



**DASMAN** داسمان  
BILINGUAL SCHOOL مدرسة ثنائية اللغة

**Dasman Bilingual School**  
**Elementary Division**  
**Grades 3-5**  
**Student- Parent**  
**Handbook**

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**2017-2018**

## School Guiding Statements

### MISSION STATEMENT

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

### VISION STATEMENT:

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

### STRATEGIC VALUES

INSPIRE    ENGAGE    EMPOWER    MOTIVATE

We at Dasman embrace the UN Declaration of Human Rights and The Convention of Rights of the Child.

### ELEMENTARY MISSION STATEMENT

Cultivate a love of learning with a solid foundation of skills, knowledge and values.

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## 21<sup>ST</sup> 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	

## ADMISSION OF STUDENTS

Dasman Bilingual School adheres to the guidelines and procedures as stipulated by the Ministry Of Private Education. The Ministry regulations can be accessed on the school website.

Dasman Bilingual School accepts students who can benefit from the school's bilingual curriculum, provided there is available space and the student meets the admissions requirements.

An ESL program is available for students who are working slightly below their grade level, but who have the potential to catch up within two years.

Students will be accepted and placed in grades and classes based on the information interpreted from the entrance exam and official school transcripts.



## Elementary Course Descriptions

### Grade 3

#### Language Arts

- To work on basic punctuation and sentence structure
- Learn to use adjectives, verbs, nouns and pronouns
- Use both regular past tense verbs (-ed) and irregular past tense verbs
- Use of the apostrophe will be introduced
- Paragraph formation will be introduced
- Reading skills and strategies will be taught and used
- 6+1 Writing traits to be reinforced

#### Mathematics

- Introduce two-dimensional plane shapes and three-dimensional figures and their properties
- Continue to practice addition and subtraction of three-digit number
- Discover the link between repeated addition and multiplication
- Learn multiplication facts from 1 to 10 and be able to do simple one-digit multiplication
- learn to divide by two, three, and four
- Emphasis will also be placed on mathematical problem –solving
- Learn by heart multiplication table (0,1,2,3,4,5,6,7,8,9)

#### Science

- Name the body structures of animals and explain their function in walking, flying, swimming, etc
- Understand the transfer of energy in ecosystems between plants and animals that create food chains and food webs
- Learn the life cycles of some animals and plants
- Know that changes in the environment affect the organisms living in it, and that some animals are extinct
- Begins to classify animals into categories
- Learn the differences and characteristics of minerals, rocks and soils
- Understand that land gets shaped by slow and fast changes
- Expand understanding that Scientific knowledge comes from observation and experimentation
- Expand understanding that Scientists use special tools for their work
- Begin to understand that Scientist usually work in teams

## **Grade 4**

### **Language Arts**

- Differentiate between the subject and predicate in a sentence.
- Learn about subject and possessive pronouns
- Review verb tenses and study linking/helping verbs
- Be independent readers and writers
- 6+1 Writing traits to be reinforced

### **Mathematics**

- Understand place value and be able to work with numbers up to 10,000
- Add, subtract, estimate and round using 4-digit numbers
- Multiply using two digit numbers and divide by one digit numbers
- Introduce division by two digit numbers.
- Multiply using 10,000 recognizing patterns
- Know the multiplication table 0 -12
- Use and interpret simple graphs and plot coordinates on a grid
- Learn how to add and subtract fractions with like and unlike denominators
- Explore the use of decimals
- Problem solving will be emphasized with each topic.

### **Science**

- Name the basic human body systems and explain their function
- Understand essential concepts about nutrition and diet
- Know that organisms use their senses to react to their environment
- Learn the water cycle and how the factors that cause weather
- Learn basic concepts about heat, light, sound and electricity
- Understand the forces caused by magnetism and electricity
- Expand their understanding of the three states of matter
- Expand understanding that Scientific knowledge comes from observation and experimentation
- Expand understanding that Scientists use special tools for their work, and that they usually work in teams

## Grade 5

### **Language Arts**

- Learn to use compound sentences and conjunctions
- Learn how to use quotation marks correctly
- Classify pronouns, use the definite and indefinite article and comparative adjectives
- Be able to infer and deduce from clues given in a passage
- Continue to refine their creative writing skills
- Read and write independently
- 6+1 Writing traits to be reinforced

### **Mathematics**

- Work with numbers of 5 digits
- Order, compare and estimate whole numbers
- Add and subtract decimals up to 100<sup>th</sup>
- Recite all multiplication tables from 2 to 10.
- Review 2D and 3D shapes and their properties
- Study metric, measurement: perimeter, area and volume
- Practice long division

### **Science**

- Refine their ability to classify living things
- Examine the interactions between living things and their environment
- Explore the properties of matter, motion, sound and light
- Understand the characteristics of gravity
- Locate the Earth's place in the Universe and the Solar System
- Describe the characteristics of the planets in the Solar System, the Moon, and the Sun
- Understand that the Earth surface is constantly changed by slow and fast processes.
- Learn to describe the characteristics of common rocks and minerals
- Understand that Scientific knowledge comes from careful and controlled observation and experimentation
- Understand that Scientists use special tools for their work, and that they usually work in teams
- Learn by heart all of the multiplication table

**COURSE TITLE:****Grades 3-5 Elementary Visual Arts****LENGTH OF COURSE:** Full Year

**COURSE DESCRIPTION:** The Visual Arts course for Elementary (grades 1-5) is designed to introduce and develop basic technical art skills and visual concepts. It focuses on developing drawing and painting skills, allowing the students to experiment with various media like pastels, markers, color pencils, watercolors and tempera. Additionally the course will introduce the use of 3-dimensional media and craft activities such as papier-mâché, clay, and collage. This course is also an opportunity for students to express and develop their imagination, to practice self-control, self and peer critique and reflection.

**COURSE TITLE:****Grades 3-5 Physical Education****LENGTH OF COURSE:** Full Year

**Course Description:** The Physical Education program provides the opportunity for the student to develop a good coordination and motor skills and also develop a variety of basic and advanced movement forms. There will be opportunities provided for the development of self-control, self-direction and sportsmanship. The following topics are included in the course: coordination and motor skills, swimming, gymnastics and ball skills such as bench ball, mini soccer, catch ball, dodge ball, mini handball, cooperation and recreational games.

**COURSE TITLE:****Grades 3-5 Music****LENGTH OF COURSE:** Full Year

**Course Description:** The 1-5 music curriculum is designed to provide joyful experiences for the children, while helping them to develop skills and intellectual processes that will not only provide for success in the music classroom, but will also carry over into other academic and nonacademic areas. The 1-5 music curriculum provides for creativity and spontaneity as well as structure. The study of the elements of elementary general music - rhythm, melody/pitch, expression, timbre - and the process of learning music skills allow for creative expression in a wide variety of styles.

General Music students learn basic performance skills. They also learn about musical structure.

Chorus students meet in small sections about 2 times each week.

Chorus students continue to improve on performance skills. They also learn the importance of teamwork in preparation for concerts. Students learn a variety of national songs as well as others from around the world. Students build on their music literacy skills and learn the basics of musical performance, creation, analysis and application, as well as music's historical, cultural and social contexts. Students also learn the importance of self-discipline while working in a large group setting.

**COURSE TITLE:** Grades 3-5 Computer  
**LENGTH OF COURSE:** Full Year

**Course Description:** The main purpose of the course is to introduce students to computers basic skills and knowledge using educational software and internet, and integrate that knowledge and skills with other classroom subjects. Using the proper keyboarding techniques, simple internet research, educational games, computer hardware parts and simple software use are some of the examples of what will take place in class during the school year.

**COURSE TITLE:** Grades 3-5 Social Studies

**LENGTH OF COURSE:** Full Year

The social studies curriculum provides the opportunity for each student to acquire knowledge and develop skills necessary for social, political and economic participation in a diverse, interdependent and changing world. The Social Studies courses allow students to recognize and evaluate a wide range of human achievement and aspirations within the world. A study of social studies promotes understanding of social, economic, political, scientific and technological issues, as well as the interdependence of individuals, groups and nations. Students learn to appreciate a variety of aesthetic, creative and imaginative forms and learn to express themselves through a variety of media: discussion, writing, information technology, pictures, diagrams and research skills.

## LEARNING SUPPORT UNIT POLICY

### LEARNING SUPPORT: UNIT DESCRIPTION

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

### **LEARNING SUPPORT: UNIT MISSION STATEMENT**

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

### **LEARNING SUPPORT UNIT: ADMISSION REQUIREMENTS**

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

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

### **TRIAL PERIOD FOR LSU PROGRAM**

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

1. Students do not receive discipline reports for misbehavior, tardiness, or disrespectful behavior toward peers or school staff.
2. Students can complete work provided by the teacher in the LSU program and display positive behavior and interactions with peers and teachers.
3. Students must have full attendance for the first 30 days of the trial period. Absences during the first 30 days may result in loss of placement (determined by Dasman Bilingual School).

After the 20 days trial period, the Child Study Team will meet again to review the student's placement. Based upon this review a final decision will be made. Once a decision has been taken the Child Study Team will meet with parents and inform them of the outcome.

Students who transfer from SEN to LSU and LSU to Mainstream will be observed and assessed annually to determine Academic, Social and Psychological development.

## RESOURCE INCLUSION PROGRAM

Any student diagnosed with a specific Learning Difficulty, will be offered additional support in the Resource Inclusion (RI) Program. Admission to the RI program is based on receipt of a diagnosis from an appropriate health authority. Staff are appropriately qualified and experienced to deal with such learning problems. Students would receive support in the regular class room.

The chart below shows the maximum number of periods allowed per subject:

Division	English	Math	Science
Elementary	5	5	3
Middle School	4	4	3
High School	4	3	3

The role of Resource Inclusion teachers is to meet the needs of the individual student and to meet regularly with mainstream teachers to keep abreast of the topics covered in the class. This is achieved through the writing of a Mainstream Support Plan (MSP). A MSP is a plan that outlines the areas of need of the child and how these may be addressed within the main stream setting. Parents, Resource Inclusion teacher, and other concerned staff contribute to the MSP.

### For your student, this means:

- In class support
- Being equipped with tools for taking tests, understanding concepts and completing projects so that he/she can strive to complete these tasks independently.
- Pull-out sessions at least 25 % of the total number of sessions for each subject
- RI teacher will be present in class during formal tests.
- Accommodations and Modifications where applicable

Depending on the needs of the students it could include:

- Use of ICT and appropriate manipulative.
- Additional instructional- response time.
- Modified tests and exams. (With accommodations if required)
- Rephrasing of questions (verbal and written).
- Additional exercise to support learning.

## ACADEMIC REPORTS / ASSESSMENTS

The school year is divided into two semesters and four quarters. Report cards go out at the end of each quarter. In Elementary, each quarter is graded separately and a final grade is given in June of the four quarters combined.

Parent conferences are held twice a year in order to allow direct contact between parents and teachers to discuss academic matters or disciplinary problems as they arise.

The grading system is as follows:

A+	97% and above
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B -	80-82%
C +	77-79%
C	73-76%
C -	70-72%
D+	65-69%
D	60-64%
D-	55-59%
F	Below 55%

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## ASSESSMENT POLICY

Assessment should be continuous using many different ways: observation, class assignment, essay, individual project, oral presentation, and tests (short answer, multiple-choice). In Elementary, each term is graded separately and a final grade is given in June of the two semesters combined.

A study guide with pages that will cover the tested material and worksheets related to the test topics, along with extra practice will be handed out one week prior to the test. Worksheets related to the test will be corrected in class but will not be graded, and will be found in student notebooks to review in preparation for tests.

**On the monthly test schedule, there is an assigned date for each test in English subjects. There will be no retests unless the student has a doctor's excuse.**

## ELEMENTARY DIVISION ASSESSMENT PROCEDURES

### FREQUENCY

### ASSESSMENT ACTION

#### DAILY

Teacher observation

Journal Writing

Teacher mark work alongside pupil

Self-assessment (Rubrics)

Peer assessment (Rubrics)

Class participation

Mental tests

Oral assessments

Social Skills

Behavior Modification

#### Weekly

Anecdotal records

Homework

Quizzes

Students work for Portfolios

Reading/Re-Telling skills

Writing Skills

**QUARTERLY/END OF UNIT**

Portfolios

Quarterly test

Projects

Performance Tasks

Artistic Responses

Technological Skills

Research Skills

General Knowledge

Laboratory work

Conferences

Skills Checklist

**YEARLY**

External Standardized Test

Formal Writing assessment

Formal Reading assessment

Formal Math assessment

**ESL AND AFL**

- English as a Second Language (ESL), a program of English language support, are for students who have difficulties with the English language.
- A similar program, Arabic as a Foreign Language (AFL) is provided for students who have difficulties with Arabic.

## SCHOOL UNIFORM

The following is the Elementary School Uniform code at Dasman Bilingual School.

### SUMMER UNIFORM

GIRLS	BOYS
Blue Dasman Bilingual School shirt with tie.	Blue Dasman Bilingual School shirt with tie.
Dark blue skirt.	Dark blue shorts.
Blue socks Leggings are not allowed at school Sensible, <b>all black shoes</b> (no boots, high heels, sandals, or crocs style shoes)	Blue socks. Sensible, <b>all black shoes</b> (no boots, football shoes, sandals, or "Crocs" style shoes)

### WINTER UNIFORM

GIRLS	BOYS
Long sleeved blue shirt with tie Dark Blue skirt	Long sleeved blue shirt with tie
	Blue pants.
Blue socks. Sensible, <b>all black shoes</b> (no boots, high heels, sandals, or crock style shoes)	Blue socks. Sensible, <b>all black shoes</b> (no boots, football shoes, sandals, or "Crocs" style shoes)

Dasman Bilingual School PE uniforms are required when participating in PE class. Athletic shoes should be of the quality required by the PE Department. Students are

allowed to wear colorful runners on PE days only. Football shoes are strictly forbidden.

On very cold days, students may wear coats over their Dasman Bilingual School cardigans and fleece jackets but they must remove them inside the classes. On “dress-down” or “free-dress” occasions, modesty and attentiveness to the cultural sensitivities of Kuwait are required. Jeans are only permitted on dress down days.

Girls with long hair must tie it back. No jewelry is permitted. Watches are permitted for students in grade 3-5. Boys should keep their hair cut short and neat.

## HOMEWORK

Homework is a necessary part of our educational program. It is a part of the overall student evaluation. Homework schedules will be issued at the beginning of the school year. Sundays and Tuesdays are ‘English homework days’, and Mondays and Wednesdays are ‘Arabic homework days’.

Homework will be written in a student diary. Parents are required to sign their child’s diary on a daily basis. Students will be responsible for writing down their assignments and completing the work for the following day.

Students should spend no more than the amount specified per evening on English homework.

- Grades 1 & 2                      20 minutes
- Grade 3                              30 minutes
- Grade 4                              40 minutes
- Grade 5                              50 minutes – 1 hour

No homework will be issued on weekends and holidays.

## AFTER SCHOOL CLUBS

1. Held on Monday, Tuesday, Wednesday, and Thursday for students in Grade 1-5. Some clubs may have size limits set by the club teacher.
2. Time: 2:30pm – 3:30pm
3. Club will run for 8 sessions. An exact schedule will be given to club participants by the teacher.
4. Fees for a club will vary depending on the club.
  - a. Fees must be paid in advance to the cashier. Students may not attend without payment.

- b. Fees are non-refundable even if a student misses sessions, drop the club, or dropped from the club.
5. Students must have a receipt from the cashier to be permitted to attend the club. No exceptions.
6. Clubs end at 3:30pm. Students must be picked up by 3:45pm. Students will be allowed 1 late pick-up, after that they might be dropped from the club. We are unable to provide bus service for after club activities.
7. SIBLINGS OR FRIENDS not in the club MAY NOT ATTEND. Little brothers, sisters, cousins, etc. must be picked up and are not to roam the campus.
8. Students must obey the rules of the club and actively participate in the activities. Students who disrupt will be dropped from the club or not allowed to join the next cycle.
9. Students who are in the club must remain with their teacher. There will be no roaming of the campus or doing other activities during club time.
10. Students must come prepared for the club. Students will not be allowed to miss their regular classes to search for, call for, or otherwise try to locate or procure the materials they left at home, in the car, at a friend's house, etc. The school is not responsible for items that are left after clubs.
11. Students will be picked up by the club teacher from the auditorium.
12. Study clubs are grade level clubs that focus on homework, preparation for tests and concepts being taught that semester.
13. Clubs vary from year to year according to the strength and interest of the staff. Football, music, swimming and art are usually offered each quarter. Other activities could include ESL clubs, piano, dance and etc.

## RECOMMENDED SCHOOL SUPPLY LIST

School supplies, such as a paper and pencil, must be provided by individual students as needed and as requested by teachers. A list of required school supplies will be sent home in the first week of school and will be on the school web site.

## ATTENDANCE

Attendance is taken each day at 7:45 a.m. Students arriving after this time will be marked late. Any work that is missed due to the student being late to school will be marked as 'zero'. The only exception to this rule is when a student has an excused absence. The only exceptions are if a child is ill or needs medical treatment that cannot be scheduled at another time, death in the family, when observing a religious day or holiday, and the other reasons enumerated below.

Dasman Bilingual School recognizes two types of absences: excused and unexcused.

**Excused Absences consist of:**

1. Personal illness of the student and when attendance in school would endanger the health of the student or the health of others.
2. Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
3. Quarantine either by the health department or by the family's physician.
4. Special or recognized religious holidays observed by the faith of the student.
5. Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
6. Absences caused by order of the government.
7. Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student. Typically school will be closed for all students in such instances.

**Unexcused Absences:**

Anything other than these is considered an **UNEXCUSED** absence. Absences, for which the parent does not call the school or send a written note, will be considered unexcused. Students will receive a zero on all class work completed during an unexcused absence.

**Makeup Work for Excused Absences**

Students have three days after returning from an excused absence to make-up work, tests, and other missing activities. If the student has been out of school for three or more days, teachers may provide additional time to make-up missing assignments at their own discretion. Work not made up in accordance with the timelines in this policy will receive zero credit.

**Note: All absences immediately preceding or following a vacation period are considered unexcused. Consideration for approval must be obtained from the Principal one week before vacation.**

In case of all illness over two days, or contagious disease, please notify the school nurse. In the event of severe cases of certain health issues (H1N1, Lice, etc.), children will ***not be permitted into the class*** unless they have a medical clearance

from a hospital, as per Ministry rules and regulations. This clearance is to be submitted to the Nurse who will then admit the child to the class.

Any student who is absent for more than 30 days per year without a valid medical reason or justifiable reason; will not be promoted to the next grade.

## TARDIES

Class time is essential to increasing students' knowledge and proficiency, students who repeatedly come late or leave early may experience a decline in student achievement. If a student arrives later than 7:35, they are considered tardy. Being on campus or in the building does not count as arriving on-time for class. Students must be in class by grade by 7.35 am. **5 unexcused tardies or early releases during one quarter will accumulate and be considered 1 full days' absence. Any graded classwork missed due to an unexcused absence, tardy, or early release will earn a zero.**

- **Excused Tardy:** Includes events that are physically out of your control such as: an accident, road closed due to an accident, power outage, etc.
- **Unexcused Tardy:** Includes over-sleeping, heavy traffic, rainy weather, sand storm, errand for parents, etc.

## Late Slips

Students arriving after 7.45 a.m., will be issued with a late pass. Students will not be admitted to class without a signed pass.

After being late 5 times, a warning letter will be sent home. The school will follow Ministry Guidelines if a student is late 15 times or more.

## FLAG

For Grades 3 and 4, Flag ceremony is held at 7:20 a.m., on Sundays and Tuesdays in the D1 auditorium.

For Grade 5, Flag ceremony is held at 7:20a.m., on Mondays and Wednesdays in the D1 auditorium.

## BUS PROCEDURES

Parents should discuss these 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 other 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

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

## EMERGENCY

In the event of evacuation of the school, the priority is to ensure students and staff leave the building quickly, quietly and safety. Teachers stay with the class they took out to the field and bring them back in to the school. Messages will be sent to parents as SMS. Parents need to update their mobile phone and contact information when registering.

1. The evacuation signal is the continuous ringing of the school bell for a minimum of 60 seconds.
2. A plan must be established by the classroom teacher for students who have physical challenges to assure they are removed from the building in a timely

manner. Those plans must be submitted to the appropriate Division Principal for approval. Be sure to include the person responsible for carrying out the plan.

3. Teachers must close the door of the classroom, and if time allows, switch off the lights, and A/C's. They must carry their class list, green and red card (to indicate if a student is missing).
4. The evacuation assembly point is the main playing field between Dasman 1 and Dasman 2.
5. Students are expected to walk in a straight quietly line to and from the field.
6. Fire drills will be timed.
7. All teachers must remain with the class they bring to the field.
8. All teachers in D1, D5 and LSU classes must bring their class list that shows the telephone numbers.
9. Fire Escape Maps are found on the classroom door.

#### EARLY DEPARTURE

Parents who wish to collect their children from school before the end of the school day MUST request an Early Release form from the division secretary. This will only be given in exceptional circumstances. Elementary students will not be released before 2:05pm.

#### BIRTHDAY PARTIES

##### **Birthdays and Celebrations during School Hours**

Birthday celebrations are held during the second break time only. Parents may acknowledge their child's birthday by sending a treat to share with whole class. Only cupcakes are allowed to be brought in.

#### PRAYER ROOM

There are separate prayer rooms for boys and girls. The Arabic division is responsible for the encouragement and management of prayer break.

## TOILET AND WATER BREAKS

To ensure the safety of our students, they must wear **Hallway Passes** provided by their teacher when leaving the classroom to visit the bathroom, to drink water, or for any other reason.

## LUNCH /CANTEEN

A time is set aside each day for the students to eat their lunches. Lunch time is considered part of the educational process where students learn how to eat properly with good manners and courtesy. It is recommended that all students bring a healthy lunch from home. Lunch/snack is eaten in the homeroom classroom under the supervision of the homeroom teacher. Each student is responsible for the cleaning-up of his/her area. We suggest a lunch made of fruit, a sandwich, raw vegetables, milk, yogurt, juice, or water. When temperatures rise, please ensure your child has an adequate amount of water to drink during the day.

- Parents are encouraged to provide a balanced packed lunch, each day, for their children.
- Candy and soda are not allowed to be sent as part of a student's lunch or snack.
- Elementary students may not use the MS/HS canteen during or after school.
- Students are not allowed to take lunch to siblings in other divisions, nor are students from other divisions (e.g. Middle School, High School, etc) allowed to bring food to Elementary division students.
- Milk, water or juice are preferred lunch beverages.
- Please put your child's name inside the lunch box, or mark the paper bag so a lost lunch or lunch box can be returned to the owner.

## MOBILE PHONES & ELECTRONICS

Mobile phones should not be brought to school **at any time**. I-pods and portable game players should also not be used during school hours. Students using them during this time may have them confiscated for a short period. ***The school is not responsible for lost or stolen electronics.*** Students found with unauthorized mobile or electronic devices will have them confiscated and sent to the Elementary office where they will stay until the end of the day when a parent is available to collect these items.

## 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.

#### INTERNET & COMPUTER USAGE

1. All use of the Internet must be in support of education and research and be consistent with the purposes of the school and the access providers. Any use that disrupts the educational and administrative goals of the school is prohibited.
2. Do not damage the computer or the network in any way.
3. Do not deliberately spread computer viruses. Computer viruses are programs that have been developed as pranks, and can destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of the local school network or any other computer system or network on the Internet by spreading computer viruses is considered criminal activity under state and federal law.
4. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware. Do not download software without written permission of the system administrator.

5. Obey the rules of copyright. Students will not plagiarize works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
6. Students shall not access inappropriate material on the Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
7. Use appropriate language. Profanity or obscenity will not be tolerated on the school network. You must use language appropriate for school situations as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude or threatening language. Nor will they through means of the Internet, harass or annoy any other users.
8. Avoid offensive or inflammatory speech. Internet users must respect the rights of others both in the local community and in the Internet at large. Personal attacks are an unacceptable use of the network. If you are the victim of a personal attack, bring the incident to the attention of a teacher or school administrator.
9. Students shall not use the Internet to send or receive personal electronic mail.
10. Students shall not modify the desktop environment in anyway (e.g. changing the desktop wallpaper, mouse cursor, etc.)
11. Students shall not enter or participate in Chat Rooms, Newsgroups, or List Servers for any reason.
12. Students shall not engage in unauthorized access of computers, including 'hacking.'
13. Students shall not disclose, use, or disseminate any personal identification of themselves or others.
14. Students shall not engage in unlawful activities.

## ASSEMBLIES /SPORTS EVENTS

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

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

## TELEPHONE

Only in emergencies will a student be allowed to use the phone in the Division Secretary's Office. This should be arranged during the student's break time. Students are NOT to bring mobile phones to school.

## LIBRARY / MEDIA CENTER

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

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

### Library Expectations – Leisure Reading Program

Visits to the library are a privilege, not a right.

It is not a must to bring classes to the library. Often teachers come during their spare periods and select books for their classes.

Students should behave in a quiet manner, and be respectful of others in the library.

The library is not a playground. There should be no running, chasing, playing hide and seek or climbing of shelves. These are safety issues.

Story Time is for the entire class. Students should sit on the carpet quietly until the story is finished.

Students do NOT need the entire period to locate a book. They should be given 10 minutes to locate a book and sit down and read quietly or take the books to the classroom.

**Students should be aware of the following:**

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

**LOST AND FOUND:**

Lost and Found items are taken to the 'lost and found' area in the Dasman 1 area. The school is not responsible for articles that are lost or stolen. Unmarked items not claimed **within a reasonable period of time will be donated to a charitable organization.** We recommend that all clothing, books and P.E. uniforms have labels with names and classes to identify ownership.

Students should only bring money and other items necessary to meet daily needs and never leave money or valuables unattended at any time. Electronic devices, toys, stickers, and cards are against school regulations and should be left at home. Students may **NOT** bring mobiles or electronic devices to school. **The school is NOT responsible if these items are brought to school and are lost or stolen.**

**SCHOOL NURSE:**

The school nurse is on duty the entire school day. Grade 1-3 students report to the Dasman 1 clinic and Grade 4-5 students report to the Dasman 4 clinic. If a student needs to go to the nurse during the day he/she should ask the teacher for a pass to report to the nurse, the nurse will decide what action should be taken. Students are not to leave the school campus without the nurse's permission. All sick students must be collected from the nurses' office. The nurse does not give excuses for P.E.

Students who are given a medical order by a physician to stay home and rest because of sickness or injury must NOT attend school. Students with nits and hair lice are **NOT** permitted to attend school and will require clearance from the nurse for re-entry. The student will be sent home by the Principal for his or her own health and the safety of others if they attend school.

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

## COMMUNICATION

### CONFERENCES

The purpose of conferences is to give information to both students and parents about progress being made in the classroom.

#### Teacher-Parent Conference

These are formal and designed to give the parent(s) information about the student's progress and needs. The grades and weighting are given to give parents an idea of students' academic strengths and weaknesses.

#### Student-led Conference

These are formal conferences during which students are involved in discussing their work and their progress with their parents. The students, with the support and guidance of their teachers, select the work to be discussed and/or presented. The format of these conferences depends on the age of the student, and all of the participants are helped to understand the format and their role prior to the conference. The value of student-led conferences is that the student reflects on and consolidates their progress and share the responsibility of informing their parents. The student portfolio plays a central role in these conferences.

### NEWSLETTERS / WEBSITE

A newsletter for each grade will be given out monthly. This will include information about your students' homework, spelling words for the following week, topics that will be covered, as well as information about any coming events. Newsletters and test calendars are also posted on the school website that needs to be downloaded: [www.dbs.edu.kw](http://www.dbs.edu.kw). Please note that the free Adobe Acrobat software needs to be

installed in order to view the newsletters. Please visit our school website regularly as it is updated on a consistent basis.

Teachers and Administration use Portal plus to communicate with parents in addition to using homework diaries and regular communication systems. Again, it is important to make sure that parents give registration and teachers their updated email information so that these messages can be sent out.

## STUDENT CONDUCT

### CODE OF CONDUCT

Dasman Bilingual School students are expected to follow the designated school rules and work on the core values. Every individual on campus has the mandate to assimilate these positive character traits into everything we do so that we are always striving to become inquiring, knowledgeable, and caring global citizens. To ensure this, the course of study is international in scope and inter-related, meaning we design units so they are cross curricular.

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

### SCHOOL HOURS

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

Staff children are expected to follow the same rules for all students. These children, are ***not allowed*** to linger or play in any division especially without the parent's supervision. Unsupervised children will be sent to the parent's office or classroom if they are found in any common areas.

### DISCIPLINE

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 responsibility and human relationships. Physical aggression or contact of any kind is not allowed in school and will be dealt with severely. Students who

engage in any type of physical aggression will be automatically given a warning letter and parents will be contacted.

It is very important that home and school work together to ensure good 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 a child's behavior.

The aim of the Dasman Bilingual School discipline system for Elementary is to support students with their learning. Our goal is to guide students' learning through developing responsibility and self-discipline. Through the use of the monthly core values, we encourage students to develop strong moral character when dealing with others and themselves. We believe that the best way to develop self-discipline is for students to have good relationships with their fellow students, teachers and have support from home.

From time to time, students may display behavior that detracts from their own learning or the learning of others. A behavior log will be maintained, detailing student's challenging behavior. A discipline procedure is in place with five possible steps

- Step 1 – VERBAL WARNING – one-to-one talk with students
- Step 2 – CONSEQUENCE (subject to level of misbehavior) – timeout, detention or green slip
- Step 3 – PHONE CALL HOME
- Step 4 – PARENT-TEACHER CONFERENCE, sometimes including the child
- Step 5 – WARNING LETTER

All **green slips** must be signed by parents and returned to school. After the third warning letter, a student will not be invited back the following academic year. Students with recurring behavior issues, will be placed on a behavior modification plan by the counselor.

If a lunch detention is assigned, an administrator will collect the students for detention. Students will bring their lunch to eat and complete written work for the remainder of the break time. Students will be escorted back to their class after break time.

Staff members are authorized to speak with parents or legal guardians ONLY. Other family members or concerned parties will not be given information regarding students and are asked to respect confidentiality.

## BEHAVIOR CHART A – D

### LEVEL A BEHAVIORS

- Violation of classroom rules
- Lying
- In unauthorized area or no pass
- Disrespectful to fellow students
- Inappropriate items (cell phone, iPod, MP3 player)
- Tardy to class
- Failure to keep hands & feet to self

### LEVEL A CONSEQUENCES

- Verbal warning/Discussion with student
- Time-out/ cool down
- Loss of classroom privileges/incentives
- Parent contacted by telephone from teacher
- Sit to a grade level classroom
- Loss of house points
- Partial loss of lunch/recess

### LEVEL B BEHAVIORS

- Repeated violations of Type A Behaviors
- Frequent tardies
- Chronic disruption of class
- Unacceptable language to students
- Continually unprepared for class
- Rough Play
- Failure to serve lunch detention

### LEVEL B CONSEQUENCES

- Record on behavior log
- Parent contact by telephone from teacher
- Disciplinary Referral and lunch detention
- Loss of classroom privileges/incentives
- Teacher/Parent conference
- Lunch detention with teacher

### LEVEL C BEHAVIORS

- Repeated violations of Type B Behaviors
- Stealing/Possession of stolen property
- Fighting
- Possession of a dangerous item (sharp objects, etc.)
- Damage to school or private property
- Profanity, obscene language or gestures to staff
- Disrespect or defiance to authority
- Offensive conduct

### LEVEL C CONSEQUENCES

- Disciplinary referral by administrator
- Parent conference required by administrator
- Parent notification by administrator
- Restriction from privileges by administrator
- Possible behavior contract by administrator
- Restriction of activities/privileges/field trips
- Possible referral to the Counselor

### LEVEL D BEHAVIORS

- Repeated violations of Type C Behaviors
- Possession of a sharp objects
- Chronic defiance not modified by previous behavior plan
- Assault upon any student or school employee
- Cause or threaten to cause bodily injury to another

### LEVEL D CONSEQUENCES

- Parent notification by Administrator
- Restriction of activities/privileges/field trips
- Warning Letter

### DETENTION

Detention is held daily during lunch break for infractions of the rules. Teachers, staff, and administrators may assign detention for misbehavior or infractions. Detentions may be assigned immediately by a teacher for severe or flagrant misdemeanors.

### INCENTIVES

Students can earn rewards for good study habits, academic achievement and good behavior. As stated in the school philosophy, Dasman promotes student excellence by encouragement and use of incentives. The awarding of certificates for good behavior and academic improvement during flag ceremony is an example of this approach.

### END OF THE YEAR AWARDS

Upper Elementary students (Grades 2-5) who earn a 89% (A-) or better in 2-3 English or Arabic subjects for the year will receive a certificate for that specific subject after the third quarter. Students who earn an 89% or better in **ALL** English

or Arabic subjects will receive a medal. Lower Elementary Students (Grade 1) will be presented with awards in the homeroom at the end of the school year.

UNITED NATIONS- HUMAN RIGHTS DECLARATION AND CHILDREN'S RIGHTS



**DASMAN** داسمان  
BILINGUAL SCHOOL مدرسة ثنائية اللغة

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



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**Article 1** Everyone under 18 years of age has all the rights in this Convention.

**Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

**Article 3** All organisations concerned with children should work towards what is best for each child.

**Article 4** Governments should make these rights available to children.

**Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

**Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

**Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

**Article 8** Governments should respect a child's right to a name, a nationality and family ties.

**Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

**Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 11** Governments should take steps to stop children being taken out of their own country illegally.

**Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

**Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.

**Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

**Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

**Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

**Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

**Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

**Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

**Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

**Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

**Article 26** The Government should provide extra money for the children of families in need.

**Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

**Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

**Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

**Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

**Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.

**Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.

**Article 33** Governments should provide ways of protecting children from dangerous drugs.

**Article 34** Governments should protect children from sexual abuse.

**Article 35** Governments should make sure that children are not abducted or sold.

**Article 36** Children should be protected from any activities that could harm their development.

**Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

**Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.

**Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

**Article 41** If the laws of a particular country protect children better than the articles of the Convention, then those laws should override the Convention.

**Article 42** Governments should make the Convention known to all parents and children.

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



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unicef 

## Universal Declaration of Human Rights

### *Preamble*

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 1

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, colour, 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 defence.
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 honour 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 favourable 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 favourable 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.

