



DASMAN دسمن
BILINGUAL SCHOOL مدرسة ثنائية اللغة

Student-Parent Handbook

Dasman Bilingual School – High School Division (Grades 9-12)

2026–2027 ACADEMIC YEAR

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High-Quality Teaching & Learning

At Dasman Bilingual School, we believe people learn in many different ways. We strive to ensure students receive high-quality learning opportunities that inspire, develop, and deepen understanding, knowledge, skills, values, and competencies.



We expect every teacher to be a good teacher — no child deserves less.

The quality of teaching is central to high educational standards and student achievement. We constantly review our practices according to the most recent successful trends in education.

Portrait of a DBS Graduate



Global Citizens

Curious, resilient, and adaptable ready to engage with the constantly evolving world.



Effective Communicators

Articulate ideas and connect with diverse perspectives in personal and professional spheres.



Critical Thinkers

Approach the future with open minds, embracing opportunities for growth and innovation.



Responsible Innovators

Leverage technology responsibly and contribute positively to their communities and environment.



High School Division

Our High School Division provides a **university preparatory** course of study — **95% of graduates** attend university in the United States, UK, or Kuwait. Subjects are taught in English, with the exception of Arabic Language, Islamic Studies, and some Social Studies courses.

New Courses

Business, Environmental Science, Earth Science, IT, and Art

STEAM Program

Science, Technology, Engineering, Art & Math preparing globally minded graduates

Extracurriculars

Sports, Model United Nations, Grade Level Committees, and much more

Admission of Students

DBS adheres to Ministry of Private Education guidelines and accepts students regardless of race, religion, or nationality. Admissions decisions are based solely on established criteria and available space.

1

Application

Submit completed form with behavior, medical, psychological reports, and academic records. Minimum GPA of 2.4 required.

2

Screening & Interview

Applicant meets with English and Arabic Principals and Academic Counselor. Grade 12 applicants require an interview.

3

Assessment

English and Math assessment conducted by a grade-level teacher, followed by a further interview for consistency.

4

Final Approval

Approved by English and Arabic Principals, then forwarded to the Superintendent for final approval.

Online Learning & Digital Platforms

DBS uses digital learning as a catalyst to enhance education. Students engage with technology to explore ideas, express creativity, research, and develop 21st-century skills including critical thinking, creativity, collaboration, communication, and digital literacy.

Google Classroom

Secure cloud-based LMS for assignments, communication, and collaboration

StudySync

Digital-first ELA curriculum for reading, writing, discussion, and critical thinking

ALEKS

AI-powered adaptive platform for Mathematics and Chemistry with individualized learning paths

Flint AI

Teaching and learning assistant providing personalized activities, feedback, and AI literacy development

Digital Learning: Roles & Responsibilities

Teachers

- Post assignments per division guidelines and timeframes
- Respond to student/parent questions promptly
- Provide timely feedback via digital platforms
- Monitor student interactions and report inappropriate behavior

Students

- Submit all assignments and assessments on time
- Ask questions via platforms or in person
- Be respectful and considerate of teachers and peers online

Parents

- Monitor students' behavior on digital platforms at home
- Contact teacher or administration if anything inappropriate is observed

DBS Cyber Safety Policy

DBS is committed to creating and maintaining a **cyber-safe culture**. All students receive an Acceptable Use Policy outlining their obligations, responsibilities, and consequences for breaches. Students are taught to use technology safely and understand the risks of misuse.

Cyber Bullying

Sending or posting harmful text, images, or messages via internet or mobile devices — including threats, harassment, defamation, impersonation, or unauthorized publication of private information.

Student Responsibilities

Never share login credentials; keep devices off during assessments; no recording or posting of images on campus; only access teacher-authorized resources.

Consequences

Range from verbal warning and removal of network access to confiscation of devices, suspension, and expulsion. All infractions communicated to parents immediately.

Academic Requirements & Graduation

Graduation Requirements

- **25 credits** required (22 credits from required courses and a minimum of 3 credits for non-core subjects)
- To earn a credit, students must pass the course with a minimal grade of 60%.
- A 1 credit course requires a minimum of 5 classes per week for the duration of the academic year. Only 3 credits of Mathematics and Science are required; however, students must take a Mathematics and Science course every year of High School.
- All students will have a full schedule for all 4 years of High School.

Promotion & Retention

A grade level promotion and re-enrollment in HS requires a student to meet following prerequisites:

- Meet attendance requirement (90% of total school days)
- Have acceptable disciplinary record
- Meet graduation requirements
- Pass core subjects in each grade level

Students who fail 3 or more core subjects will automatically be retained. Further assessment, or an outside evaluation/assessment may be required for appropriate placement options.

High School Courses & Credits 2026-2027

Grade 9 (2026-2027)		
Subjects	Number of Lessons	Credits
English: Intensive Reading/Practical Writing	6	1
Math: Algebra 1/ Geometry	6	1
Science: Biology I	6	1
Arabic: Arabic/AFL	6	1
Arabic: Islamic	2	0.5
Arabic: Holy Quran	1	0.25
Arabic: Arabic Social Studies	2	0.5
IT: ICT	1	0.25
Art: Music (Mainstream Only)	2	0.5
P.E: Physical Education	2	0.5
Humanities: Study Skills & Academic Success	1	0.25
TOTAL:	35	6.75

Grade 10 (2026-2027)		
Subjects	Number of Lessons	Credits
English: World Literature	6	1
Math: Geometry / Algebra II	6	1
Science: Chemistry I	6	1
Arabic: Arabic/AFL	6	1
Arabic: Islamic Studies	2	0.5
Arabic: Holy Quran	1	0.25
Arabic: Arabic Social Studies (Mainstream Only)	2	0.5
P.E: Physical Education	2	0.5
IT: ICT	2	0.5
Humanities: World History/Geography	2	0.5
TOTAL	35	6.75

High School Courses & Credits 2026-2027

Grade 11 (2026-2027)		
Subjects	Number of Lessons	Credits
English: American Literature	6	1
Math: Algebra II / Pre-Calculus	6	1
Science: Physics	6	1
Arabic: Arabic/AFL	6	1
Arabic: Islamic Studies	2	0.5
Arabic: Holy Quran	1	0.25
P.E: Physical Education	2	0.5
IT: ICT	2	0.5
Art: Art	2	0.5
Business: Financial Literacy (Mainstream Only)	2	0.5
TOTAL	35	6.75

Grade 12 (2026-2027)		
Subjects	Number of Lessons	Credits
English: British Literature	6	1
Math: Pre-Calculus/ Calculus	6	1
Science: Biology II	6	1
Arabic: Arabic/AFL	6	1
Arabic: Islamic Studies	2	0.5
Arabic: Holy Quran	1	0.25
Humanities: Psychology	3	1
Science: Chemistry 11 (Elective)	4	1
IT: ICT	2	0.5
Art: Visual Art/Graphic Design	2	0.5
P.E: Physical Education	1	0.25
TOTAL	35	7

Advanced Placement (AP) Program

The Advanced Placement (AP) Program, developed by the College Board, allows high school students to independently prepare for and take internationally recognized examinations. AP subjects are available in science, mathematics, computer science, English, social sciences, world languages, and the arts.

Why take an AP Exam?

- AP examinations allow students to:
- Demonstrate their readiness for challenging university-level work.
- Strengthen their university applications.
- Develop critical thinking, problem-solving, writing, and time-management skills.
- Potentially earn university credit or advanced placement in certain courses.
- Save time and tuition costs if their chosen university awards credit for their AP results.
- AP Exams are scored on a scale from 1 to 5. Many universities consider scores of 3 or above for credit or advanced placement. However, requirements differ between universities and degree programs

Choosing an AP Subject

Students should select AP subjects carefully according to:

- Their intended field of study.
- The entry requirements of their preferred universities.
- Any specific AP subjects or minimum scores required by their intended degree program.
- The university's policies regarding AP credit and advanced placement.

Students and parents should check the requirements of each target university before registering. Guidance may also be requested from the school counselor, relevant subject teacher, or AP Coordinator.

AP Examinations

Dasman Bilingual School is an AP Testing Center and can register both DBS students and external students.

- AP Exams take place in May on dates determined by the College Board.
- The registration fee is KD 100 per examination when registration is completed by the end of October, and KD 120 per examination for late registration.
- Students taking more than one AP Exam must pay the fee for each examination.
- AP Exam results are reported separately and do not affect the student's school GPA.
- AP preparation is based on self-study, and students are responsible for independently preparing for their chosen examination.

Grading System

DBS uses the American Curriculum Grade Equivalents. To be eligible for graduation, students must achieve a minimum cumulative GPA of 2.00 by the end of Grade 12.

Percentage	Letter Grade	GPA
97-100	A +	4.00
93-96	A	4.00
90-92	A -	3.67
87-89	B +	3.33
83-86	B	3.00
80-82	B -	2.67
77-79	C +	2.33
73-76	C	2.00
70-72	C -	1.67
67-69	D +	1.33
63-66	D	1.00
60-62	D -	0.67
Below 60	F	0.00
Incomplete	I	

Principal's List

GPA of 4.00 — Semester 1

Honor Roll

GPA 3.67 – 3.99 — Semester 1

Academic Probation

GPA falls below 2.5 at any point

Assessment, Reporting & Homework

The academic year is divided into **2 semesters**. Semester grades = **70% coursework + 30% exams**. Report cards issued at end of each semester.

- **PlusPortal** is used to monitor students' academic progress. Parents and students are encouraged to check PlusPortal regularly to review grades, assessment results, and overall course performance.
- **iSAMS** is used to monitor attendance and behavior and to support communication between teachers, parents, students, and the school.

Types of Assessment

- Formative (ongoing feedback)
- Summative (end of unit)
- Self-assessment
- Peer assessment
- Baseline assessment at start of year

Homework Policy

Students should spend approximately **2–3 hours/day** on homework.

Late Submission & Make-Up Assessments

Students are permitted one make-up opportunity ONLY for any missed assessment, test, or exam. All make-up assessments will take place on the designated school make-up date. No additional dates will be offered unless approved under exceptional circumstances by the school leadership team.

Make-Up Assessment Eligibility

A make-up assessment will only be granted when the student provides acceptable reasons supported by official documentation. Acceptable reasons include:

- Death in the immediate family (death certificate or official notice)
- Student hospitalization (hospital admission/discharge report)
- Communicable disease/illness diagnosed by a licensed physician (medical certificate)
- Serious medical condition preventing attendance, certified by a doctor
- School-approved activities such as competitions, events, or trips (pre-approved by the school)

Parent emails alone are not considered valid documentation.

Documentation Submission Timeline

To be eligible for a make-up assessment:

- Documentation must be submitted no later than the day before the scheduled assessment, or within two (2) school days after the missed assessment.
- Documentation submitted after this window will not be accepted unless an exception is approved by the school leadership team.

Students who miss an assessment without acceptable documentation or who fail to attend the scheduled make-up session will receive a grade of zero.

Late Submission

For late assignment submission, 20% will be deducted automatically after the due date. Late assignments will not be accepted after 1 week, unless medical note is provided.

Science Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/ Assessment(s)
Unit Assessment Description: end-of-unit assessments; lesson-based assessments; assessment of learning outcomes	20%	20	2
Skills Check/Quizzes Description: short, focused assessments designed to evaluate specific skills aligned with current learning objectives; used to reinforce key concepts, monitor ongoing progress, and identify areas of strength and needed improvement	15%	10	3
Student Discourse Description: punctuality and regular attendance; respectful and appropriate conduct; required class materials; active participation and contribution to class discussions; completing assigned tasks during lessons; proper and responsible use of technology; following classroom rules and procedures	15%	20	Weekly
Performance Tasks Description: research-based assignments; long-term projects; STEM-based challenges; integration of AI/Flint tools when instructed	10%	15	1
Student Engagement Activities Description: AI/Flint classwork; problem solving activities; case studies; bell ringers and exit tickets; group work and peer collaboration; skills assessments and guided practice; activities and tasks assigned	15%	10	4
Labs and Practical Work Description: live lab experiments conducted; practical activities and applications; virtual labs and science demonstration; digital simulations	15%	15	3
Homework Description: Practice exercises, reading assignments, watching videos for flipped lessons	10%	10	3

Math Assessment Criteria			
Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Unit Assessment Description: End-of-unit assessments designed to evaluate student understanding and mastery of mathematical concepts, problem-solving strategies, and learning outcomes covered throughout the unit. Grading: Based directly on the marks earned in each assessment according to accuracy, mathematical reasoning, application of concepts, and completion of required work.	25%	25	2
Skills Assessment Description: Short, targeted assessments designed to monitor student progress on specific mathematical skills and objectives currently being taught in class. These may include quick quizzes, fluency checks, and mini concept assessments. Grading: Based on accuracy, application of strategies, and evidence of understanding of the targeted mathematical skill.	10%	10	2
Project, Research and Presentation Description: Long-term assignments that encourage students to apply mathematics in meaningful and creative ways through research, presentations, investigations, and real-world problem-solving projects. Grading: Based on mathematical understanding, depth of research, creativity, organization, communication skills, presentation quality, and adherence to project expectations and deadlines.	15%	20	1
Student Engagement Activities Description: Daily classroom activities including guided practice, collaborative work, bell ringers, exit tickets, problem-solving tasks, ALEKS assignments, AI/Flint activities, and independent practice completed during instructional time. Grading: Based on participation, task completion, quality of responses, effort shown during class activities, and timely completion within the lesson.	15%	10	4
Student Discourse Description: Measures students' engagement in mathematical discussions, collaboration with peers, participation during lessons, preparedness for class, punctuality, responsible classroom behavior, and appropriate use of technology and learning tools. Grading: Based on consistency of participation, communication of mathematical thinking, active engagement, and adherence to classroom expectations and procedures.	15%	10	Weekly
Performance Task Description: Extended mathematical tasks that promote higher-order thinking through investigations, STEM-based activities, mathematical modeling, real-world applications, presentations, and project-based learning experiences. AI and Flint tools may be integrated when instructed. Grading: Based on mathematical accuracy, depth of analysis, creativity, organization, presentation quality, application of concepts, and completion of task requirements within the given timeline.	10%	15	1
Homework Description: Independent practice and reinforcement activities including textbook exercises, review questions, ALEKS assignments, extension tasks, flipped classroom preparation, and concept reinforcement activities designed to strengthen understanding of mathematical skills learned in class. Grading: Based on completion, accuracy, quality of work, timely submission, and demonstration of independent effort and understanding.	10%	10	4

English Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/ Assessment(s)
Unit Assessment Description: Formative assessment(s), conducted during or at the end of the unit, evaluates the understanding of core concepts, critical thinking skills, writing skills, and comprehension of unit topics through essays, short-answer questions, and reading comprehension activities	25%	30	1 per semester (Paper 1 and Paper 2)
Skills Assessment Description: Short, targeted assessments designed to monitor student progress on specific mathematical skills and objectives currently being taught in class. These may include quick quizzes, fluency checks, and mini concept assessments. Grading: Based on accuracy, application of strategies, and evidence of understanding of the targeted ELA skill.	10%	10	2 per semester
Project Description: Creative and analytical written or digital projects that incorporate AI tools, demonstrating originality, research, and clarity of ideas Grading: Based on creativity, organization, use of AI tools, evidence of research, and presentation quality	15%	40	1 per semester
Performance Task Description: Integrates skills such as writing, speaking, and collaboration to solve real-world problems creatively. * At least one should include AI integration Grading: Based on originality, collaboration, application of skills, and adherence to task instructions	10%	20	1 per semester
Student Engagement Activities/ StudySync: Description: Classwork, digital activities using StudySync, listening assessments, essay writing, and formative assignments with some AI integration when suitable Grading: Based on completeness, effort, and adherence to instructions	15%	15	6
Student Discourse: Description: Engagement in class discussions, bellringers, exit tickets, and reading aloud. Punctuality, attendance, behavior, collaboration, respectful communication, and preparedness (bringing materials, maintaining notebooks) Grading: Based on consistency, participation quality, and respectful behavior	15%	20	Weekly
Homework / StudySync: Description: Practice exercises, reading assignments, watching videos for flipped lessons, drafting essays, submission of final drafts, responses, and short tasks via StudySync Grading: Based on timeliness, accuracy, and effort	10%	10	6

ICT Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Unit Assessments Description: end-of-unit assessments; lesson-based assessments; assessment of learning outcomes	20%	15	1 CFU per Unit 2 Unit Assessment per semester
Student Discourse & Engagement Description: Bell Ringer; Exit Ticket; Notebook; Digital Portfolio; Reflective Usage of AI/Flint; Digital Citizenship	15%	10	1 per week
Performance Task (Practical Assessment) Description: hands-on tasks such as creating and designing digital content, programming, analyzing and synthesizing information, and working with robotics and computer science concepts, all within real-world and real-time scenarios with AI/Flint usage	20%	25	1 per semester
Performance Task (Guided Project) Description: Guided project-based learning and guided learning modules, students engage in creating, designing, programming, analyzing, and synthesizing digital content, as well as exploring robotics and computer science concepts, all applied to real-world problems and real-time scenarios with AI/Flint usage	25%	30	1 per semester
Student Engagement Description: Classwork; Skills and competencies; Class Activities	10%	10	1 per week
Homework Description: Digital Assignments; Assignments or videos for Flipped Classroom	10%	10	1 per week

Art Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Art Projects Description: Evaluates the completion, quality, and effort shown in the 4 in-class art assignments.	40%	20	4 per semester
Skills Project Description: End of semester Project that measures the research (Inspiration, Mind Mapping, AI and digital tools), creativity, demonstration, and application of specific art techniques and learned skills throughout the semester.	30%	30	1 per semester
Applied Learning Description: Projects that focus on using the current semester's skills/concepts and applying them in creating artworks related to global events, cross-curricular, and real-world crafts.	20%	20	2 per semester
Student Engagement Description: Reflects participation, focus, and involvement in all aspects of class activities and learning.	10%	10	Weekly

Contemporary Art Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Crafts Projects Description: Evaluates the creation and execution of craft-based works, emphasizing design, technique, and relevance to contemporary art practices	40%	20	4 per semester
Skills Projects Description: End of semester Project that measures the demonstration and application of specific art techniques and learned skills throughout the semester	30%	30	1 per semester
Research / Inspiration Assignments Description: Assesses the use of research and reference materials, including AI/Flint tools, to develop and support artistic ideas	10%	10	2 per semester
Engagement Description: Reflects participation, focus, and involvement in all aspects of class activities and learning	10%	10	Weekly
Material Safety and Expertise Description: Evaluates proper handling, care, and safe use of art materials and tools, along with demonstrated proficiency in their application	10%	20	2 per Semester

Visual Art/Graphic Design Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Classwork Description: Evaluates the completion, quality, and effort shown in the 4 in-class assignments and projects that focus on the current semester's skills/concepts, along with global events, cross-curricular, and themes.	40%	20	4 per semester
Skills & Creativity Project (Final) Description: End of semester Project that measures the creativity, demonstration, and application of specific art techniques and learned skills throughout the semester.	30%	50	1 per semester
Engagement Description: Reflects participation and attendance, focus, and involvement in all aspects of class activities and learning.	10%	10	Weekly
Research Project Description: Reflects students' ability to gather ideas, explore artistic influences, and use research to support creative development.	20%	20	2 per semester

Physical Education Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Skills Movement Description: Demonstration of technical skills periodically throughout the year, using rubrics or checklists. Skills assessments during class or during specific assessments Grading: Informal observations, during class, or more formal, during specific assessments	30%	20	2 per week
Physical Principles and Concepts Description: Understanding the concepts and skills taught in PE, including the rules and strategies of specific sports, and the principles of fitness and exercise Grading: Using pre-assessments, observations, fitness tests, skill assessments, peer and self-assessments, and project-based assessments with AI/Flint integration	20%	30	2 per week
Attendance/Punctuality Description: Arriving on time for all Phys Ed classes and consistent attendance Grading: Full attendance; Excused; Unexcused; Tardy	10%	10	2 per week
Fitness & Skills Project (Summative Assessment) Description: prove the ability to perform specific skills and techniques, such as throwing, catching, running, jumping, and kicking, with proper form and technique Grading: Technical skills. Skills assessments during class or during specific assessments. Project-based assessments on knowledge and understanding of specific concepts with AI/Flint integration	15%	15	1 per unit
Participation Description: demonstrate a willingness to actively take part in all activities and put forth their best effort, regardless of their skill level, to AI/Flint physical, social, and emotional benefits Grading: teacher observed as they take part in various activities and sports, on technical skills, participation, effort, and sportsmanship	15%	15	2 per week
Preparedness Description: Appropriate attire, engaging in all activities, fostering a safe and inclusive environment, ensuring the safety and well-being of all participants, mental readiness/positive attitude, teamwork/team spirit Grading: Teacher observation, participation and engagement scores, self-assessment/reflections, peer evaluation	10%	10	2 per week

World History I & II /Geography Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Unit Assessment Description: During or at the end of each unit, this assessment measures students' developing understanding of key historical and geographical concepts, critical thinking skills, writing abilities, and comprehension of unit topics through activities such as document-based questions (DBQs), map analysis, timelines, comparative essays, and interpretation of primary and secondary sources	30%	25	2 per semester
Project Description: Creative and analytical written or digital projects that explore historical events or geographic themes, integrating AI/Flint tools to enhance research, interpretation, and presentation. Projects should demonstrate originality, contextual understanding, and clarity of thought Grading: Assessed based on historical/geographical accuracy, creativity, organization, effective use of AI/Flint tools, depth of research, and overall presentation quality	20%	40	1 per semester
Performance Tasks Description: interactive and skills-based assignments designed to build historical and geographical thinking; source analysis, map interpretation, cause-and-effect timelines, comparative summaries, digital learning activities, collaboration, discussion, problem-solving in historical and geographic contexts with AI/Flint integration Grading: Assessed based on historical and geographical thinking skills; source analysis, evidence-based reasoning; map skills; case studies, discussions, collaboration, and quality presentations	20%	20	1 per semester
Student Discourse Description: Engagement in class discussions, bellringers, exit tickets, notebooks, and group discussions. Punctuality, attendance, behavior, collaboration, respectful communication, and preparedness (bringing materials, AI/Flint tools, notebooks) Grading: Based on consistency, participation quality, and respectful behavior	15%	10	Minimum 6 per semester Bi-Weekly
Student Engagement Description: Classwork, digital activities, listening assessments, analyzing maps, timelines, primary and secondary sources, and exploring cause-and-effect relationships. When appropriate, AI/Flint tools may be used to support research, writing, or content exploration Grading: Based on completeness, effort, and adherence to instructions	15%	10	Minimum 4 per semester Bi-Weekly

Financial Literacy Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Unit Assessment Description: Formative assessment(s), conducted during or at the end of the unit, evaluates the understanding of core concepts, critical thinking skills, writing skills, and comprehension of unit topics through essays, short-answer questions, case studies, and reading comprehension activities	30%	10	2 per semester
Student Discourse Description: Active participation in class activities including discussions, bellringers, exit tickets, note-taking, and collaborative group work. These habits reflect key workplace and business professionalism skills essential to the field of business and finance Grading: Based on consistency, participation quality, and respectful behavior	15%	10	4 per semester
Project Description: Creative and analytical written or digital projects that explore key business concepts, financial systems, market trends, case studies, or real-world economic issues. Projects may include business plans, financial analyses, marketing strategies, or simulations. Students are encouraged to incorporate AI/Flint tools to enhance research, data analysis, forecasting, and presentation quality Grading: Students are expected to demonstrate originality, critical thinking, and a clear understanding of financial literacy and marketing concepts and their real-world applications	25%	30	1 per semester
Student Engagement Description: Classwork, digital activities, listening and reading assessments, and formative tasks focused on analyzing financial scenarios, budgeting strategies, marketing campaign, AI/Flint, consumer behavior, and real-world case studies. Students explore cause-and-effect relationships in financial decision-making and media influence, evaluate primary and secondary financial data, and apply core concepts to personal finance and marketing contexts. AI/Flint tools may be used to support research, data analysis, content creation, and presentations Grading: Students are expected to demonstrate originality, critical thinking, and a clear understanding of financial literacy and marketing concepts and their real-world applications	15%	10	4 per semester
Performance Task Description: Classwork, digital activities, listening and reading assessments, and formative tasks that involve analyzing financial case studies, consumer behavior trends, marketing strategies, and economic decision-making frameworks. Students apply financial literacy skills such as budgeting, saving, and investing, while exploring how marketing influences spending habits and shapes public perception Grading: Application of financial and marketing concepts, budgeting, advertising strategies, market analysis, data interpretation, collaboration and participation in group activities, discussions, and projects with AI/Flint integration	15%	10	1 per semester

Marketing & Media Assessment Criteria- LSU			
Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Unit Assessment Description: Formative assessment(s), conducted during or at the end of the unit, evaluates the understanding of core concepts, critical thinking skills, writing skills, and comprehension of unit topics through essays, short-answer questions, case studies, and reading comprehension activities	30%	10	2 per semester
Student Discourse Description: Active participation in class activities including discussions, bellringers, exit tickets, note-taking, and collaborative group work. These habits reflect key workplace and business professionalism skills essential to the field of business and finance Grading: Based on consistency, participation quality, and respectful behavior	15%	10	3 per semester
Project Description: Creative and analytical written or digital projects that explore key business concepts, financial systems, market trends, case studies, or real-world economic issues. Projects may include business plans, financial analyses, marketing strategies, or simulations. Students are encouraged to incorporate AI/Flint tools to enhance research, data analysis, forecasting, and presentation quality Grading: Students are expected to demonstrate originality, critical thinking, and a clear understanding of financial literacy and marketing concepts and their real-world applications	25%	30	1 per semester
Student Engagement Description: Classwork, digital activities, listening and reading assessments, and formative tasks focused on analyzing financial scenarios, budgeting strategies, marketing campaign, AI/Flint, consumer behavior, and real-world case studies. Students explore cause-and-effect relationships in financial decision-making and media influence, evaluate primary and secondary financial data, and apply core concepts to personal finance and marketing contexts. AI/Flint tools may be used to support research, data analysis, content creation, and presentations Grading: Students are expected to demonstrate originality, critical thinking, and a clear understanding of financial literacy and marketing concepts and their real-world applications	15%	10	3 per semester
Performance Task Description: Classwork, digital activities, listening and reading assessments, and formative tasks that involve analyzing financial case studies, consumer behavior trends, marketing strategies, and economic decision-making frameworks. Students apply financial literacy skills such as budgeting, saving, and investing, while exploring how marketing influences spending habits and shapes public perception Grading: Application of financial and marketing concepts, budgeting, advertising strategies, market analysis), data interpretation, collaboration and participation in group activities, discussions, and projects with AI/Flint integration	15%	10	1 per semester

Psychology Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/ Assessment(s)
Unit Assessment Description: Formative assessment(s), conducted during or at the end of the unit, evaluates the understanding of core concepts, critical thinking skills, writing skills, and comprehension of unit topics through essays, short-answer questions, case studies, and reading comprehension activities	25%	10	1 per semester
Student Discourse Description: Engagement in class discussions, bellringers, exit tickets, notebooks, and group discussions. Punctuality, attendance, behavior, collaboration, respectful communication, and preparedness (bringing materials, AI/Flint integration, notebooks) Grading: Based on consistency, participation quality, and respectful behavior	15%	10	Minimum 6 per semester Bi-Weekly
Project Description: Creative and analytical written or digital projects that explore key psychological theories, experiments, case studies, or contemporary issues. Projects may incorporate AI/Flint tools to support research, data analysis, or visual presentation. Grading: Students are expected to demonstrate originality, critical thinking, and a clear understanding of psychological concepts and their real-world applications	20%	30	1 per semester
Student Engagement Description: Classwork, digital activities, listening and reading assessments, and formative tasks that involve analyzing case studies, psychological data, behavior patterns, theoretical frameworks, explore cause-and-effect relationships in human behavior, evaluate primary research and secondary interpretations, and apply psychological concepts to real-life scenarios. AI/Flint tools may be used to support research, writing, analysis, or presentation Grading: Students are expected to demonstrate originality, critical thinking, and a clear understanding of psychological concepts and their real-world applications	20%	10	Minimum 6 per semester Bi-Weekly
Performance Tasks Description: Classwork, digital activities, listening and reading assessments, and formative tasks that involve analyzing case studies, psychological data, behavior patterns, and theoretical frameworks. Grading: Assessed based on historical and geographical thinking skills; source analysis, evidence-based reasoning; map skills; case studies, discussions, collaboration, and quality presentations	20%	20	1 per semester

Study Skills and Academic Success Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Skill Application and Engagement Activities Description: In-class and structured tasks assessing study strategies across subjects; graded on quality, accuracy, participation, and independent application.	35%	10	6
Skills Check – Checking for Understanding: Description: Short assessments of specific study skills; graded on accuracy and correct application.	10%	10	2
Student Discourse Description: Participation, preparedness, communication, and adherence to expectations.	15%	10	5 (biweekly)
Performance Tasks and Portfolio Description: Extended tasks and portfolio demonstrating growth; graded on depth, organization, and independence.	25%	15	2 tasks 1 portfolio
Homework and Reflection Description: Practice and reflections; graded on completion, accuracy, and depth of reflection.	15%	10	4

Music Assessment Criteria

Criteria	Weighting	Minimum Mark(s)	Minimum Grade/Assessment(s)
Technical Proficiency Description: Posture, hand position, breath control, and fingering	20%	10/20	Ongoing: Bi-weekly
Rhythmic & Melodic Accuracy Description: Note accuracy, rhythmic precision, and steady beat	20%	10/20	Ongoing: Bi-weekly
Music Literacy Description: Notation & Theory	20%	10/20	Ongoing: Bi-weekly
Creativity & Originality Description: Improvisation, simple composition, or arranging variations	20%	10/20	2 per semester
Professionalism & Ensemble Contribution Description: Participation, readiness, and collaborative focus.	20%	10/20	Ongoing: Bi-weekly

Learning Support Unit (LSU)

The Learning Support Unit (LSU) helps each prospective student to successfully maximize their potential by nurturing their self-worth and devising schemes of work that are grounded in a range of learning styles. In partnership with families and larger community, DBS seeks to provide prospective students with the skills and self-awareness needed to work collaboratively with teachers to successfully and effectively manage their teaching and learning.

Admission Requirements

- Full scale(s) of IQ above 90 points
- Students should be bilingual
- Diagnosed learning difficulty from an accredited Child Evaluation Center with complete diagnosis and strategies (a diagnosis of ADD or ADHD is not enough to enter LSU program)
- Students should not perform below grade level as they are following the same curriculum as mainstream students

Trial Period

Students entering LSU for first time and/or transfer students must successfully complete a trial period of between 20-30 school days. Successful completion of this trial period is determined by the following criteria:

- Students do not receive discipline reports for misbehavior, tardiness or disrespectful behavior toward peers or school staff
- Students complete work provided by teachers in LSU and display positive behavior and interactions with peers and teachers
- Students have full attendance for the first 30 days of the trial period. Absences during those first 30 days may result in the loss of placement (determined by DBS).

Following a 20-day trial period, the Child Study Team will meet again to review and make a final decision regarding admissions to LSU.

Learning Support Transfer Criteria

Non-Scientific to Scientific within LSU

- Students will be evaluated /assessed by the school's clinical psychologist.
- Students should not perform more than two years below grade level.
- Students should meet the appropriate grade level skills in Math and Science as determined by means of a placement assessment in both Math and Science. Students must score a minimum of 80% in both Math and Science.
- Students should have a GPA of no less than 3.0.
- No transfers will be permitted at the end of grade 10.
- No transfers will be permitted in the middle of the academic year at any grade level.
- Students will have to take the required subjects during the ASCP & Summer school to graduate with a Scientific diploma.
- Students should achieve an overall attendance rate (for all classes) of at least 90%.

LSU to Mainstream

- Students will be evaluated/assessed by the school 's clinical psychologist.
- Students should have a Full IQ score of no less than 95.
- The difference between the verbal and perceptual IQ score should be no less than 20 degrees.
- Students should meet the appropriate grade level skills in Math and Science to enable the transfer to mainstream.
- Students should have a GPA of no less than 3.0.
- Students should not represent any behavior issues that prevent them from functioning within the mainstream setting.
- No transfers will be permitted in the middle of the academic year at any grade level.
- All students, transferring to mainstream will be required to enroll in the Enrichment Program (EP) for the core subjects (English, Arabic, Math & Science) for at least one academic year.
- Student grades, behavior and tardies will be closely monitored during semester 1 to be moved to mainstream permanently at the end of semester 1. The student should have no suspensions/warning letters.
- Attainment of a GPA of 3.0 and above including a minimum of 80% in all core subjects.
- Students should achieve an overall attendance rate (for all classes) of at least 90%

Enrichment Program (EP)

Students diagnosed with specific Learning Difficulties receive additional support via the **Enrichment Program** in 4 core subjects: English, Math, Science, and Arabic. Support is limited to a maximum of 40% of total coursework time. Admission accepted only until **October 30th**.

Elementary Periods Per Subject

- English: 4 periods
- Math: 3 periods
- Science: 1 periods
- Arabic: 3 periods

Middle School Periods Per Subject

- English: 3 periods
- Math: 3 periods
- Science: 2 periods
- Arabic: 2 periods

High School Periods Per Subject

- English: 2 periods
- Math: 2 periods
- Science: 2 periods
- Arabic: 2 periods

Support Includes

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

Withdrawal from EP is only permitted at end of academic year based upon the following requirements:

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

Please note that fees are non-refundable.

Communication & ICT Acceptable Use

Teachers and Administration use emails to communicate with parents. Parents are reminded of importance of providing registration and/or teachers with updated email information so that messages are received. Teachers use Plus Portal and iSams to inform parents and students of assessments, skills assessments and homework schedules as well as assessment/exam study guides.

→ Teacher-Parent Communication

PlusPortal is used for academic information, while iSAMS is used for attendance, behavior, and communication.

→ WhatsApp

Teachers are not allowed to create or distribute class lists or join WhatsApp groups. Parents, therefore, are encouraged to use emails to contact their child's teacher.

→ Mobile Phones

Mobile phones are **banned** per Ministry of Education policy. 1st infraction: confiscated for the day. 2nd: confiscated for one week. 3rd: warning letter and parent meeting.

Teacher-Student Conferences

Conferences are informal ways of providing parents and students with feedback on students' progress. Conferences also allow students to reflect on their own work and make decisions regarding their portfolios.

Scheduled Teacher-Parent Meeting

This is a formal conference between parents, teachers, and members of the Student Support Team who work directly with the student. The meeting provides an opportunity to discuss the student's academic progress, wellbeing, strengths, and areas of concern. Teachers and support staff will provide feedback, address parent questions or concerns, and work collaboratively with parents to identify appropriate strategies to support the student's learning and progress.

Open House

High School will host an Open House during the first few weeks of school. Teachers will be available to answer any concerns regarding the following: time for appointments, curriculum synopsis, grading, reporting and a brief introduction.

Textbooks, Supplies & Extracurricular Activities

Textbooks & Supplies

Students purchase textbooks and e-books from the DBS Bookstore. Books must be brought to school per daily schedule. A school supply list is sent home during the first week and posted on the DBS website.

After-School Clubs

Students benefit from physical, psychological, and social stimulation through after-school clubs, running **2:30–3:30 daily** (except Tuesdays). Activities build self-esteem, leadership, and cooperation skills.

Sports

DBS competes in Volleyball, Football/Soccer, Basketball, Track & Field, Badminton, and Swimming across U14, JV, and Varsity levels — locally and internationally.

After-School Credit Program

After-School Credit Program (ASCP)

Students who fail a course must retake it to meet graduation requirements.

Retaken course grade = **80% new grade + 20% original grade**. ASCP cost: **400 KWD/course**.

Summer School

Missing credits for transfer students must be completed via ASCP or Summer School. Summer School cost: reviewed annually, All courses appear on the DBS transcript.

Student Services



Lockers & Lost & Found

Lockers available for 5 KD/year. DBS is not responsible for lost or stolen items. Label all belongings. Unclaimed items are donated to charity.



School Clinic

HS Nurse is in building D4 throughout the school day. Students need a nurse's pass from their teacher. Medicine must be delivered by an adult. Students with nits may not attend school until cleared by the nurse.



School Bus

Riding the bus is a privilege. Students must remain seated, wear seatbelts, be courteous to drivers, and follow all safety rules. No eating, loud talking, or throwing objects on the bus.

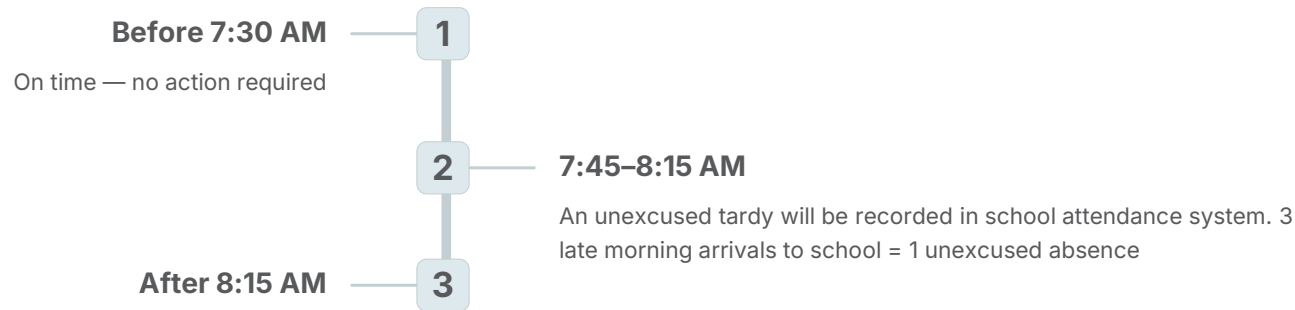


Canteen & Lunch

Canteen in D4 sells sandwiches, salads, fruits, and snacks. Purchases during lunch and snack breaks only. No outside food deliveries permitted. No chewing gum at any time.

Attendance Policy

School hours: **7:30 AM – 2:05 PM**. Students must meet a **90% attendance** requirement for grade promotion. Absences and tardiness appear on report cards and transcripts.



Student not permitted on campus without a valid excuse from parent

Written notice from a parent, including leaving time and reason, must be provided to the Office before a student can be dismissed early. Once request is approved by the principal, a release will be issued to student, and they will be permitted to leave school. A record is kept by each division Secretary.



Early release slips must be signed by the Principal. All other early releases from school, without approval of Principal, will be considered an unexcused absence from lessons missed; this will result in missed work being given a zero.

School Uniform Policy

Required Uniform

Bottoms

- Navy blue bottoms
- No branded logos
- No shorts

Tops

- Navy blue DBS branded logo
- Seniors may wear their official senior branded polos
- Hoodies must be navy blue with zippers

Shoes

- Closed dress or sports shoes
- Neutral colors
- No heels, opened toed or open back shoes

Hejabs

- White or navy blue

Uniform Infractions

- Make-up and colored nail-varnish are not allowed, nor are body piercings.
- Shorts, jeans or denim are not allowed
- No flip flops, sandals or slippers
- No hats and caps
- Shirts and blouses that expose undergarments when bending, couching, or sitting.
- No tank tops are permitted
- Any other items or clothing that distract from teaching and learning of others are not acceptable.

Consequences

- Students who are not in correct uniform will not be allowed into class and must wait in school office until proper uniform is provided. The Administration reserves the right to specify what is appropriate. A verbal warning will be issued, and parents will be contacted.
- If proper uniform is not available, students will be required to return home and can return to school in proper uniform.
- Student will be considered absent from all classes they miss due to uniform infraction and is responsible to make up all the work they have missed during that time.
- After three uniform infractions, students will receive a warning letter and parents will be contacted to come and meet with the HS administration.

Emergency Procedures

Shelter in Place

Used when an external or regional security concern makes remaining indoors the safest option. Students and staff will remain inside, away from windows and external areas where possible. Outdoor activities and movement between buildings may be suspended until the school or relevant authorities provide further instructions.

Evacuation

When the evacuation signal sounds, students must follow staff instructions and proceed calmly to the designated assembly point. Teachers will remain with their classes, take attendance, and account for all students. Students must remain at the assembly point until further instructions are given.

Lock Down

Used when a security threat requires the school to secure the campus or classrooms. Students must immediately follow staff instructions, remain in the nearest secure location, stay quiet, and avoid unnecessary movement. Everyone must remain in place until an official all-clear is given.

Severe Weather

In the event of severe weather, including sandstorms or other hazardous conditions, students will remain safely indoors, and outdoor activities may be suspended. The school will monitor conditions and official guidance and will inform parents of any changes to dismissal, transportation, or school operations.

Parents will be notified through official school communication channels during an emergency. Please ensure that your mobile number and emergency contact information are kept up to date in the school system.

Student Code of Conduct

DBS students are expected to follow school rules and embody core values becoming inquiring, knowledgeable, and caring global citizens. The discipline system supports learning and promotes student accountability through positive relationships and self-management strategies.

Level 1 Infractions	Definition	1st Offense	2nd Offense	3rd Offense
Truancy	a) not being in class without permission from appropriate faculty member	Written warning signed by parent	ASD	ASD in yearly record
	b) being away from school without parental/guardian permission	Written warning signed by parent	ASD	ASD in yearly record
	c) being away from school without permission and presenting a forged note to excuse the absence	Written warning signed by parent	ASD	In-school suspension
	d) spending prolonged periods in the bathroom without cause	Written warning signed by parent	ASD	ASD in yearly record
	e) repeated nurse visits without cause or permission	Verbal warning communicated to parent	Written warning signed by parent	ASD in yearly record
Academic Dishonesty	a) caught cheating from another student during an assessment	"Written warning signed by parent A (0) is given for the assessment"	ASD with written warning in yearly record	In-school suspension
	b) helping another student cheat during an assessment	"Written warning signed by parent A (0) is given for the assessment"	ASD with written warning in yearly record	In-school suspension
	c) plagiarism; passing off someone else's work as their own	"Written warning signed by parent A (0) is given for the assessment"	ASD with written warning in yearly record	In-school suspension
"Insolence or Disrespect to a Teacher* (Level 1)"	a) talking back to teachers and/or substitutes, possibly using excessive sarcasm.	Written warning signed by parent	ASD with written warning in yearly record	In-school suspension
	b) being rude or making ugly facial and body expressions to teachers and/or substitutes	Written warning signed by parent	ASD with written warning in yearly record	In-school suspension
	c) raising voice to teacher and/or substitute	Written warning signed by parent	ASD with written warning in yearly record	In-school suspension

Level 1 Infractions	Definition	1st Offence	2nd Offence	3rd Offence
Disorder and/or Defiance	a) disrupting the learning environment and affecting other students' ability to learn	Written warning signed by parent	ASD	ASD in yearly record
	b) failure to respond to, or carry out, instructions given by staff member	Written warning signed by parent	ASD	ASD in yearly record
Uniform Violations	a) wearing uniform without school logo	Verbal warning communicated to parent	Written warning signed by parent	ASD in yearly record
	b) wearing inappropriate uniform (eg. too tight/revealing)	Verbal warning communicated to parent	Written warning signed by parent	ASD in yearly record
Inappropriate Behavior in Restrooms /Elevator	a) more than one student in one stall at a time	Written warning signed by parent	In-school suspension	OSS
	b) being wasteful of restroom resources		Verbal warning communicated to parent	Written warning signed by parent
	c) being disruptive with other students in the restroom	Written warning signed by parent	ASD	ASD in yearly record
Level 2 Infractions	Definition	1st Offence	2nd Offence	3rd Offence
Verbal Assault Against Faculty Member	a) verbal assault on a staff member	ISS with written warning in yearly record	OSS with written warning in yearly record	OSS with written warning in yearly record
	b) the threat of physical violence against a staff member	ISS with written warning in yearly record	OSS with written warning in yearly record	OSS with written warning in yearly record
Vandalism, Graffiti and Arson	a) defacing furniture, walls or other school property	ASD and payment for damages	ASD with written warning in yearly record	ISS
	b) breaking furniture or other school property	ASD and payment for damages	ASD with written warning in yearly record	ISS
	c) vandalising the school bus	ASD and payment for damages	ASD with written warning in yearly record	ISS
Theft	a) the taking of and/or assisting in the taking of school property	ISS - return item in same condition or replace with new item	in-school suspension with written warning in yearly record	OSS with written warning in yearly record
Using Verbal Profanity	a) the use of verbal profanity with another student in class, on school grounds or on the school bus	ISS	in-school suspension with written warning in yearly record	OSS with written warning in yearly record
	b) participating in a fight or the use of verbal profanity with another student in class, on school grounds or on the school bus	ISS	in-school suspension with written warning in yearly record	OSS with written warning in yearly record
	c) acting in self defense, but in a violent manner	ASD	ASD with written warning in yearly record	ISS

Level 2 Infractions	Definition	1st Offence	2nd Offence	3rd Offence
"Smoking (cigarettes)"	a) found to be in possession of smoking or vaping devices	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record
	b) found smoking on school grounds	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record
Vaping	a) being in possession of vapes on school property, including the school bus	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record
	b) attempting to sell or encourage others to participate in the use of vapes	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record
	c) using or being in possession of vapes at school events or in the surrounding school neighborhood	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record
"Insolence or Disrespect to a Teacher (Level 2)"	a) talking back to teachers and/or substitutes, using derogatory language.	Written warning signed by parent	ASD with written warning in yearly record	ISS
	b) being rude or making inappropriate facial and body expressions or gestures to teachers and/or substitutes	Written warning signed by parent	ASD with written warning in yearly record	ISS
Live Documentation Without Permission	a) bringing camera to school and taking photos without prior permission from grade level admin	Written warning signed by parent	ASD with written warning in yearly record	ISS
	b) filming or taking pictures of staff or students without their permission	Written warning signed by parent	ASD with written warning in yearly record	ISS
	c) filming or taking photos of school grounds, activities or property without permission	Written warning signed by parent	ASD with written warning in yearly record	ISS

Infractions	Definition	1st Offence	2nd Offence	3rd Offence
"Academic Dishonesty (Level 3)"	a) stealing and/or distributing exam material prior to the assessment	automatic 0 on given assessment; in-school suspension	automatic 0 on given assessment; in-school suspension with written warning in yearly record	automatic 0 on given assessment; out-of-school suspension
Physical Assault Against Faculty Member	a) physical violence against a staff member	OSS and student is placed on probation and block list for following academic year	OSS and student is placed on probation and block list for following academic year	out-of school suspension and student is not registered for the following academic year
	b) male student intimidation of a female teacher	OSS and student is placed on probation and block list for following academic year	OSS and student is placed on probation and block list for following academic year	out-of school suspension and student is not registered for the following academic year
Vandalism, Graffiti and Arson	a) the intentional destruction of property belonging to the school, students or faculty in a dangerous manner	OSS with written warning in yearly record	out-of school suspension and student is placed on probation and block list for following academic year	out-of school suspension and student is not registered for the following academic year

Infractions	Definition	1st Offence	2nd Offence	3rd Offence
Theft	a) the taking and/or assisting in the taking of someone else's property, be it staff or student	ISS - return item in same condition or replace with new item	ISS with written warning in yearly record	OSS with written warning in yearly record
Fighting	a) initiating a fight with another student in class, on school grounds or on the school bus	OSS with written warning in yearly record (days based on severity of the fight)	OSS with written warning in yearly record (days based on severity of the fight)	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	a) participating in a fight with another student in class, on school grounds or on the school bus	OSS with written warning in yearly record (days based on severity of the fight)	OSS with written warning in yearly record (days based on severity of the fight)	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	c) bringing family members or friends from outside school to intimidate other students or contribute to physical violence in school, on school grounds, or on the school bus	OSS with written warning in yearly record (days based on severity of the fight)	OSS with written warning in yearly record (days based on severity of the fight)	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	d) acting in self defense, but in a violent manner in school, on school grounds, or on the school bus	ISS	OSS with written warning in yearly record (days based on severity of the fight)	OSS with written warning in yearly record (days based on severity of the fight) Student may be blocked for the next academic year
Drugs and Drug Parafanalia	a) being in possession of drugs on school property, including the school bus	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	b) attempting to sell or encourage others to participate in the use of any drug	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	c) using or being in possession of drugs at school events or in the surrounding school neighborhood	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year

Infractions	Definition	1st Offence	2nd Offence	3rd Offence
Bullying	a) physical or verbal bullying on school grounds, including the school bus	ISS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	b) the threat of physical violence	ISS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	c) cyberbullying through social media, messaging platforms or other means	ISS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	d) the spreading of false information or accusations verbally or through social media, messaging platforms or other means	ISS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	e) the distribution of inappropriate or sensitive materials related to students or staff through any means	ISS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
Harassment (Deviant in Nature)	a) verbal sexual assault	OSS with written warning in yearly record	OSS with written warning in yearly record	OSS with written warning in yearly record
	b) physical sexual harrasment of any student towards any other student	OSS with written warning in yearly record	OSS with written warning in yearly record	OSS with written warning in yearly record
	c) physical sexual harrasment of any student towards a teacher	OSS with written warning in yearly record	OSS with written warning in yearly record	OSS with written warning in yearly record
Weapons and Weapon Parafanalia	a) being in possession of a weapon on school property, including the school bus	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	b) attempting to sell or encourage others to participate in the use of waepons against others	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year
	c)using or being in possession of waepons at school events or in the surrounding school neighborhood	OSS	OSS with written warning in yearly record	OSS with written warning in yearly record (days based on severity of the fight) Student may be expelled and/or blocked for the next academic year

Merits and Demerits

The Merit and Demerit System is designed to encourage positive behavior through structured recognition and reinforcement while motivating students through growth-based incentives and rewards. The system also helps identify students who may require additional behavioral or wellbeing support and aims to reduce repeated behavioral incidents through early intervention and appropriate support. It ensures transparency, fairness, and consistency in recognizing positive behavior and responding to behavioral concerns.

Merit Categories

- Academic engagement and participation
- Positive behavior and conduct
- Leadership and initiative
- Wellbeing and character
- Creativity and innovation
- Classroom environment and helpfulness

Demerit Categories

- Disruptive behavior
- Defiance and disrespect
- Attendance and tardiness issues
- Uniform and makeup violations
- Technology misuse
- Safety and wellbeing violations

Counseling & Safeguarding

At DBS, **safeguarding is a shared responsibility** among all staff. DBS counselors serve as a crucial link between students, teachers, parents, and the larger community supporting academic, emotional, and psychological well-being.



Safeguarding

Protecting students from harm, abuse, neglect, bullying, and exploitation. All staff recognize and report signs of concern through established procedures.



Wellbeing Support

Counselors deliver curriculum in classrooms, manage incentive programs, coordinate with the Wellbeing Center and School Psychologists, and develop community-based initiatives.



Academic Counseling Services

The Academic Counselor plays a vital role in supporting students' academic planning and post-secondary readiness throughout their high school journey.

Academic Planning

Develops individualized academic plans, monitors graduation credit progress, oversees course selection, and coordinates ASCP/Summer School options.

University Admissions Support

Manages official transcripts, guides students through university applications, coordinates letters of recommendation, and organizes college fairs and university representative visits.

Regulatory Compliance

Maintains communication with the Ministry of Private Education to ensure national exam registrations, academic records, and graduation requirements are properly met.

- ❑ Through ongoing guidance and monitoring, the Academic Counselor ensures every student is well-prepared for graduation and a successful transition to their chosen post-secondary pathway.