



DASMAN دسلمان
BILINGUAL SCHOOL مدرسة ثنائية اللغة

Student-Parent Handbook

2025-2026



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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



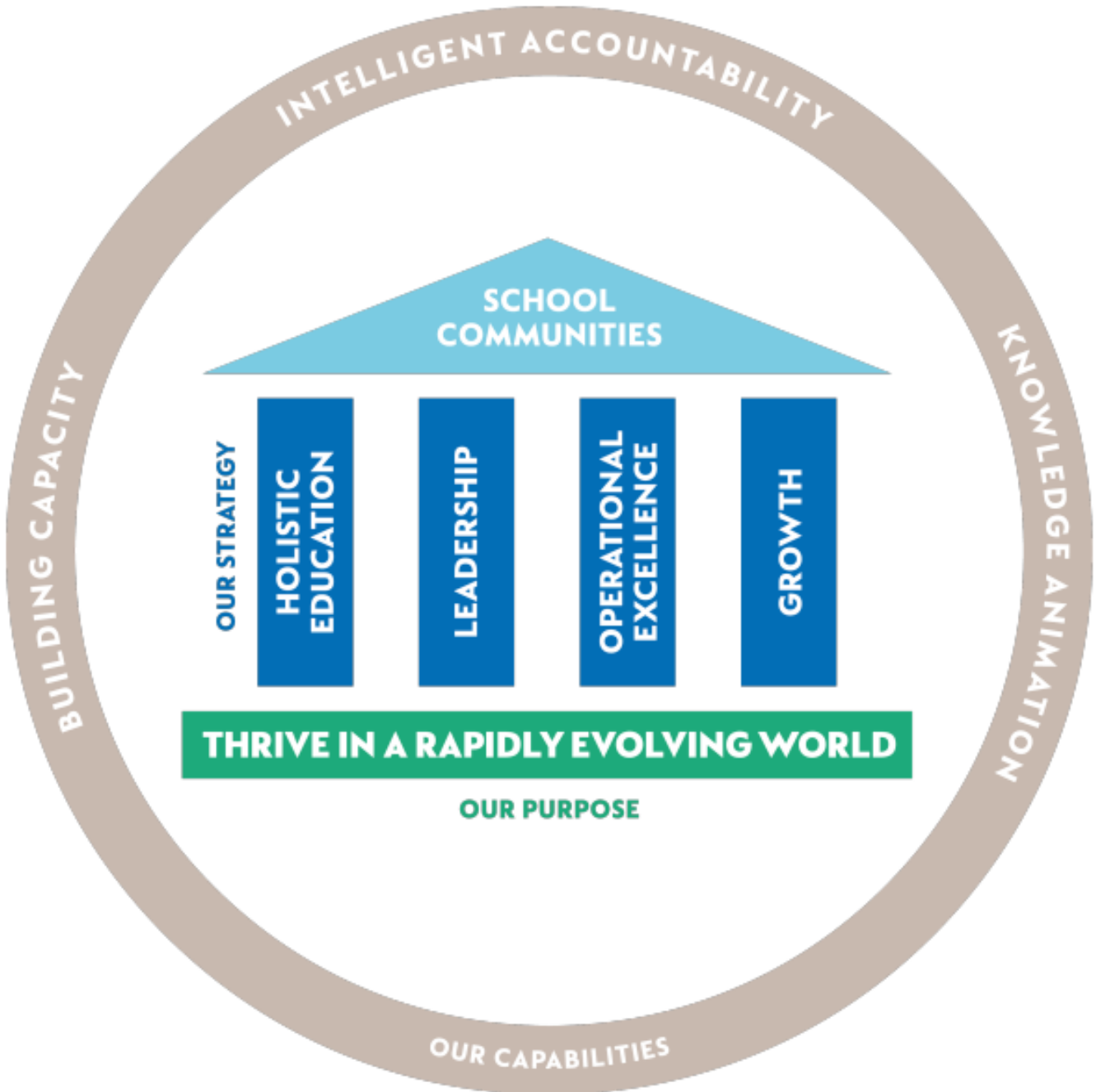
Strategic Values

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.



21ST CENTURY LEARNING EXPECTATIONS

ACADEMIC				SOCIAL	CIVIC
COMMUNICAT ION	CRITICAL THINKING	COLLABORATI ON	COLLECTION OF INFORMATION		
					
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	

SPECIAL EDUCATION NEEDS A DIVISION GUIDING PRINCIPLE

Provide multi-disciplinary support services to facilitate students' academic, social, and emotional development.

VOCATIONAL DIVISION GUIDING PRINCIPLE

Equip students with a blend of academic and workforce competencies.

DIVISION VALUES 2025-2026

- Kindness: Wanting to be good, kind, and giving to others
- Hard work: Working hard, well, and tirelessly
- Collaboration: Working cooperatively with others.
- Credibility (Having people believe in you), Accomplishment (Doing or finishing something well), and Aspiration (Strong and persistent desire for high achievement)
- Adventurousness: Tendency to do new and daring things
- Citizenship: Exercising the duties, rights, and privileges of being a citizen.
- Patience: Waiting and withstanding without complaining or getting angry
- Efficiency: Ability to make things happen with a responsible amount of effort.
- Excellence: Having qualities to an unusual degree

SPECIAL NEEDS/VOCATIONAL DIVISION POLICY

SEN/VOC Division Description:

The special needs programs are designed for students with mild to moderate Intellectual disabilities who have special educational, cognitive, emotional, and behavioral needs. Considering these needs, the SEN program aims to provide our students with all kinds of skills to build their mentality and personality. We aim to raise an independent human who can overcome all developmental obstacles and be a productive person helping in the community.

Every child is unique and has a special skill and learning style, so we provide our students with a detailed assessment process to evaluate their skills, identify their needs, and highlight their strengths to create an individual educational plan IEP.

IEP is a customized student plan containing short- and long-term goals that fit their needs on all the skills and subjects the student has been assessed on. We identify the student's cognitive & academic baseline to build up new skills and allow him to show his natural capacities.

To build the IEP, we are using a modified American curriculum called Common Core. Teachers assess students on core subjects, English and Math. We use the New Generation Science Curriculum (NGSC) and the For a Better World Social Studies Curriculum (FWSSC) for Social Studies. The Arabic and Islamic programs are provided and follow the IEP system.

Our students are supported with therapeutic services such as Speech and Language Pathology (SLP), Occupational therapy (OT), Physiotherapy (PT), and Behavioral Therapy (BT). The therapeutic team also follows an Individual Therapeutic Plan (ITP) for the students who need the service only.

Each cohort has a maximum of six classes. Each cohort represents two academic years, starting from cohort 1/2, which has students ages between G1 and G2 (5.6-7.6 years old), up to cohort 11/12, which has students ages between G11 and G12 (15.6-17.6 years old). Thus, students spend two years in each cohort. Age is one of many criteria for classifying students.

Classes are self-contained and letter-coded within each cohort. They range from mainly academic to more life skills oriented. Placement in these classes depends on the student's level of academic, cognitive, social, and behavioral functioning. The maximum class size is ten students. Special Needs classes are staffed with qualified ministry-approved Teachers and Teacher Assistants.

The SEN division receives students as young as 5.6 years old to build their skills and personalities until they reach the age of 17, at which point they can join the vocational program VOC until they reach the age of 21.

The VOC program does not focus on teaching traditional academic subjects. Instead, it aims to equip participants with practical skills that can help them in the job market, foster

independence, and enable them to earn a living by providing them with valuable work skills. To achieve these goals, the vocational unit follows two British programs: ASDAN and BTEC.

DBS-VOC aims to engage students with special educational needs (SEN) through relevant and motivating courses, with the goal of achieving meaningful learning outcomes. Our courses are designed to equip students with the skills and knowledge they need to succeed in further education, training, and work. We use practical pedagogy accessible to learners of all abilities and work to foster the personal, social, and work-related skills of young people in greatest need.

The VOC program equips students between 17 and 21 with various skills beyond basic academic and life skills to prepare them for assisted/fully independent lives. The ASDAN programs cover various modules: Communication, The Community, Sport and Leisure, Home Management, The Environment, Number Handling, Health and Survival, World of Work, and Science and Technology. The BTEC programs cover the following units: Understanding how to use Office Equipment, How to Handle Mail, Using E-mail, and Producing a CV. Each module/unit has specific challenges that ensure students apply the skills learned in the real world. Between January and March every year, students do a two-week work experience within the school and in companies, Banks, and local businesses to practice what they have learned throughout the year.

DBS uses the introductory levels (Entry 1-3) programs from BTEC according to the student's needs and the following programs from ASDAN:

- Professional Development Programs PDP (Bronze, Silver & Gold).
- Life Skills Challenges Program LSC.
- Preparing for Adulthood Programs PFAs.

The SEN and VOC units are supported with 2 Workshops presented to the 11/12 cohort and the VOC classes. Hand Art Craft and Home Economics develop different handcraft skills, such as working in groups, creating projects, and developing artistic talents. Additionally, DBS

added three new workshops for the VOC students to acquire the basic knowledge and practices of Gardening, Coffee shop, and Photography.

Multi-Disciplinary Team Meetings:

After the third week of school, each class sets a meeting to discuss each student's IEP in order to create a transdisciplinary IEP; the attendees are the homeroom teacher, TA, Arabic teachers, specialists, therapists, and ADMIN team. Each staff member working with the class mentions his goals for each student, and the whole team discusses these goals to create cross-curricular educational/therapeutic goals and discuss the best cross-curricular practices for the benefit of the students.

The Child Study Team (CST):

It is critical to continually review the placement and services being provided to best serve your son/daughter's needs. The Special Needs/Vocational staff members are the primary source of information for the Child Study Team (CST). The CST provides the forum for reassessing placements and addressing problematic situations that may arise immediately and efficiently. Educational planning and reviews are done collaboratively by the parent and CST.

Transfer within Special Needs/Vocational Division:

Should a student show above-average progress within a specific class level/Voc program goals before the end of the school year, the student may be considered for transfer to a more challenging class/program within the same class level/ASDAN or BTEC.

The Special Needs/Vocational Division does not have a trial period after admission to the program, as the division has predetermined criteria that would deny a student admission. However, if a student is unable to adjust or needs cannot be adequately met, the son/daughter Study Team will reconvene to determine an amendment to the student's IEP and services. Should alternative intervention strategies still prove to be ineffective, the team will meet with parents and recommend alternative school or program placement.

As of the 2023-2024 academic year, we have added the following to support our students.

Sensory Room:

Catering to all needs and being open-minded to pave all possible paths for learning, Dasman Bilingual School has established a full sensory room serving students on the autism spectrum or others facing sensory processing disorders.

The sensory room is a safe environment for promoting many skills such as playing, learning, interactive communication, ideation, active engagement, proper transitioning, and task organization. The sensory room has a major role in readjusting students to stay on-task and decreasing their meltdowns. It is considered a major pillar in the learning and educational process for students with special needs, where it stands as a major element to facilitate staying focused, being more comfortable with the surrounding environment, developing more adaptive skills/responses, and maintaining registered proper reactions toward social and emotional situations.

Dasman's sensory room has the materials and qualified therapists and is designed to help modulate and adapt to far/near sensory inputs. It promotes the ability to interact more functionally despite the integration issues that some students face.

Resource Room:

The Resource Room is a room prepared to support our students with various educational and therapeutic resources, and it will be the main material inventory for the SEN division, which all staff members can use. DBS is establishing this room in order to provide our students with the following:

- Early intervention sessions to improve the students' pre-academic skills.
- Extra academic support for students struggling with one or more academic or cognitive skills.
- Small group academic or therapeutic sessions for students who need extra support within a group. It is called sub-clinical group work, which means that their problems are mild to the limit that it doesn't need individual support, and the group work will be enough.

- Behavioral or psychological small group sessions for problems like low self-esteem or lack of social skills.

DBS's plan will continue to fill this room with electronic devices because we believe that AI will give the division a big hand in improving our students' daily living skills.

Sub/Teachers & Sub-TAs Support:

DBS does have the Sub teacher and Sub teacher assistant as main positions in the division hierarchy, and usually, their job description goes around covering the absent homeroom teachers or TA; however, since the 2022-2023 academic year, the SEN division used these staff members to provide some of the students with extra academic support if needed. This year, DBS is aiming to activate the Resource Room with those staff members by using this room to provide support sessions to the students who need it. The Resource room will be run mainly by the Sub teachers/TAs.

Sensory Gym:

Most of our students in SEN have sensory issues. Sensory integration dysfunction is not only a difficult matter for students with ASD, it is also a general symptom for most of students facing challenges (GDD, Slow learners, learning difficulties, MR and other syndromic drawbacks). When we say sensory GYM, we mean a higher level of adaptive response training. We mean what happens next after the student is overcoming his meltdown. It is how we generate functional behavior in real-life situations. The sensory GYM is a turning point. The need for it is paramount to set a learning and developmental foundation.

The Sensory Gym will serve students until their early teens. Students can participate in it in groups, and the therapist (OT & PT) and PE teachers can utilize it according to a therapy-based lesson plan. The gym is also to be utilized for motor planning and gross motor skills intervention for students who need it.

Swimming Lessons:

Given that the DBS-SEN division is equipped with a high-quality swimming pool in D7 and that swimming is a key element in our students' journey towards overcoming their developmental delay features, we have decided to reactivate swimming lessons as part of our physical education using skilled PE teachers who are fully trained to teach swimming and hold Lifeguard, CPR, and First Aid certificates.

Circle time/ Morning meeting:

One of the most crucial aspects of the educational process involves preparing students for their day, providing insights into their daily routines, and enhancing their awareness of their social, emotional, and environmental surroundings.

Daily Flag Ceremony:

The flag ceremony is a daily routine in the division that helps to enhance students' self-regulatory skills and citizenship spirit by saluting the flag every day. Additionally, the flag ceremony includes a daily physical, Islamic, educational, and artistic program that gives all students the opportunity to participate and enjoy the activities before the start of each day.

As of the 2025-2026 academic year, we have added the following to support our students.

Standardized Assessment: Starting in the 2025-2026 academic year, DBS introduced standardized tests as part of its assessment system. This initiative aims to enhance data collection, monitoring, and tracking of students' progress over time, complementing the informal assessments typically conducted by teachers. Additionally, it will help the administration make more informed decisions regarding student placement within the school.

Monster Phonics is an enhanced systematic synthetic phonics scheme. It teaches phonics in a comprehensive, structured progression but provides additional multi-sensory support to make learning more memorable and engaging. It uses colour coding and monster sound cues to support learning when children encounter long vowels, silent letters, and tricky letters. This additional support is used consistently and then cleverly phased out, creating confident independent readers. And, it's not just about the colours; the monsters themselves each

represent a sound which brings phonics to life. This creates engagement, and speeds up the learning process for everyone.

SPECIAL NEEDS AND VOCATIONAL ADMISSION POLICY

Dasman accepts students, regardless of race, religion, nationality, or learning disabilities, who can benefit from the school's Arab American (SEN)/British (Vocational) curriculum. Admission is subject to space availability and meeting the admission requirements.

Students admitted to the Special Needs/Vocational program should have basic English and Arabic language skills to meet the instructional demands.

Students may be admitted for one academic year, provided they meet Dasman's academic and behavioral expectations. Close parental cooperation with the school is also mandatory for admission. Dasman reserves the right to have a student withdrawn in compliance with the Ministry of Education guidelines if the administration deems it to be in the best interest of the student or the school. The school reserves the right to deny re-enrollment for those not meeting academic and behavioral standards.

The Special Needs/Vocational Program Admission Requirements

1. Student's age is to be between 5.6-21 years old based on the Ministry school-based age scale.
2. A diagnosed Intellectual disability by the Public Authority for the Disabled or an accredited outside agency.
3. Testing by the SEN psychologist.
4. Basic/ functional language skills (English or Arabic)
5. Full-Scale IQ of 50-70, moderate to mild intellectual disability.
6. IQ between 70-84, borderline to below average, needs to be discussed with the superintendent, and the parents should sign SEN admission consent.

7. Students performing three years below grade level, which the admission test for reading, writing, and mathematical skills will determine.
8. Students do not show 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).
9. Students must be toilet trained.
10. Students with Psychological Disability (ASD) could be included.
11. Students with Physical Disabilities (Down Syndrome) could be included.

The Major disability is intellectual disability, along with other disability categories, including Physical Impairment (minor Cerebral Palsy), Speech and Language Disorder, Developmental Delay, Autism, Down syndrome ...etc.

Factors That Would Prevent Admission to the Program:

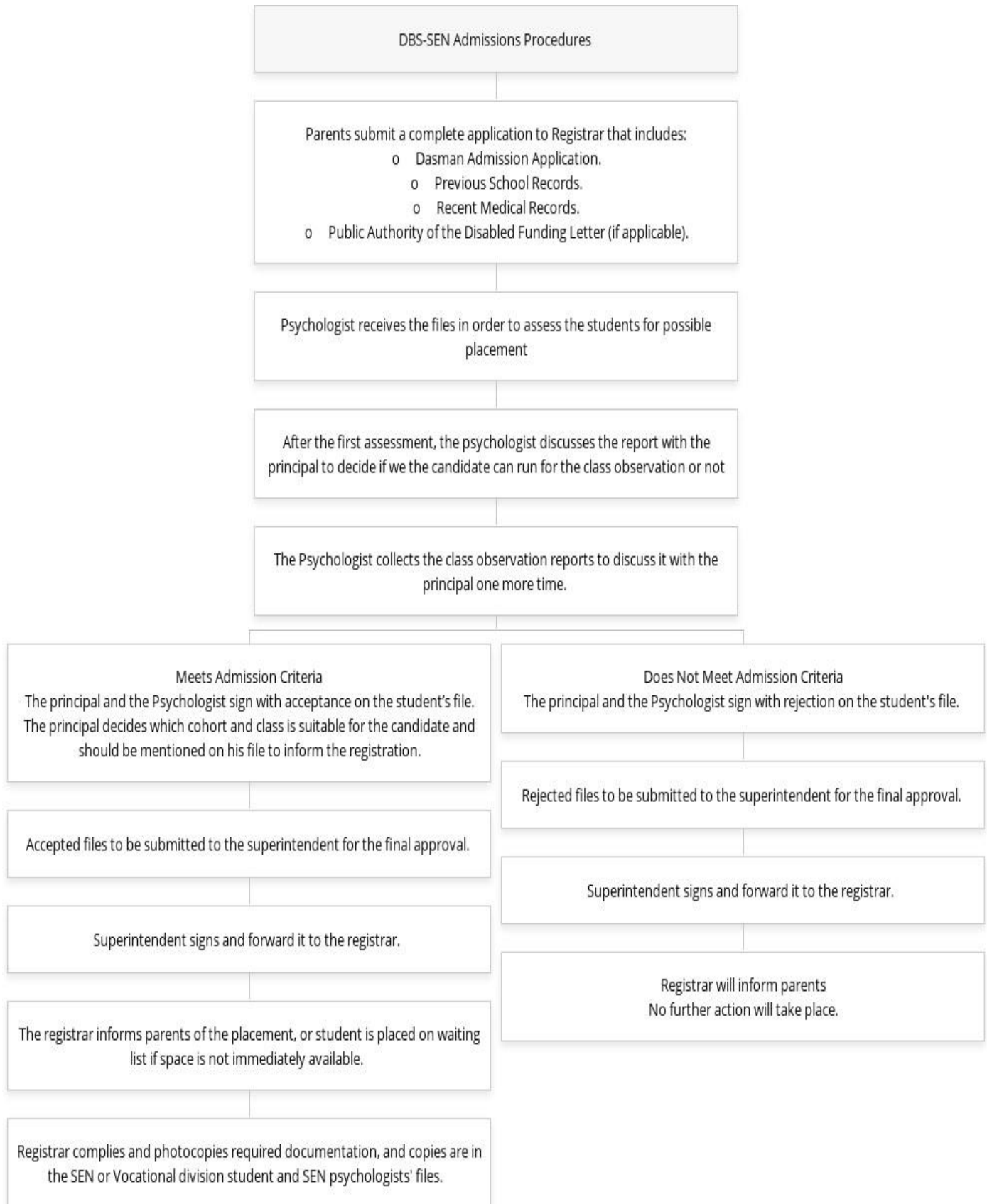
1. Developmental age of less than three years.
2. Inability to use the bathroom independently.
3. No/limited English or Arabic language skills.
4. Limited mobility: The student cannot use stairs or move around school independently.
5. Visual or Auditory disabilities.
6. Moderate to severe behavior problems or a Behavior Disorder.
7. Serious Medical Conditions.

Admission Team:

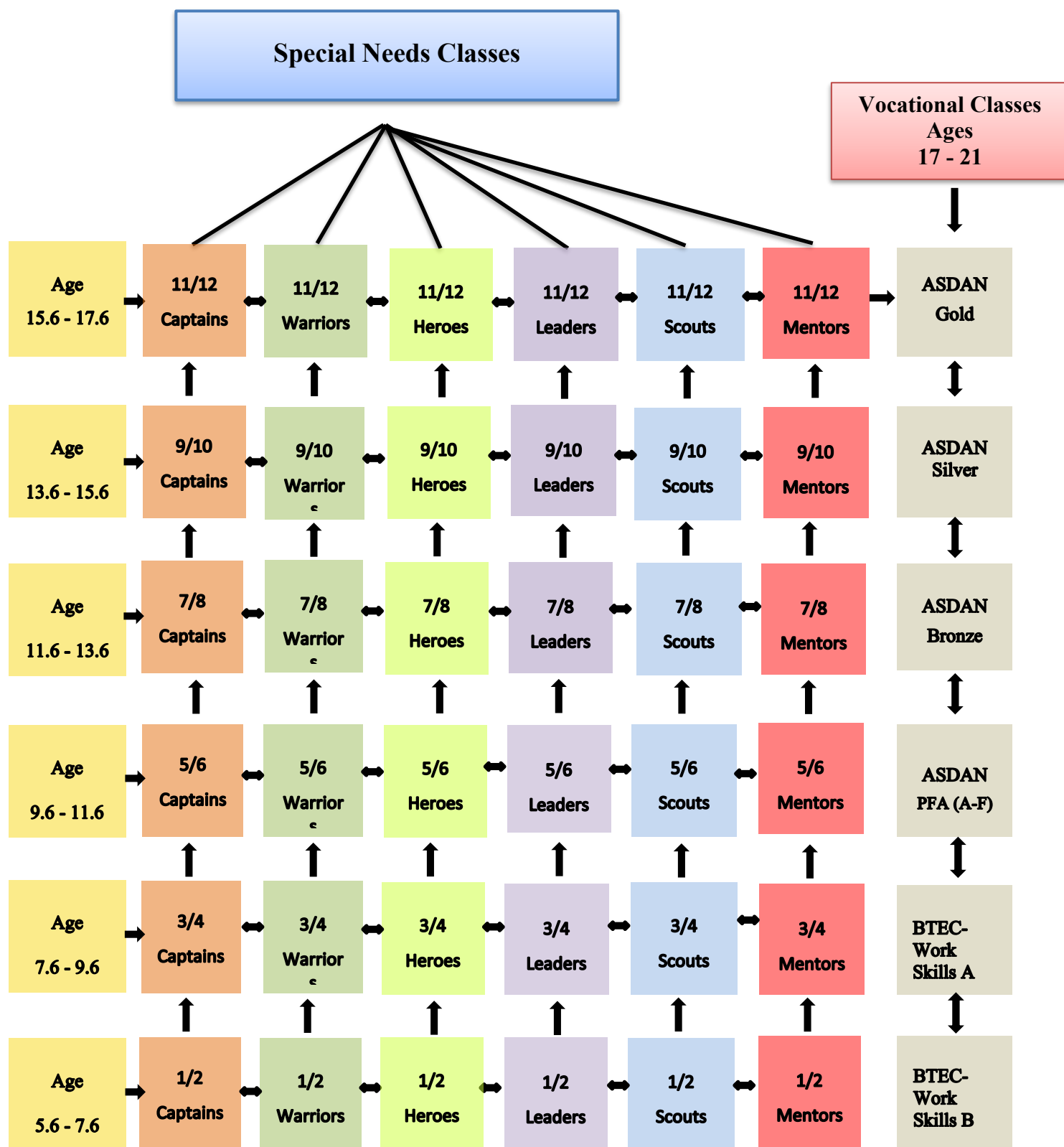
Initial admission to the Special Needs/Vocational program is based on tests conducted by the school psychologist, screening, assessment, and classroom observation. Team members involved in this process are the Special Needs Principal, Vice Principal, School Psychologist, and Classroom Teacher. Input from a therapist (SLP, OT, PT, BT, or counselor) may be required. The superintendent makes a recommendation, which the team then follows.

Admission Procedures:

The chart below shows the step-by-step admission procedure for new students.



STUDENT PLACEMENT CHART



A student's placement is critical for his or her success. It is our belief that students with special needs benefit more from instruction in a class with a low teacher-student ratio. Our classes have 10 students hence the ratio is 5:1. This practice supports more individualized support to meet the needs of the students.

Special Needs Team

SPECIAL NEEDS/VOCATIONAL TEAM

Staff:

Teachers:

SPECIAL NEEDS/VOCATIONAL TEAM

Teachers:

All Special Needs/Vocational Teachers must hold a degree in Special Education to meet the requirements of the Ministry of Education and the Public Authority of the Disabled. Having fully qualified staff ensures students receive the best educational opportunities at Dasman Bilingual School.

Teacher Assistants:

Teacher Assistants must also hold a degree, not necessarily in Special Education, to meet the Ministry of Education requirements. They are encouraged to continually take refresher courses in Special Education to understand and assist students with various disabilities.

Arabic and Islamic Teachers:

The Arabic and Islamic Studies Program is delivered by qualified teachers approved by the Ministry of Education.

Specialist Teachers:

In addition, both Special Needs and Vocational Divisions have Art, Music, Computer, and Physical Education Teachers. These teachers are qualified and approved by the Ministry of Education. They deliver programs suitable for our students' needs.

Psychologist:

The SEN Psychologist is on staff for admissions testing, placements, Special Needs/Vocational student records maintenance, and standardized testing.

Counselor/Behavior Specialist:

The counselor is fully certified and available throughout the year to assist students and parents with academic progress, personal welfare, behavior interventions, and social/emotional development.

Therapists (SUPPORT TEAM):

As part of the services offered, Dasman has trained staff therapists. The Speech, Physical, and Occupational therapists assess, develop, and implement programs for students with related needs. They also communicate with teachers to impart strategies for managing students with needs within the classroom environment.

THERAPY SERVICES

Physical Therapy

The physiotherapist plans the Intervention Program. Depending on the deficit areas, the plan is either maintenance, a treatment type, or a combination of both. This may include the following:

- Improvement of range of motion at different body joints
- Stretching shortened soft tissues
- Improvement of muscle tone/ power/control
- Postural correction and awareness
- Balance and equilibrium
- Gait reeducation
- Bilateral hand function
- Endurance and tolerance for exercise and handling
- Advice on seating, positioning, and needed adjustments within the learning environment.
- Class and home programs are designed and planned upon the teacher's and parents' request.

Occupational Therapy:

Occupational therapy (OT) focuses on helping students achieve independence in all areas of their lives. Occupational therapists assist students by helping them acquire the skills needed to be successful in learning and living. These skills may include fine motor skills such as gripping a pencil, cutting with scissors, and student organization.

Speech and Language Therapy:

The Speech therapists provide diagnostic and therapeutic services to eligible students diagnosed with delayed or inappropriate speech and/or language skills. Articulation language therapy and alternative forms of communication are the basic therapeutic components provided. Therapy objectives are determined for each student by both formal and informal assessments. These objectives are an integral part of each student's individual educational plan. Both the teacher and parents should be involved with working on the student's objectives outside of therapy to encourage the carryover of newly learned skills.

Health Services:

The school nurse is on duty for the entire school day. If a student needs to go to the nurse during the school day, the student will be escorted by either a teacher or teacher assistant. Parents must inform the teacher and the nurse of any allergies or illnesses their son/daughter may have. All medication that a student must take during the school day must be given to the nurse as soon as the student arrives, along with administration directions. The nurse will administer the medicine as required. No student is allowed to have any medication at school.

Counseling & Behavior Intervention Services:

The Special Needs and Vocational Divisions are serviced by a certified Professional School Counselor/Behavior Therapist who works solely with both divisions' students, parents, and staff members. Both are available throughout the year to assist students and parents with academic progress, personal welfare, behavior interventions, and social/emotional development. The counselor works closely with special needs and vocational teachers and

administrators to provide resources and training to support the needs of the students. The school counseling services provided include:

- Character Education
- Social Skills Training
- Classroom Guidance
- Short-Term Individual Counseling
- Long-term individual behavioral intervention.
- ABA plans.
- Parental Support
- Outside Referrals

ACADEMIC MATTERS

Curriculum:

The Special Needs Division follows a modified curriculum for Language Arts and Math using the Common Core State Standards (CCSS), Science (Next Generation Science Standards NGSS), and Social Studies (For a Better World).

The Vocational Unit follows the ASDAN Curriculum and the BTEC Qualification Curriculum.

Our framework follows the concept of “skill-based learning,” which means that our goals are clear and directed toward teaching certain skills that the student lacks.

Online Learning:

E-learning supplements and reinforces skills and concepts in Special Needs and Vocational. These electronic resources can be accessed using computers, iPads, and the Internet.

The various platforms/programs that are currently utilized are IXL, RAZ, Microsoft Teams and Follet Destiny.



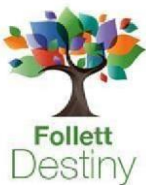
IXL is used for Language Arts and Math home study. It combines the curriculum and diagnostic tools and provides individual guidance and student work analysis, enabling teachers to differentiate their teaching methods to best suit students' needs.

Reading A-Z

RAZ offers a personalized approach to Literacy. It enables students to develop their reading skills by blending instruction, practice, and assessment. Leveled books and related resources can be printed, projected, read, and completed digitally.



Microsoft Teams is a secure digital platform that allows teachers to engage with and teach students online. Its myriad features allow teachers to create vibrant learning environments, build collaborative classrooms, and connect in professional learning communities.



Destiny Collections creates new, collaborative ways for librarians, teachers and students to share resources across the school or with other users. Students and teachers can access resources in Destiny Discover and add them to any Collection. The Collections may include web pages, images, documents and eBooks. During unforeseen emergencies, we will be using this program to bring the school library to your homes during online learning!



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coding and monster sound cues to support learning when children encounter long vowels, silent letters, and tricky letters. This additional support is used consistently and then cleverly phased out, creating confident independent readers. And, it's not just about the colours; the monsters themselves each represent a sound which brings phonics to life. This creates engagement, and speeds up the learning process for everyone.

INDIVIDUALIZED EDUCATION PLAN (IEP):

Once a student is admitted to our program, the classroom teachers do an informal Academic, social, and behavioral assessment. An Individualized Education Plan (IEP) is developed based on the student's needs. A Multidisciplinary team meeting takes place to discuss each students' IEP between all the specialists who are working with the student before meeting the parents to discuss the IEP. Parents are allowed to discuss any concerns or provide input. If parents are satisfied with the IEP, they sign off, and the IEP is implemented. Parents receive a copy of the IEP, and the original is filed with student records on SharePoint.

The IEP is based on the Special Needs/ASDAN/BTEC Curricula and contains annual goals. It allows for differentiation to accommodate students' level of functioning. The IEP is revised twice a year and amended when needed, with parental consent. The IEP remains active until the student completes the program.

HOMEWORK

Homework is a necessary part of our educational program. Students are given homework regularly and are expected to complete the assigned tasks. Assisting your son/daughter with their homework is a good way to learn more about their abilities and is highly encouraged.

SPECIAL NEED ASSESSMENT PROTOCOL (by the Psychologist)

In alignment with the ministry's decision about reassessing the SEN students every 2 years and after several discussions with the Principal and the Superintendent, the following tests will be utilized to assess the students and compile a holistic profile for each student:

Assessment Aspect	Assessment Tools	Assessment Purpose
General Cognitive functioning and IQ	<ul style="list-style-type: none"> • Wechsler Intelligence scale for Children IV (WISC-IV) • Wechsler Preschool and Primary scale of Intelligence IV (WPPSI-IV) • Wechsler Adult Intelligence scale IV (WAIS-IV) • Specific Cognitive abilities assessment created by the DBS psychologist. 	The interpretation of a child's performance on these tests can provide insight of underlying processing deficits and directions for useful modification or accommodations needed to teach that child. A child's performance on specific subtests indicates his or her strengths and weaknesses in certain skills.
Academic Profile	<ul style="list-style-type: none"> • Woodcock Johnson Achievement test III (WJ-III) • Wide Range Achievement test (WRAT-IV) 	In this phase, we are trying to draw a base line of the child's academic performance including reading, writing & Math skills.
Emotional Profile	<ul style="list-style-type: none"> • Comprehensive Emotional assessment (Emotion Regulation & Alexithymia) created by the DBS psychologist (Applied by teacher or the psychologist). 	Through the emotional evaluation, we will describe the student's ability to deal with emotions by discrimination or expression, how they impact behavioral and academic performance, and how they might be affected by various cognitive disorders.
Behavioral Profile	<ul style="list-style-type: none"> • Comprehensive behavioral assessment created by the DBS psychologist (Applied by teacher or psychologist). • Child Autism Rating Scale 2nd Ed (CARS-2) • Conner's behavior Rating Scale -III 	We will use behavioral tests to describe the student behavior and its relation to the academic, emotional and cognitive performance.

- The tests will be applied according to the needs of each student.
- We might use other tests not mentioned in this table according to student needs.

The general purpose of this assessment:

1. Every student will have a comprehensive report as a baseline for his teacher to plan and choose the good teaching approaches.
2. Provide the teachers with some recommendations to help them deal with students' emotional and behavioral status.
3. Creating a list of the students who might need psychological services.

SPECIAL NEEDS ASSESSMENT & Grading PROTOCOL (by the Psychologist)

Types of Assessments:

Baseline Assessment Tests:

A baseline assessment is used to determine a student's functioning level. It is usually done at the beginning and end of each academic year. We could use either a standardized assessment, such as the RAZ benchmark assessment, or a non-standardized assessment that the classroom teacher could prepare.

Formative assessment:

Formative assessment is interwoven with daily learning and provides teachers and students with useful feedback on how well students understand and apply new concepts, skills, and knowledge. The purpose of formative assessment is to monitor student learning and provide ongoing feedback to the teacher by the end of each set of lesson plans.

Summative assessment:

Summative assessment occurs at the end of the teaching and learning process, allowing students to demonstrate what they have learned. It may include any combination of data acquisition, information synthesis, knowledge application, and processes, which can address multiple learning styles. The summative assessment aims to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Reporting and Grading System:

Before the 2022-2023 academic year, DBS-SEN used a letter-coded grading system (A, B, C, and D). However, starting from the 2022-2023 academic year, DBS-SEN has decided to switch to a skill-based writing system that focuses on the specific skills students have acquired throughout the year. This new system provides a clear understanding of the skills that have been improved and makes it easier to build new skills in the following years without repeating previous ones.

SCHOOL LIFE

Scheduled Teacher-Parent Conference:

This is a formal conference between homeroom teachers, specialist teachers, therapists who work with the student, and the parents to provide feedback about the student's progress and needs. Teachers take this opportunity to answer the parents' questions, address their concerns, and help define their role in the learning process.

Attendance:

Attendance is very important to students' academic and social success. Daily school attendance provides students with numerous educational opportunities and is essential in teaching students routines for later in life. It also assists students with making and maintaining friendships, increasing confidence and self-esteem, and improving social skills.

Excessive Absences:

The Principal and Senior Registrar will meet with the parents of students with a track record of excessive absences at the beginning of the new school year and inform them of the following:

1. Students' attendance will be monitored closely. Attendance records will be sent to the Senior Registrar on a continual basis.
2. In the event of excessive absences, the school will take the following action in accordance with a circular from the Ministry of Education:

- 1st Warning letter to parents: if a student is absent for 5 consecutive days without a valid excuse.
 - 2nd Warning letter to parents: if a student is absent for 10 consecutive days without a valid excuse.
 - 3rd Warning letter to parents: if a student is absent for 15 consecutive days without a valid excuse.
3. Upon parents receiving the 3rd Warning letter, the Senior Registrar will inform the Public Authority of the Disabled.
 4. If students exceed 15 days of absences, the school reserves the right to terminate the student's enrollment, effective immediately.
 5. Parents will sign a form in acknowledgment of receiving this information after the meeting.

Valid excuses include:

- Medical treatment trip
- Illness
- Death in the family

Tardiness to School:

School begins at 7:15 and students are expected to be in the Flag Ceremony at that time. A student entering after 7:45 will be issued a late slip. This is considered an unexcused absence from that lesson.

Early Departure from School:

Students should only leave school early for medical reasons or a major family crisis, as missed classes hinder the students' success. Written notice from the parent, including time leaving and reason, must be provided to the office if a student must be dismissed early from school. Once the request is approved by the principal, a release will be issued to the student so that it can be presented to the security guard at the gate when the student leaves. All other early

releases from school, without the approval of the principal, will be considered an unexcused absence for the lessons missed.

Attendance Disclaimer:

During the registration or re-enrolment process, parents are asked to sign an attendance disclaimer that contains the following points:

- 1) Students are expected to attend a full school day and arrive and leave within the time frame decided by the school administration. No unexcused early leaves will be granted.
- 2) Students are expected to be in school every day. If a student is absent for a medical reason, a medical note should be submitted.
- 3) Late-arriving students will be considered (TARDY), except for those submitting a medical appointment on that day.
- 4) The DBS administration holds the right to block the student from re-registering for the next academic year if repetitive unexcused absences, subjective early dismissals, and tardy days are hindering the educational process and thus will accord DBS the right to update the PAD with any upraising consequences.

Uniforms and Appearance:

Students are to maintain a personal appearance consistent with the expectations of the society in which we live and study, and that follows the standards and regulations of Dasman Bilingual School. Cleanliness, modesty, and concern for Kuwaiti cultural expectations are the keys to acceptable school appearance.

The uniform policy for Dasman Bilingual School is listed below:

The SEN division adheres to the standard DBS uniform. Below is the attire assigned for each cohort:

- Cohorts 1/2-3/4 follow the Elementary attire.
- Cohorts 5/6-7/8 follow the middle school attire.
- Cohorts 9/10-11/12 & vocational students follow the high school attire.

DISCIPLINE POLICY

Dasman Bilingual School's policy is to provide a healthy and safe environment, protect the rights of others, enhance learning, and teach respect and responsibility.

It is important that home and school work together to ensure appropriate in-school behavior. Parents will be notified if the student is experiencing behaviors that lead to trouble, and they will also be notified of the student's excellent behavior. The school would appreciate being informed of changes in the student's home life that would influence his/her behavior.

From time to time, students may display inappropriate behavior that detracts from their own learning or the learning of others. Should a student engage in inappropriate behavior, he/she will be placed on a behavior contract.

SEVERITY CLAUSE: If a student's behavior becomes unmanageable or a danger to themselves or others, parents will be called to pick up the student immediately.

GENERAL INFORMATION

Communication with Parents:

All SEN and Vocational students are issued a student diary at the beginning of the year that includes only homework. Parents are to use the class dojo and emails to communicate with teachers and therapists. WhatsApp communication is restricted with DBS staff, and phone calls could be a better option during working hours after the students leave the school. Parents can approach the division secretary if an admin member meeting is required.

Class Activities:

- **Field Trips:** The Superintendent and the Ministry of Education must approve all field trips. Students are expected to behave their best when on field trips, or they may be unable to attend future trips. Teachers may ask parents to attend field trips if necessary or their nannies at least. Please note that students must wear the school uniform during field trips.

- **Parties:** If you are planning to celebrate your son/daughter's birthday, please let the teacher know two days before the celebration.

Electronic Devices:

Electronic devices (mobile phones, iPads, etc.) are generally not allowed at school. If the teacher has permitted students to bring these devices, they may only use them during the designated time. These items may not be used on the bus, during break, or during instruction. Failure to follow the rules the teacher sets will result in the loss of the privilege.

Lunch Break:

Students can purchase lunch from the school canteen. It offers a variety of items such as sandwiches, salads, fruit, snacks, and drinks. Students should form an orderly line and wait for their turn. Students may only purchase items during the lunch break.

Students may also bring their lunch from home. We ask that parents provide students with a healthy lunch that includes fruits, vegetables, and fresh juices. Please limit or avoid sending items that are high in sugar, such as sweets and foods with dyes in them. Please get in touch with the counselor or nurse if you have questions or need suggestions about items to send with your son/daughter.

Behavior: Students are expected to stay in the designated areas during break time. They are to refrain from fighting and/or using bad language. Failure to do so will lead to consequences as outlined in the discipline policy.

SEN/Vocational Library/Media Center:

The SEN library includes books, magazines, pamphlets, computers, and other academic resources. Students are expected to behave in a manner that maintains a positive learning environment. There will be no eating, drinking or disruptive behavior in the library. Students should use low voices while in the library to avoid distracting others. Students may borrow books from the library at scheduled times. They should be returned by the due date or a fine will be imposed. Report cards will not be issued until all fines for lost or damaged books are paid.

Dropping and Picking Up Students:

1. In the morning, Parents drop students off at the D7 reception area. Teachers on duty escort students to classes.
2. At the end of the day, teacher and teacher assistants escort students to the D7 reception at 01:00 to hand them over to their parents.

SCHOOL BUS SAFETY TIPS AND RULES

Escorting Bus Students:

- In the morning, A teacher on duty in the bus area receives the Special Needs/Vocational bus students and escorts them to the D7 or Vocational reception area. Assistants on duty in the reception will then escort them to their classes.
- At the end of the day, Class assistants are responsible for escorting students to the bus area at 1:55.

At the Bus Area (End of Day Procedures):

- Students are only allowed to proceed to the bus area when ALL the buses have arrived and parked.
- If a bus is late; the students riding that bus are kept in the waiting area with adequate supervision until the bus arrives.
- Assistants remain in the bus area until the last bus leave to supervise students.
- Assistants make sure that:
 - ✓ Students walk safely across the bus area and stay away from the street.
 - ✓ Students don't run between parked buses.
 - ✓ Each student rides his/her designated bus.
 - ✓ Students sit in the allocated seat.
 - ✓ Students stay on the bus while waiting for the others to arrive

School Bus Conduct:

Parents should discuss bus conduct and safety rules with their son/daughter. 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. Your son/daughter should understand that riding a school bus is a privilege and unruly conduct on the bus is a risk to the safe operation of the bus.

Bus Safety Rules:

- Do not push or shove other students.
- Sit in your designated seat. Fasten your seatbelt.
- Listen and be courteous to the bus driver and supervisor/nanny.
- Do not leave your seat until the bus arrives at your house.
- Keep the aisles clear. Backpacks or books can trip someone or block the way to the emergency.
- Do not put your head or arms out of the windows when on the bus.
- Do not eat or drink on the bus.
- The ignition of matches, lighters, etc. is prohibited.
- No object is to be thrown into, out of, or inside the bus.
- Students must not use obscene language, gestures or offending signs.
- Fighting, yelling or loud talking is not permitted.
- Willful destruction or defacing of a school bus or private property surrounding, harassment or intimidation of others is not permitted.
- Students will never use the rear emergency exit except upon the direction of the driver or other competent authority.
- Students are not allowed to request or order the bus driver to stop at any place (Grocery Shop or ice cream street vendors).

School Bus Safety Tips for Parents:

Bus drivers, students, parents, and school personnel all share a responsibility to ensure that son/daughter get to and from school safely every day. Here are a few tips that will help you to reinforce the school bus safety message with your son/daughter:

- Help your son/daughter get on and off the bus safely in the morning and afternoon.
- Review the bus safety rules with your son/daughter, stressing on its importance.
- Make sure that your son/daughter's clothing and book bag do not have loose strings or straps that can be caught on the bus handrail, door, or seats.
- School bus discipline is a cooperative effort among student, parent, bus driver, bus supervisor and Admin Manager to ensure the safety of all students. Misbehavior on a school bus is highly distracting to the driver and creates an unsafe condition.
- The bus driver and supervising nanny/minder merit the respect and courtesy due to all school personnel. Please teach your son/daughter to listen to the instructions given by them.
- Students MUST directly enter the house when they get off the bus in the afternoon. Youngsters MUST be received by a parent or a caregiver.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Universal Declaration of Human Rights



Terminology from the *Terminologia dels drets humans*

UNITED NATIONS. Universal Declaration of Human Rights [online]. Geneva: OHCHR, cop. 1996-2017.

Generalitat de Catalunya
Departament de Cultura

termcat
centre de terminologia

With the support of: Govern d'Andorra

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF CHILDREN:

1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

MINISTRY OF EDUCATION CIRCULARS:

General Bulletin For All Private schools (All Educational systems) Concerning the prohibition of students' mobile phones at Private Schools

According to the Ministry of Education and school's regulations, students are prohibited from bringing mobile phones to schools.

The Public Administration for Private Education is concerned about executing decisions, which regulates the teaching process in order to ensure teaching and learning and students' attainment.

Therefore, The Public Administration for Private Education stresses the importance of abiding by its regulations and penalizing students who violate the decision.
Students who wish to bring their mobile phones should hand them in to school administration to be picked up at the end of school day.

The Public Administration for Private will take legal action against students who do not abide by the fore mentioned regulations.

Best regards

(Signed)
Sanad Mohammad AL-Mutairi
For/ The Public Administration for Private Education