



DASMAN داسمان
BILINGUAL SCHOOL مدرسة ثنائية اللغة

***Special Needs
Division***

Parent-Student Handbook
2017-2018

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Guiding School Statements

DBS Mission Statement

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

DBS Vision

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

DBS Strategic Values

INSPIRE ENGAGE EMPOWER MOTIVATE

DBS Motto

DIFFERENTIATE ACCOMMODATE FACILITATE

The Special Needs Division Mission Statement

Provides multi-disciplinary support services to facilitate the academic, social and emotional development of students

Autism Unit Mission Statement

Engage differently-abled students to recognize and optimize their full potential using a multi-disciplinary approach

21ST CENTURY LEARNING EXPECTATIONS

ACADEMIC				SOCIAL	CIVIC
COMMUNICATION	CRITICAL THINKING	COLLABORATION	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	

Principal's Message

Dear Parents,

A warm welcome to the 2017/2018 school year. We look forward to a year filled with a variety of memorable, educational and fun activities and events that will contribute to the learning process of our students.

My staff and I continue to commit to building a safe and positive learning environment for our students. We will strive to provide the best possible opportunities for our students to learn to the best of their abilities.

This handbook provides important information regarding the Special Needs and Autism Unit Programs and you are urged to take the time to read through it carefully. Should you have any queries, please do not hesitate to contact us directly.

Our motto remains "All children matter, therefore, no child will be left behind".

Best wishes,

Ms. June Wyngaard
Special Needs Principal

Special Needs Division Policy

Special Needs Program Description

The Special Needs program is designed to provide students, with mild to moderate learning disabilities, with an opportunity to gain basic academic and life skills in order to prepare them for a relatively independent lifestyle once they leave school. Due to the nature of their learning disabilities, these students are unable to benefit from a mainstream curriculum in regular classes.

Every student who is admitted to the program is fully assessed and an Individual Education Plan (IEP), with specified goals and objectives, is developed based on the student's needs. The IEP follows a Special Needs Curriculum that is, to some extent, aligned with the elementary curriculum. Learning materials are differentiated where needed, taking into consideration not only the student's needs but also his/ her preferred learning style.

There are six classes in all levels. Classes are self-contained and color coded within each level. Classes range from mainly academic to more life skills orientated. Placement in these classes depends on the level of learning disability and needs of the student. The maximum class size is 10 students. Special Needs classes are staffed with qualified and ministry approved Teachers and Teacher Assistants. Additional services: Speech, Physical or Occupational Therapy and Individual Counseling, are available to students who require them.

The Special Needs Program Admission Requirements

1. Full Scale IQ of 80 and below
2. A diagnosed learning disability* by the Public Authority for the Disabled or an accredited outside agency
3. Basic/ functional language skills (English or Arabic)
4. Testing by the SEN psychologist

*Disability categories include: Physical Impairment (minor Cerebral Palsy); Speech and Language Disorder; Specific Learning Disability; Developmental Delay

Factors That Would Prevent Admission to the Program

- Developmental age of less than three years
- Inability to use the bathroom independently
- No/limited English or Arabic language skills
- Limited mobility: student is unable to use stairs or move around school independently
- Moderate to severe behavior problems or a Behavior Disorder
- Serious Medical Conditions

Admission Team

Initial admission to the Special Needs 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, School Psychologist and Classroom Teacher. Input from a Specialist may be required. A recommendation is made to the Academic Director, who will make a final decision based on the recommendation by the team.

Student Transfer

Student transfers from Mainstream to Special Needs or from Special Needs to the Learning Support Unit, is determined by the Child Study Team. The team include: the Academic Director, Principals, School Psychologist, Teachers (SN, LSU, and Arabic), and Guidance Counselor. In order for a student to transfer, the above team members must approve the decision.

A. Transfer from Special Needs to Learning Support Unit:

- Student should have a full scale IQ of at least 90
- Have a diagnosis of a learning difficulty (not a cognitive impairment) from the Public Authority of the Disabled or an accredited outside agency.
- Student will take an admissions test when parents request for admission to LSU, *they will be referred to the Registrar* and start the admission procedure from scratch. Students will have to go through the entire process of assessment (conducted by the mainstream psychologist), classroom observation and CST as if they are new applicants to the school.

B. Transfer from Mainstream/ LSU to Special Needs

- Full Scale IQ of below 80
- A diagnosed mild to moderate learning disability by the Public Authority of the Disabled or an accredited outside agency

C. Transfer within Special Needs

Should a student show above average progress within a specific class level, hence when a student masters his/ her IEP goals and objectives before the end of the school year, the student may be considered for transfer to a higher functioning class within the same class level

The Special Needs Division does not have a trial period after admission to the program as the division has predetermined criteria that would deny a student admission to the program. However in the event of a student being unable to adjust, or where needs cannot be adequately met, the Child Study Team will re-convene 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.

The Child Study Team (CST)

To best serve the needs of your child, it is critical to continually review the placement and services being provided. The Special Needs 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.

SPECIAL NEEDS ADMISSION POLICY

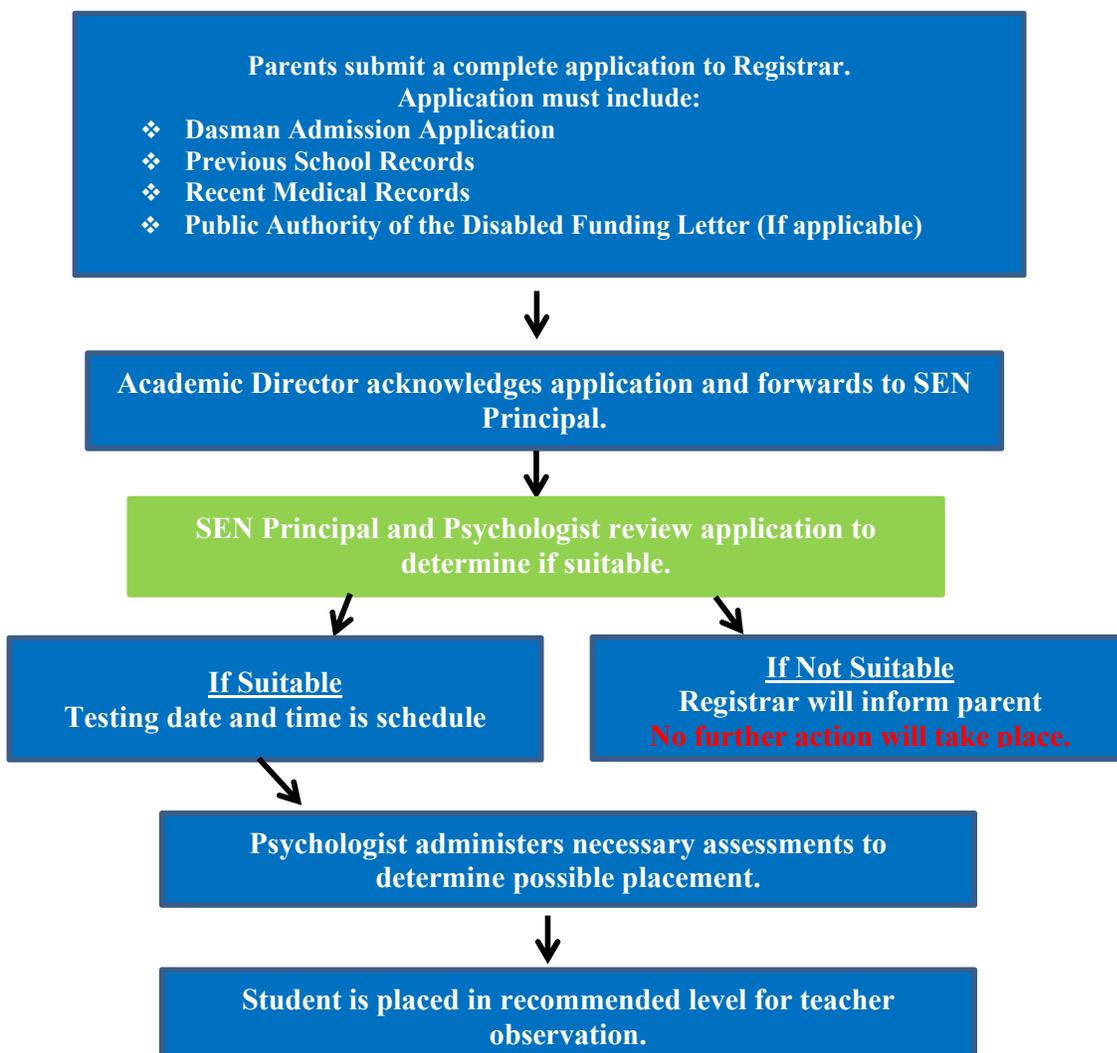
Dasman accepts students regardless of race, religion, nationality or learning disabilities, who can benefit from the school's Arab-American (Bilingual) curriculum. Admission is subject to availability of space and meeting the admission requirements.

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

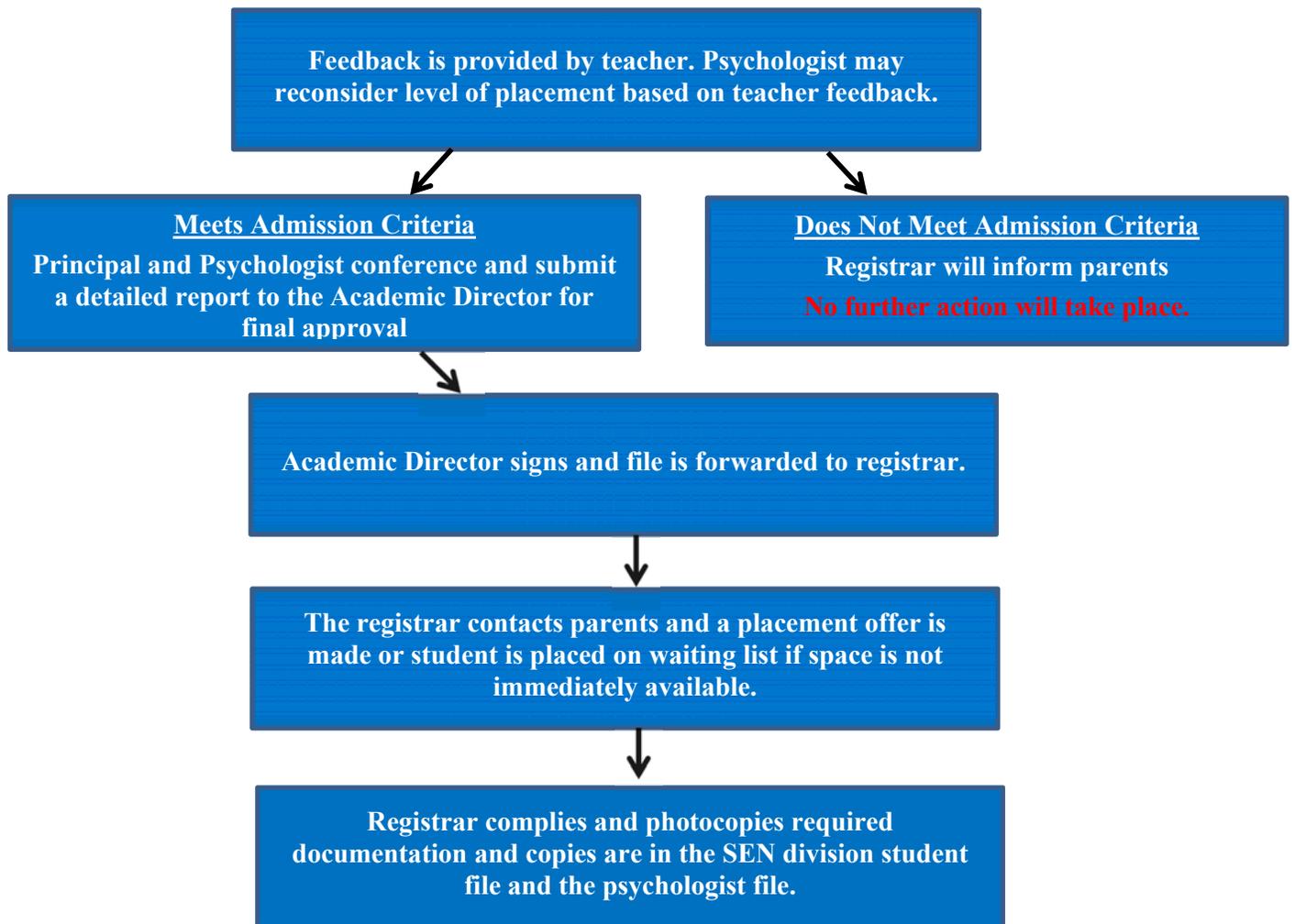
Students may be admitted for one academic year, provided they meet Dasman's academic and behavioral expectations. Close parental cooperation with the school is also mandatory for admission. Dasman reserves the right to have a student withdrawn in compliance with the Ministry of Education guidelines,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

New Admission Procedures:

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



New Admission Procedures (continued)



(NOTE: Screening for additional services such as speech, physiotherapy and occupational therapy is done once the student starts school).

Disability Categories:

In all categories, your child's class placement and services in school will be determined by the Child Study Team (CST) and the special educational services available.

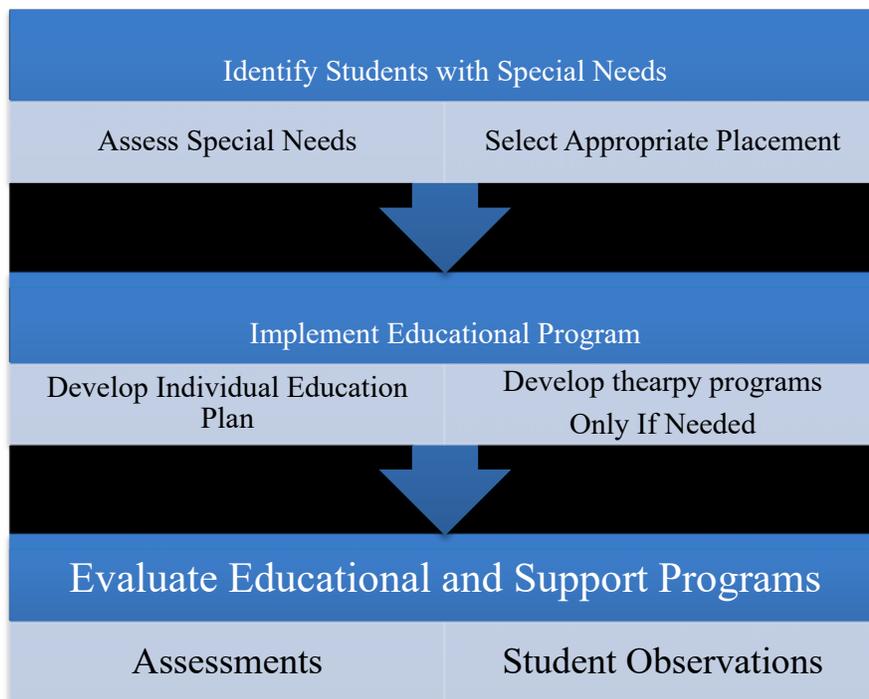
The Special Needs Division provides educational services for students who demonstrate a variety of learning disabilities. The students whom we are able to service and support fall within the following categories below.

- **Category A:** Physical Impairments (mild Cerebral Palsy only)
- **Category B:** Speech and Language Disorders
- **Category C:** Specific Learning Disability
- **Category D:** Developmental Delay

Placement:

The chart below shows the placement procedure.

(Note: Identification and assessment of special needs students is generally done by the Public Authority of the Disabled)



Self-Contained Classes:

A self-contained class follows a full day program and is located within a mainstream school. The classes usually consist of students who cannot be educated fittingly within a regular classroom setting. Self-contained classes are characterized by highly individualized, closely supervised specialized instruction.

Students considered for placement in Self-Contained Special Needs classes must be diagnosed with a significant learning disability or impairment of some kind reflecting a cognitive delay. Students who have physical, mental or emotional needs that cannot be met in a general education classroom may be taught in a classroom with other students who have similar needs.

Class Placement:

In our program classes are self-contained with a maximum of up to ten students per class. Classes are color coded and designed to meet specific needs (**Red, Blue, Purple, Lime, Green and Orange**).

Red, Blue and Purple classes are designed for students with mild learning disabilities where the focus is primarily on teaching academic skills. **Orange, Green and Lime** classes are

designed for students with moderate learning disabilities where the focus is more on teaching Life Skills.

Students remain two years within a level. However, within this two year period, a student could move laterally, to the next color, provided the student shows significant progress in meeting his/ her IEP goals.

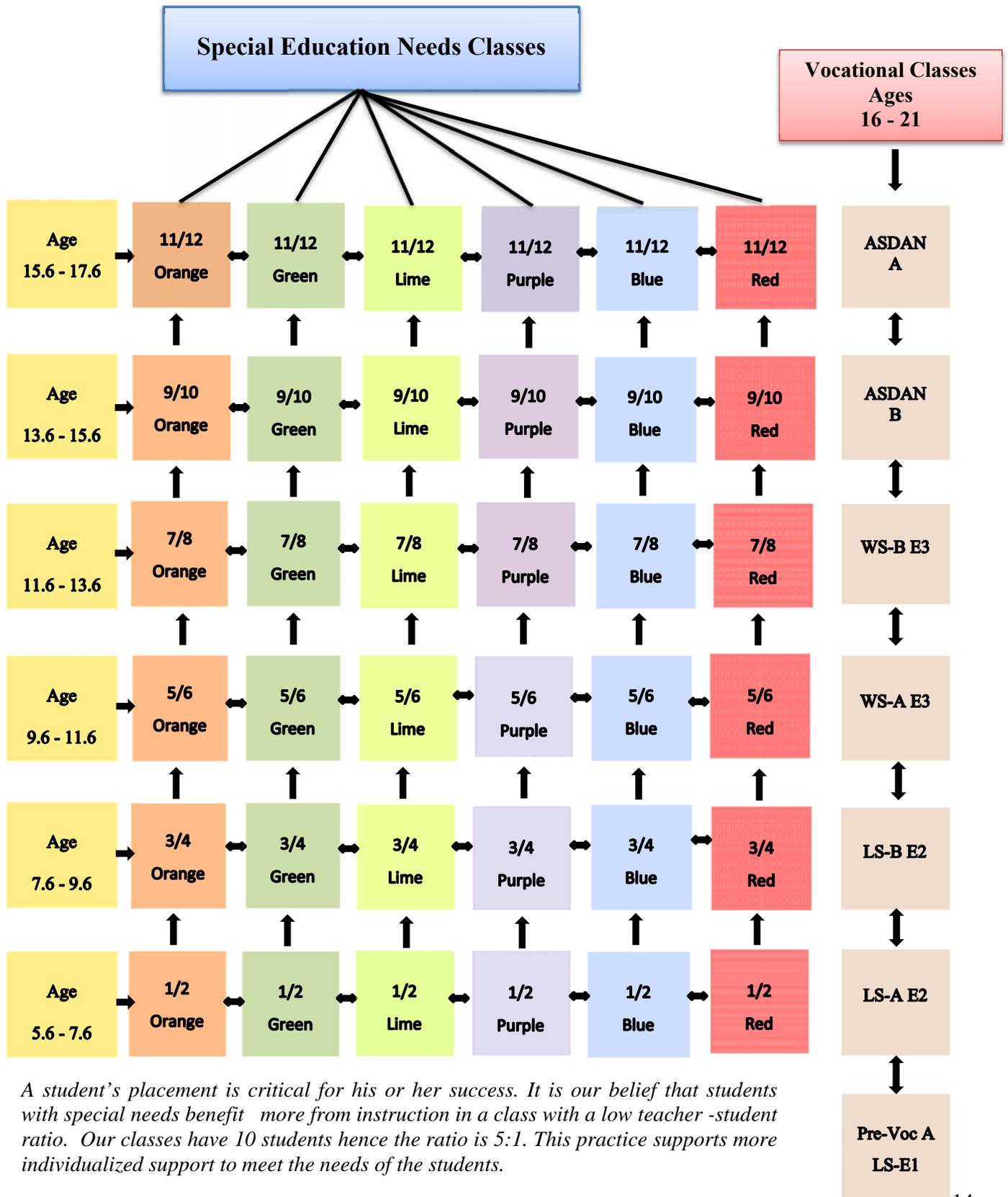
Vocational Unit:

Is a work skills based program designed for students after they complete class level 11/12. Students considered for placement in the Vocational Program must meet the following criteria:

- Be between the ages of 16 and 21
- Have no behavior disorder
- Receive a passing score on the Vocational Entrance Exam
- Receive a recommendation from current teacher.

Student Placement Chart:

Students' age, abilities, and social/emotional levels are considered when placing students in a special needs class. The following design indicates the class placements in the SEN Division. The design is both vertically and horizontally aligned



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

Staff:

Teachers:

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

Teacher Assistants:

Teacher Assistants are also required to hold a degree, not necessarily in Special Education, in order to meet the requirements of the Ministry of Education. They are encouraged to continually take refresher courses in Special Education in order to understand and assist students with a range of 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, the department also has **Art, Music, Computer and Physical Education Teachers**. They are qualified and are also approved by the Ministry of Education. These teachers deliver programs suitable to the needs of our students.

Psychologist:

The SEN Psychologist is on staff for admissions testing, placements, maintenance of Special Needs student records, as well as standardize testing.

Counselor:

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

Specialists (SUPPORT TEAM):

As part of services offered, Dasman has trained specialists on staff. The **Speech, Physio and Occupational therapists** assess, develop and implement programs for students with related needs. Additionally they also communicate with teachers to impart strategies in managing students with particular needs within the classroom environment.

SPECIALTY SERVICES

Physical Therapy

The physiotherapist plans the Intervention Program. The plan is either maintenance or a treatment type or a combination of both depending on the deficit areas. 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 request of the teacher and parents.

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 and cutting with scissors, and student organization.

Speech and Language Therapy:

The Speech therapists provide diagnostic and therapeutic services to eligible students that have been diagnosed as having delayed or inappropriate speech and/or language skills. Articulation and 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 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 that their child 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 to school along with directions for administration. The nurse will administer the medicine as required. **No student is allowed to be in possession of any type of medication at school.**

Counseling Services:

The Special Needs department is serviced by a certified Professional School Counselor that works solely with the students, parents and staff members in the Special Needs Division. The school counselor is available throughout the year to assist students and parents on matters concerning academic progress, personal welfare, behavior interventions and social/emotional development. The counselor works closely with the Special Needs teachers and administrators to provide resources and training to help support the needs of the students. The school counseling services provided include:

- Character Education
- Classroom Guidance
- Short-Term Individual Counseling
- Parental Support
- Outside Referrals

ACADEMIC MATTERS

Curriculum:

The Math, Language Arts, and Science curriculum for the Special Needs Department is to some extent aligned with the Elementary (mainstream) curriculum. The curriculum is comprised of Standards and Benchmarks based on an American model. Following the same model, Life Skills has been integrated throughout the curriculum and incorporates personal hygiene, healthy habits, social/emotional development and skills for daily living.

Individualized Education Plan (IEP):

Once a student is admitted to our program, an informal diagnostic assessment is done by the classroom teachers and a provisional Individualized Education Program is developed based on the needs of the student. The teacher meets with the parents to discuss the IEP. Parents are given the opportunity to discuss any concerns or provide input. If parents are satisfied with the IEP, they sign off and the IEP is implemented. Parents receive the original IEP and a copy is filed with student records.

The IEP is based on the Special Needs Curriculum 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 exits our 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 child with their homework is a good way to learn more about their abilities and is highly encouraged.

ASSESSMENT POLICY

Philosophy:

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

Assessment Principles:

The school recognizes that good assessment is built upon the following basic principles:

- The purpose of and criteria for the assessment should always be explicit so that students know and understand in advance the criteria for producing a quality product or performance.
- The best interests and progress of the students should be paramount.
- Assessment is an integral part of the learning process which demonstrates a range of knowledge, conceptual understandings and skills.
- Assessment information should be shared with the student and parents.
- Assessment should be ongoing and reflective, accurate, and as objective as possible.
- Assessment should take many forms, gathering information from several contexts and using a variety of methods depending on the needs of the student and the nature of what is being assessed.
- Effective assessment takes into account varied learning styles, multiple intelligences, abilities to express their understanding and cultural expectations, especially for those students whose first language is not English.
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students.
- The assessment activity should be appropriate to the age and developmental level of the student and based on real-life experiences that can lead to further inquiries.
- The results of the assessment should have credibility with all those involved in it, and the results should be able to be communicated clearly.

Types of Assessments:

Formative assessment:

Formative assessment is interwoven with the daily learning and provides both teachers and students with useful feedback on how well students understand and apply new concepts, skills, and knowledge.

Summative assessment:

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

Baseline Assessment Tests:

Baseline assessment is done using standardized achievement tests to determine a student's functioning level. This test is done at the Beginning of the Year (BOY) and at the End of Year (EOY).

Internal Assessments:

Oral Language Assessment:

- Students' reading skills are assessed regularly throughout the year.

Writing Assessment:

- Students' writing skills are assessed informally. In Red and Blue classes, teachers may use common writing assessment rubrics.

Examinations:

- Mid-year and End of year exams/assessments are administered in Middle and High School sections.

Internal Verification:

- Vocational students are assessed continuously by their teachers.
- Student portfolios are compiled.
- Teacher peer assessment are conducted throughout the year to ensure that the assessments meet the standards and criteria of UK awarding bodies (EDEXCEL and ASDAN).

External Assessments:

The Woodcock Johnson III and WRAT are standardized achievement tests that are used to determine reading, comprehension, writing and numeracy levels. These tests provide age or grade equivalent scores.

Assessment Strategies:

Assessment strategies are selected by teachers based on student functional level.

Observations:

- are made often and at regular intervals
- are made of individuals, groups and whole class
- are made in different contexts to increase validity

Performance Assessments/Task Analysis:

- are goal directed tasks with established criteria and often opportunities for problem solving
- use multiple skills
- have more than one correct response

Assessment Tools:

Running Records	Observations	Tests
Conferences	Portfolios	Writing Samples
Homework	Quizzes	Logs/Journals
Classroom Displays	Retelling	Skills Checklist
Exhibitions	Worksheets	Projects
Video/Photography	Collaborative Work	Oral Assessments
Artistic responses, including art, drama, songs, poetry		

Reporting:

Reporting is a mean of giving feedback from assessment. It describes the progress of students' learning and identifies areas for growth.

Scheduled Teacher-Parent Conference:

This is a formal conference between both homeroom 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 parent's questions, to address their concerns and to help define their role in the learning process.

Conferences:

During any time of the year, both teachers and parents can request a conference to discuss the progress, or lack the effort of a student. The principal needs to be informed of the

meeting date and approve of time. The Principal or therapists or the can be asked to participate in the meeting as needed.

Written Reports:

Dasman Bilingual School issues four report cards during the school year: 1st Quarter, Mid-Year, 3rd Quarter and End of Year.

SCHOOL LIFE

Attendance:

Attendance is very important to the academic and social success of students. Daily school attendance provides students with numerous educational opportunities and is essential in teaching students routines for later in life. Daily school attendance 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 dated 16 March 2016:
 - 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 the 15 days of absences, the school reserves the right to terminate the student's enrollment, effective immediately.

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 7:30 and students are expected to be in Flag Ceremony at that time. A student entering after 7:30 will be issued a late slip. This is considered an unexcused absence for 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.

Uniforms and Appearance:

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

The uniform policy for Dasman Bilingual School is listed below:

Division	Summer Uniform	Winter Uniform
KG/ Elementary Class 1/2 Class 3/4 Class 5/6	Boys: Light blue DBS short sleeves shirt with. Plain navy blue uniform pants or shorts. No sportswear except for P.E. Girls: Blue and white stripes DBS school dress/cardigan.	Boys: Blue DBS long sleeves shirt. Plain navy blue uniform pants. Navy blue DBS jacket. No sportswear except for P.E. Girls: Blue DBS long sleeves shirt. Plain navy blue uniform skirt or pants. Navy blue DBS jacket. No sportswear except for P.E.
Middle School Class 7/8	Boys: Light blue short/long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. No jeans or sports trousers except for P.E.	Boys: Light blue long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or

	<p>Girls: Light blue short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. No jeans or sports trousers except for P.E.</p>	<p>sports trousers except for P.E.</p> <p>Girls: Light blue short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or sports trousers except for P.E.</p>
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Department	Summer Uniform	Winter Uniform
<p>High School</p> <p>Class 9/10</p> <p>Class 11/12</p>	<p>Boys: White short/ long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. No jeans or sports trousers except for P.E.</p> <p>Girls: White short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. No jeans or sports trousers except for P.E.</p>	<p>Boys: White short/ long sleeves Polo shirt with DBS logo. Plain navy blue uniform pants or shorts below the knee. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or sports trousers except for P.E.</p> <p>Girls: White short/long sleeves shirt with DBS logo. Plain navy blue uniform skirt or trousers. DBS navy blue zip up sweater and/or fleece jacket (no logos). No jeans or sports trousers except for P.E.</p>
Shoes	Boys and Girls: Black, sensible flat dress shoes (no sports shoes or shoes with logos, no “croc”)	
P.E. Uniform	<p>Dasman Bilingual School PE Uniform is required when participating in PE class.</p> <p>P.E. Uniform is grey DBS t-shirt and grey DBS sports trousers. They may be purchased at the Uniform Store. Athletic shoes should be of the quality required by the PE Department.</p>	
Accessories and Make-up	<p>Girls may wear small stud earrings and a watch. Make-up and colored nail-varnish are not allowed, nor are body piercings. Boys may choose to wear a watch. Any other items or clothing that distract from the learning of others are not acceptable. Students not in correct uniform will not be allowed into class and must wait in the school office until proper uniform is provided. The Administration reserves the right to specify what is appropriate.</p>	

Discipline Policy:

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

It is important that the 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. Equally parents will be notified of the student's excellent behavior. The school would appreciate being informed of changes in the home life of the student 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 disciplined as follows:

Discipline Procedures in (Class 1/2 – Class 3/4 – Class 5/6)	
Behavior	Consequences
<u>In the Classroom</u> <ul style="list-style-type: none">• Noncompliance toward class rules and expectations• Disruptive behavior: continuous crying/ screaming/ constant movement around the class• Bringing potentially harmful toys and equipment to school.	<u>5 infractions within a 3/4 period time block</u> <ul style="list-style-type: none">• 15 minute detention with appointed teacher during lunch• Referral to an appointed teacher's class or office. Should behavior continue, parents to be called to take student home• Confiscating the toy and taking away student's activity of choice during free time (to be determined by the class teacher)
<u>On the playground</u> <ul style="list-style-type: none">• Using bad language• fighting	<u>Consequences</u> <ul style="list-style-type: none">• 2 warnings; upon 3rd warning, no playground for the following day• Immediately send back to classroom with no privilege of playground for the following day

Discipline Procedures in (Class 7/8 – Class 9/10 – Class 11/12)		
Behavior	Description	Possible Consequences
Flag Ceremony / Assembly Behavior	<ul style="list-style-type: none"> • Demonstrating disrespectful behavior including laughing, loud clapping, booing and whistling. 	<ul style="list-style-type: none"> • Immediate removal from assembly. • Lunch detention • Meeting with parents
Cell Phones and Electronic Devices	<ul style="list-style-type: none"> • Bringing and using cell phones and electronic devices during unauthorized times 	<ul style="list-style-type: none"> • Take away the device from student. Parent must pick up.
Chewing Gum	<ul style="list-style-type: none"> • Use of chewing gum on school premises at any time. 	<ul style="list-style-type: none"> • Lunch detention.
Disobedience	<ul style="list-style-type: none"> • Failure to respond or carry out a reasonable request by a staff member. 	<ul style="list-style-type: none"> • Lunch detention • Withdrawal from special area classes such as PE, Music, Computer or Art • Meeting with parents
Dress Code	<ul style="list-style-type: none"> • Violation of school dress code 	<ul style="list-style-type: none"> • Students are not allowed into class until proper uniform is delivered.
Fighting	<ul style="list-style-type: none"> • Physical contact, physical assault or threat of physical assault. • All participants in the fight are considered guilty regardless who started the fight. 	<ul style="list-style-type: none"> • Immediate suspension • Meeting with parents • Warning letter
Inciting disorder	<ul style="list-style-type: none"> • Any behavior that detracts from learning of others or threatens from the calm nature of the school. 	<ul style="list-style-type: none"> • Lunch detention • Withdrawal from special area activities. • Meeting with parents. • Warning letter
Obscenity	<ul style="list-style-type: none"> • Use of obscene or vulgar language by students in verbal or written form, or in gestures or pictures. 	<ul style="list-style-type: none"> • Lunch detention • Warning letter
Bullying / Harassment	<ul style="list-style-type: none"> • Any conduct that intimidate others or creates a hostile and offensive environment. 	<ul style="list-style-type: none"> • Lunch detention • Meeting with parents • Warning letter
Weapons	<ul style="list-style-type: none"> • Possession of weapons, knives or any dangerous objects. 	<ul style="list-style-type: none"> • Immediate removal of weapon. • Out of school suspension. • Meeting with parents and issuing a warning letter.

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

GENERAL INFORMATION

Students Diary/Communication Log:

All SEN students are issued a student diary at the beginning of the year. Students are expected to bring the diary with them every day. Homework assignments and notes to parents will be written in the diary. Parents are expected to read and sign the diary every day.

Class Activities:

- **Field Trips:** All field trips must be approved by the Academic Director and the Ministry of education. Students are expected to be on their best behavior when on field trips or they may not be able to attend future trips. Teachers may ask parents to attend field trips if necessary. *Please note that students must wear the school uniform when going on a field trip.*
- **Parties:** If you are planning to celebrate your child's birthday, please let the teacher know two days prior to the celebration.

Electronic Devices:

Electronic devices (mobile phones, i-Pads, etc.) are generally not allowed at school. In the event that the teacher has given students permission to bring in 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 set forth by the teacher 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 contact the counselor or nurse if you have questions or need suggestions about items to send with your child.

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 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.

School Bus Safety Tips and Rules:

Escorting Bus Students:

- *In the morning:* A teacher on duty in the bus area receives the Special Needs bus students and escort them to the D7 reception. 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:*
 - a. Students walk safely across the bus area and stay away from the street.
 - b. Students don't run between parked buses.
 - c. Each student ride his/her designated bus.
 - d. Students sit in the allocated seat.
 - e. 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 children. To ensure the safety of those who ride the bus, observance of certain rules is necessary. Respect for others is expected on the buses at all times. Your child 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 children 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 child:

- Help your child get on and off the bus safely in the morning and afternoon.
- Review the bus safety rules with your child, stressing on its importance.
- Make sure that your child'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 child 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.

United Nation Declarations

Universal Declaration of Human Rights

Introduction

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article I

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no

distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
 2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. 2. Everyone has the right to equal access to public service in his country. 3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

The United Nations Convention on the Rights of the Child:

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from

Article 3

All organizations concerned with children should work towards what is best for each child.

Article 4

Governments should make these rights available to children.

Article 5

Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7

Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8

Governments should respect a child's right to a name, a nationality and family ties.

Article 9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11

Governments should take steps to stop children being taken out of their own country illegally.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14

Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15

Children have the right to meet with other children and young people and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

Article 16

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17

Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18

Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20

Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21

When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22

Children who come into a country as refugees should have the same rights as children who are born in that country

Article 23

Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24

Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25

Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26

The Government should provide extra money for the children of families in need.

Article 27

Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28

Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30

Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31

Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32

Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33

Governments should provide ways of protecting children from dangerous drugs.

Article 34

Governments should protect children from sexual abuse.

Article 35

Governments should make sure that children are not abducted or sold.

Article 36

Children should be protected from any activities that could harm their development.

Article 37

Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.

Article 42

Governments should make the Convention known to all parents and children.

Ministry of Education Circulars:

6038/2017

**Ministry of Education
The Public Administration for Private Education**

Date: 16/3/2016

**General Bulletin
For High Schools (Foreign Curricula /Bilingual)**

M/S: Directors of Private schools (Foreign Curricula /Bilingual)

Subject: Absence of students in High School

Please note that the procedures in case of absence of students in High School shall be as follows: The parent shall be informed of the absence of the student and the parent will sign of his acknowledgment. The notifications shall be as follows:

First warning	After the absence of 5 days without acceptable excuse
Second warning	After the absence of 10 days without acceptable excuse
Third warning	After the absence of 15 days without acceptable excuse

If the student's absence exceeded 15 continuous or separate days in the school year without acceptable excuse, he/she shall be discharged from school and he will be promoted to the next grade. This academic year shall be considered within the years of Retention or Failure in High School.

(Signed)
Abdullah Ali AL-Basri
For/ The Public Administration for Private Education

6038/2017

**Ministry of Education
The Public Administration for Private Education**

Date: 19/4/2017

**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