bell for a minimum of 60 seconds.
- A plan is required by classroom teachers of students with physical challenges to ensure their timely exit. Those plans must be submitted to the appropriate Division Principal for approval.
- Teachers must close the door of the classroom, and if time allows, switch off the lights. They must carry their class list, green and red cards (to indicate if a student is missing).
- The evacuation assembly point is the multipurpose court between Dasman 4 and Dasman 2.
- Students are expected to walk in a straight, quiet line to and from the courtyard.
- Fire drills will be timed.
- All teachers must remain with the class they bring to the field.
- All teachers in D2 and D3 classes must bring their class list that shows the telephone numbers.

SCHOOL NURSE

The school nurse is stationed in D2 building. The nurse is on duty the entire school day. If a student needs to go to the nurse during the day, he/she should ask the teacher for a pass, the nurse will decide what action to take. If the Nurse is not in her office. Students are not allowed to leave the school campus without the nurse's permission. All sick students must be collected from the nurses' office/reception.

Medicine must be given to the nurse by an adult, not sent to school with a student, or given to the teacher.

SANDSTORMS

As soon as a sandstorm develops, the school will alert parents and students will be sent home and send them home if needed.

GENERAL INFORMATION

SCHOOL UNIFORM

Uniforms are available from the school store before and after school. The following is the Middle School summer/winter uniform code.

Boys: Plain navy-blue uniform pants. Shorts must be plain and below the knee. No sports trousers except for P.E. **No jeans.**

Girls: Plain navy-blue trousers. **No jeans.** Scarves should be plain navy or plain white (no patterns or decorations). Long hair must always be tied back.

Boys and Girls: Sky blue uniform polo shirt (long or short sleeve) with DMS logo.

In Winter, students may also wear DBS navy blue zip up sweaters and/or fleece jackets.

Boys and Girls: Black, sensible flat dress shoes or sport shoes that are mostly black without a large logo.

Girls may choose to wear small stud earrings and a watch. **Make-up and colored nail varnish** are not allowed, nor are body piercings. Boys may choose to wear a watch. Any other items or clothing that distract from the learning of others are not acceptable.

Students not in the correct uniform will not be allowed into class and must wait in the school office until proper uniform is provided. **The Administration reserves the right to specify what is appropriate.**

On “**dress-down**” or “**free-dress**” occasions, modesty, and attentiveness to the cultural sensitivities of Kuwait are required. Sheer, tight or revealing clothing is unacceptable. Shoulders and knees are to be covered, and sleeves should cover at least 1/3 of the upper arm. High heels are not acceptable.

PE Uniforms are required when participating in PE class.

The **P.E. Uniform** is a gray DBS t-shirt and gray DBS sports trousers. They may be purchased at the Uniform Store. Students not wearing P.E. uniform will be penalized by grade deduction. Athletic shoes should be of the quality required by the PE Department.

ASSEMBLIES/SPORTS EVENTS

During assemblies and sporting events all students are expected to be courteous to performers and speakers. Applause is the correct and courteous way to show approval of a program or a speaker. Yelling and whistling are not in good taste and will be dealt with accordingly. Appropriate behavior is expected of all students at assemblies and sporting events.

Parents are welcome to attend their child's assemblies. **Please do NOT take another child out of their classroom as this is unfair to the rest of the students and they miss out on important class work.**

FLAG

The school is required by law to hold a Flag Ceremony, which starts at **7:40am** once a week. During the ceremony students listen to a recitation from the *Holy Qur'an*, pledge allegiance to Kuwait, and sing the national anthem. This is followed by the Division Principal previewing the day/week ahead and presentations by students on values and pillars.

BIRTHDAYS

For special occasions, or if a student wants to share a birthday treat with classmates, parties may be arranged during the lunch break. Students must first seek approval from their teacher to hold the celebration in the homeroom, under the supervision of a staff member. The student celebrating the birthday is responsible for collecting any food delivered to the office. Only the birthday celebrant is permitted to have food delivered, and only one delivery is allowed. The food will be consumed solely in the assigned room, and all students participating in the celebration must help clean up the classroom afterward.

SIBLINGS

Sisters and brothers of Dasman students are not to be released from class to attend birthdays, assemblies, or any other special event.

STUDENT LEADERSHIP

Student Council is a curricular or extracurricular activity for students within Middle Schools around the world. Student councils often serve to engage students in learning about democracy and leadership. In this form, the student body elects student representatives. Throughout the year, student councils organize activities, fund raisers and events.

PRAYER ROOM

There are separate prayer rooms for boys and girls. Students can pray in the Mosque during break time as per their timetable. **Prayer Break is now embedded into their scheduled break time, and it is the students'**

responsibility to report to the designated prayer room(s) at the appropriate time. Prayer at that time is to be silent. There will be no fooling around or talking, either in the Mosque or in the washroom preparing for prayer. Once a student enters the courtyard near the Mosque, silence and attention to prayer is to be observed.

LUNCH /CANTEEN

Middle School students may visit the canteen in D2 during lunch break time only. Only students with a medical condition requiring that he/she purchase food/drink at a time other than lunch time, may visit the canteen during classes.

Students may eat at the tables outside during lunch break, if it is very hot or wet, students can use the D2 canteen.

Every student is responsible for discarding his or her own trash in the cans provided. After eating, students may remain at the tables or go to the grass pitch, until the bell has sounded to signal the end of lunch. No food is allowed on the grass pitch.

Students may not chew or bring chewing gum to school **AT ANY TIME.**

No student may leave campus during the school day for food or order any food delivered to the school unless a class activity has been arranged (see Class Activities). No outside beverages (except water and juice) are allowed on campus. Only water is allowed in classrooms.

LIBRARY / MEDIA CENTER

The Dasman Library Media Center includes books, magazines, pamphlets, Computers, CD-ROMs and A/V materials for academic and recreational purposes. Students are expected to behave in a manner conducive to maintaining a positive learning environment. There will be no eating, drinking, loud talking or disruptive behavior within the media center.

Classes will visit the library once every other week with their English teacher. During that time, they will be able to check out books. Students are responsible for any books they check out and must be returned on the due date. If a student loses a book, he/she must inform the librarian and will be required to pay for the lost book.

Students should be aware of the following:

- Only one book may be checked out.
- Before another book can be checked out, the book that the student borrowed previously must be returned.
- Once a book is checked out it may NOT be exchanged for another book until their next library period.
- Students should use shelf markers when looking for books.
- Students do NOT need a card to check out a book.
- Students with lost or damaged books will need to pay for the replacement, otherwise their report cards will be held until the fine is settled.

LOST AND FOUND

A lost-and-found closet is in the reception. The school is not responsible for articles that are lost or stolen. Students must make sure that all their belongings have their names on them.

Unmarked items not claimed **within a reasonable period of time will be donated to a charitable organization.** We recommend that all clothing, books, and P.E. uniforms have labels with names and classes to identify ownership.

Students should only bring money and other items necessary to meet daily needs and never leave money or valuables unattended at any time. Students may bring **mobiles or** electronic devices to school. However, **the school is NOT responsible if these items are lost or stolen.**