



DASMAN دسلمان
BILINGUAL SCHOOL مدرسة ثنائية اللغة

High School Division

Grades 9-12

Student- Parent Handbook

2024-2025



CONTENTS

CONTENTS

MISSION STATEMENT	3
VISION STATEMENT	3
STRATEGIC VALUES	3
DBS DEFINITION OF LEARNING	3
Accreditation	3
Educational Objectives	3
High school division	4
Admission of Students	4
Online learning	6
DBS Cyber Safety Policy	10
ACADEMIC REQUIREMENTS AND PROCEDURES	15
High School Courses/Credits	17
STUdent evaluation assessment and reporting	20
LEARNING SUPPORT UNIT POLICY	31
RESOURCE INCLUSION POLICY	33
Acceptable use of information and communication technology	35
Library, TExtbooks and supplies	36
Extra curricula activities	37
Student services	39
Attendance	Error! Bookmark not defined.
SCHOOL UNIFORM Policy	43
Emergency Procedures	44
student Code of Conduct	45
Counseling services	53

MISSION STATEMENT

Dasman Bilingual School, hereafter DBS, offers variety of educational programs that are designed to equip our students with 21st century skills, knowledge, and values required to become global citizens.

VISION STATEMENT

DBS aims to provide authentic learning and character development in safe, positive and nurturing teaching and learning environments.

STRATEGIC VALUES

ENGAGE EMPOWER INNOVATE

DBS embraces UN Declaration of Human Rights and The Convention of Rights of the Child.

DBS DEFINITION OF LEARNING

DBS defines learning as a collaborative process that Engages, Inspires and Empowers students to develop knowledge, values and competencies via Inquiry-Based practices, Critical Reflection and Social Interactions that could be applied globally.

ACCREDITATION

As a member of the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC), DBS proudly offers globally accredited instructional programs that lay the foundation for our students' academic success.

EDUCATIONAL OBJECTIVES

- Empower students with skills, knowledge, values, attitudes, and competencies essential for personal and academic development.
- Provide authentic, intercultural and personalized learning.
- Enforce the child protection policy to provide a safe, positive and nurturing environment.
- Provide real-world learning experiences to develop responsible and critical local and global citizens.
- Inspire active and creative minds using a play-based approach in a child-centered environment for KG.
- Engage students in challenging academics and reflective learning.
- Cultivate high self-esteem, self-confidence and respect for others.
- Equip students with experiential knowledge and 21st century skills to meet the demands for college and career readiness in the global market.
- Provide multi-disciplinary support services to facilitate the academic, social and emotional development of students.
- Equip students with a blend of academic and workforce competencies.
- Provide entrepreneurial and work experiences.
- Engage differently-abled students to recognize and optimize their full potential using a multi-disciplinary approach.
- Inculcate a global ethos and a universally accepted value system.
- Create a culture of reading.

HIGH SCHOOL DIVISION

Our High School Division provides a university preparatory course of study that results in 95% of our graduates attending university in either the United States, UK or Kuwait.

With exception of Arabic Language, Islamic Studies and some Social Studies courses, DBS subjects are taught in English (Arabic as a Foreign Language is also offered).

Our High School Division offers a wide range of student-centered activities that are co-produced by teacher and students. Our recently enhanced curriculum offers new courses in Business, Environmental Science, Earth Science, IT, Art and Advanced Placement courses. We continue to develop a STEAM program (Science, Technology, Engineering, Art and Math) that will encourage students to become more globally minded when matching their academic skills to employment demands. Extra-curricular activities offered by our HS Division include various sporting activities, Model United Nations, Student Council, and much more.

ADMISSION OF STUDENTS

DBS adheres to guidelines and procedures as stipulated by Ministry of Private Education (Regulations accessible on DBS' website).

Not only are all applications for admissions to DBS given consideration, we accept students regardless of their race, religion, and/or nationality. As such, our admissions decisions are based solely on established criteria and available space:

- Entrance test results
- Academic records from current and/or most recent school
- Evaluations from current and/or most recent school
- Presence of any learning differences, special needs and/or giftedness
- Interview with applicant and parent(s), only for grade 12 students

DBS reserves the right to deny admissions to applicants who do not meet our rigorous admissions standards. DBS further reserves the right to withdraw a student anytime it is deemed by our administration to be in the best interest of student and/or school. Such an action would only occur in accordance with the policy of the Kuwait Ministry of Education for Private Schools.

Admissions applications should include 2 official transcripts from previous school attended. Applicants Grade Point Average should be minimally 2.4. DBS reserves the right to contact applicant's previous school(s) for further information, if deemed necessary.

DBS' Admissions Officer makes decisions that are in the best interest of our school, applicant, and specific grade level.

DBS reserves the right to refuse admission to any applicant who does not meet our admissions requirements. DBS also reserves the right to determine grade level placement of applicants and/or subjects deemed most appropriate for applicants' academic success.

As a family-oriented school, special consideration is given to qualified siblings of currently enrolled students; however, this does not guarantee admission to DBS. Siblings of current students must also meet our admissions requirements

Entrance tests and interviews are scheduled individually, by appointment, throughout academic year. The entrance tests are usually scheduled after-school on Mondays, Wednesdays and/or Saturday mornings, and only after a complete application packet has been submitted.

Application Form	<ul style="list-style-type: none"> • Receive completed application form (Registrar) • Behavior report, medical report, psychological report, report card from previous school, and assessment from previous teacher – behavior and academics
Application Approval	<ul style="list-style-type: none"> • Upon submission of application to DBS, it will be sent to our administrator for approval
Screening/ Interviewing of Student	<ul style="list-style-type: none"> • Applicant will meet with both English and Arabic Principals and Academic Counselor • During admissions process, applicant will be asked a variety of questions
Testing	<ul style="list-style-type: none"> • If applicant passes Screening/Interview part, s/he will be contacted by Registrar's office to arrange an admissions test date
Admissions Test	<ul style="list-style-type: none"> • Applicant will be tested by a teacher of grade level for which they are applying (English and Math) • Teacher will conduct a further interview with applicant (could involve same questions asked during screening/interview part, to see if applicant's answers are consistent)
Admissions Decision	<ul style="list-style-type: none"> • Based on screening/interview and testing, applicant will be approved for admissions or denied admissions by English and Arabic Principals
Final Approval	<ul style="list-style-type: none"> • If applicant is approved by English and Arabic Principals, the application will be forwarded to the Superintendent for final approval

ONLINE LEARNING

Dasman Bilingual School will be using digital learning as a catalyst to help enhance the educational experience of our students. Students can use the internet, applications, computers, tablets, and other technical devices to explore, develop ideas, express creativity, research, and develop other soft skills needed in society today.

Students at DBS will engage in meaningful learning and communication environments in the digital world. We want them to grow as learners through respectful interactions and experiences that are challenging and supportive via digital platforms. We want our students to become engaged critical thinkers, active learners, and knowledgeable constructors in this digital age.

The use of devices and digital platforms at DBS will empower students to use technology safely and in a manner that will help to advance their society. We want to give them the opportunity to develop the skills and attitudes necessary for lifelong learners.

We want to produce students who think critically and creatively in the digital world to help solve the problems faced in the everyday world. We want to use a digital framework to help push them to leave a digital footprint that will impact society and create a space for all learners.

Our digital learning goals are as follows:

- Utilize programs and platforms that allow our students to learn within a digital community and apply the 21st century skills of critical thinking, creativity, collaboration, communication, digital literacy, technology literacy, information literacy, and flexibility.
- Provide a safe and responsible usage of digital platforms and to interact positively within the digital community.
- Educate both parents and students on cyber safety

e-Learning and platforms are inclusive of networks, systems, software, or hardware including electronic devices which allow students and staff to interact with each other, receive and send messages, communicate, or share written, audio, or visual educational information.

Distance Learning refers to the learning environment that is outside of the physical space of the classroom and school. Distance learning uses multiple online platforms and/or technology to implement the curriculum of a school.

In addition to the digital platforms, many of the textbooks selected by DBS also have digital versions that students and parents can access from school or home when needed. E-Books are the digital version of the printed books that students use in class. E-Books allow for faster access to information, can be reused, and allow printing options for students. This digital version serves as another learning resource for students.

Devices:

Each division uses devices to enhance the educational experience. The division principal determines which devices are acceptable and will be used for the academic year. The decisions will be communicated to parents and students via email on Parent Portal, school's website, and social media posts. However, the following devices are included but not limited to being used at DBS:

- Chromebooks - Optional - Purchased from DBS (MS & HS).
- Desktop Computers - located in the library and various computer labs around campus.
- Laptops.

Internet Usage:

- During school hours, students are required to use the DBS student Wifi to access the internet or all DBS sponsored digital learning platforms.
- The internet at DBS has a safety filter installed to deter students from accessing harmful websites,
- non-educational websites, and it allows the school to monitor any inappropriate student behavior.
- Each student, faculty/staff and/or guest must sign the school's internet usage agreement.

All information created, shared, posted, or retrieved on the school's network are the property of DBS and the school can reserve the right to access the information if used in an inappropriate manner.

Digital Platforms at DBS:

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. At DBS we offer a wide variety of educational tools and platforms that enhance the student learning experience.

Each year, divisions select digital platforms that will best serve the educational needs of their students. Below is a compiled list of platforms per division that are currently being used. Should a division change or alter any platforms, students and parents will be notified immediately of any changes.

School Wide Digital Platforms:

DBS School Website:



DBS website is the first point of contact for parents, students and teachers. The DBS website offers contact details, messages from our superintendent and principals, as well as learning resources for our students, curriculum information, news, calendar of events and other important school information.

PORTAL PLUS:



The ParentPlus portal connects parents and students with schools and teachers. As a parent, you can quickly stay informed about what's happening at the school and your children's classes, from school closures to student performance on homework, projects and exams.

High School Division Digital Platforms:



IXL is a personalized learning platform used for Math and English Homework. IXL combines curriculum, continuous Diagnostic tools, individual guidance, and real-time analytics to help teachers differentiate instruction for each of their students



Destiny Collections creates new, collaborative ways for librarians, teachers and students to share resources across the school or with other users. Students and teachers can access resources in Destiny Discover and add them to any Collection. Each collection can include web pages, images, documents and eBooks



Britannica school is a safe, up-to-date, and age-appropriate information resource for Elementary, Middle, and High School . Learners can discover encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student research and reinforce curriculum standards.



Glencoe Math makes math real for students. Digital planning tools and interactive resources are available online through the power of ConnectED, an easy-to-use assignment and assessment platform. Glencoe Math meets students wherever they are in their learning. Assessments help you determine proficiency before, during, and after lessons. Differentiated instruction resources ensure approaching-level students master concepts before moving on.

Interactive Sessions:

Interactive sessions are digital sessions where students and teachers can interact via video conferencing. Each division will determine the interactive sessions that will be conducted as well as the subjects that will be required for students to attend. Interactive sessions will allow:

- Teachers to share engaging content and information remotely
- Students to interact with the teacher and their peers for social well-being
- Clarify all misconceptions that student may have had about the lesson, assignment, and/or assessment

Digital Learning Grading:

As we continue to grow in the usage of digital platforms as a school, students will use some of the platforms as assessment tools. Each division principal and administrative staff will notify students and parents of the following:

- Platforms will be used for student assessment
- The percentage digital learning will be used and graded in the event that school is delayed or canceled for any reason
- The grade weight of the assessments
- The types of assessments are given via digital platforms: these assessments may include but are not limited to:
 - formative and summative assessments
 - formal and informal assessments
 - projects
 - research assignments
 - discussions (questions)
 - homework
 - classwork
 - attendance in interactive sessions

Teacher Responsibilities:

- To post assignments and assessments to the digital platforms according to division guidelines and timeframes
- Respond to student and/or parental questions concerning assignments, assessments, and platform information.
- Provide students and parents with access information for all platforms or refer them to the IT department for help
- Provide students with feedback in a timely manner via the digital platform that work was submitted too.
- Contact students and parents if there are any issues concerning technical issues related to the platform being used.
- Monitor students' interactions while using the school's wifi and learning platforms and report any situations that are deemed inappropriate or offensive.

Student Responsibilities:

- Submit all assignments and assessments on time.
- Ask questions to clarify what is not understood via the digital platforms or in person.
- Share technical issues with the teacher and/or IT department.
- Be mindful, respectful, and considerate of teachers and peers while using the various digital platforms.

Parental Responsibilities:

- Monitor students' behavior and posts while using the digital platforms at home.
- Contact the teacher or division administration if you notice anything inappropriate or offensive on the digital platforms.
- Contact the teacher or staff members if you have any questions or concerns regarding digital platform usage, grading, or assignments and/or assessments.

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

Purpose:

To meet the changing nature of technology and to ensure that students, parents and staff are aware of the risks attached to overuse and unsafe use of the internet. To ensure that students are able to make educated choices regarding these risks.

Definition:

Cyber safety refers to time allocated to use of the internet (and incorporates issues of gaming addiction). This includes the issues of safety around the internet - cyber bullying, identity theft etc.

Rationale:

With the rapid development of technology, students are exposed to a wide range of connected electronic devices such as laptops, tablets and smartphones. Through these students have instant access to the internet. These devices are recognized as beneficial educational tools. However, some students are spending large amounts of time using electronic devices and in some cases, this leads to reduced time dedicated to sleep, study, class work, family communication and outdoor activity.

However, there are a number of issues on the internet that pose threats to students' emotional lives and thus their academic lives. Some students are involved in cyber bullying either as perpetrators or as victims. Some students are unaware of safety issues surrounding their digital footprint and are thus at risk of a range of possible problems such as identity theft and sexual predators.

Aims:

This policy aims to ensure that:

- Students, staff and parents know about cyber policy, cyber bullying and its consequences
- To know policies and procedures to prevent and, if necessary, to deal with cyber bullying in school or within the school community.
- To empower students to take ownership of and responsibility for their usage and habits.
- To educate teachers about their role in ensuring that students are using the internet responsibly and safely.
- To support parents in their efforts to ensure that their sons are using the internet responsibly and safely.

- To Monitor the effectiveness of our procedure

Outcomes:

- Staff, students and parents to adhere to the school cyber policy.
- Equip students with relevant skills and strategies to manage tablets overuse and/or addiction.
- Educate students about cyberbullying and other unacceptable behaviors.
- Educating students about risks concerning internet use & online privacy (release of personal details; photos; sexual predators etc.)
- Provide students with effective strategies to protect their digital identity
- Promote responsible/appropriate digital etiquette
- Teachers should be proactive in enforcing appropriate tablet use in the classroom.
- Staff to recognize that all incidents of bullying are unacceptable and to be proactive in addressing their issue.

CYBER POLICY

DBS Cyber policy regulates all aspects of digital data exchange, including the Internet, data privacy and network usage, as well as cyber defense. It aims at protecting the public and private infrastructure from cyber-attacks. The policy also intends to safeguard information, such as personal information (of web users), financial and banking information and sovereign data.

CYBER BULLYING

- Cyber bullying includes sending or posting harmful or upsetting text, images, trolls or other messages, using the internet, mobile phones or other communication technology. It can take many forms but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorized publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.
- It may take place over varying age groups.

Practices and Procedures

Students Responsibilities and Expectations:

- Students who are using E-Learning may use their own devices with MDM on the DBS Student network by reading and accepting the Cyber Policy agreement.
- Children are permitted to bring in tablets to support their learning.
- Students will be given a login password to access the internet in the school for computer labs and for tablets WIFI password is preloaded by the IT team.

- It is vital that everyone knows how to use technology in a respectable and beneficial way.
- No student shall use another student's network login details and password unless computer lab login password.
- Student Tablets should only be switched on during the necessary lesson.
- Maintain the integrity of the school network and equipment.
- Devices may not be used during assignments, exams, quizzes, or tests or for non- instructional purposes.
- Students should be aware that staff will be able to ask a student if they can view the contents of their personal technology device if there is reasonable suspicion that the student has violated the Cyber policy agreement, school rules or is engaged in any other misconduct when using the device in school.
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities.
- Devices may only be used to access applications or web-based resources which are instructed by the teacher.
- No student shall establish a wireless ad-hoc or peer-to-peer network using his/her personal technology device, or any other wireless device, while in school.
- The teacher may request, at any time, that Tablets be turned off in the classroom or outside. Failure to do so may result in revocation of access to the DBS Student network.
- Sound should be muted on all tablets during lessons unless the teacher authorizes the use of sound.
- If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.
- Personal devices must be charged prior to school and run on battery power while at school. Charging of devices will not be permitted at School.
- Each user is responsible for his/her own device and should use it responsibly and appropriately. School takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.
- The school's network filters will be applied to a device's connection to the internet and any attempt to bypass the network filters is prohibited.
- School-related files are the only files to be saved in a student's personal folder
- Students should not store commercial software, music, and/or games or hidden files to their folders.
- Playing commercial/online games and visiting sites not related to education is not permitted.
- Inappropriate media may not be used as a screensaver or background photo.
- The students should agree that the camera will not be used to take inappropriate, illicit or sexually explicit photographs or videos, nor will it be used to embarrass anyone in any way.
- Posting images/movies on the Internet into social media is strictly forbidden.
- Students may not attempt to use any software, utilities or other means to access internet sites or content that is blocked by the school's internet/network filters.
- Any student caught trying to gain access to other student's accounts, files or data will be subject to disciplinary action.
- Never lend devices to others. Students should understand that their device is subject to inspection at any time without prior notice.
- Use of the camera and microphone is strictly prohibited unless permission is granted by a teacher.
- If a device is found unattended, it should be given to the nearest member of staff.

Student Behavior Consequences:

Students at DBS are held accountable for their actions in the classroom and also in the digital learning environment. When using digital technology, students are expected to adhere to the practices and procedures set forth by the school. Those students who violate or breach the policies and procedures are subject to but not limited to the following disciplinary actions as outlined in the students/parent handbook.

- verbal warning
- removal of internet access while on campus or during school hours
- removal of DBS network access privileges
- removal of DBS email privileges
- confiscation of device(s)
- restricted use of school desktop computers in the library or computer labs
- removal from classroom or interactive sessions
- referral to school counselor if the offense warrants additional mental and/or emotional support
- written letter of reprimand (cautionary letter of warning letter)
- in school suspension
- out of school suspension
- expulsion from school

All infractions will be communicated to parents immediately. Each divisions' administrative team reserves the right to issue discipline consequences according to the type and severity of student infraction as stated in the discipline section of the student/parent handbook.

Parental Awareness & Responsibility:

- Not following the Cyber policy may lead to children having devices confiscated or permanently banned from possession in school, as well as possible disciplinary action taken against them.
- Students and parents should be aware that devices can be subject to a search by school administrators if the device is suspected of a violation of the student code of conduct.
- At Dasman, Smartphone usage as Tablet is not permitted.
- Please make sure that your child 's device is SIM free.
- Dasman will accept no responsibility for student devices that are damaged, lost, stolen, or which have data infected/corrupted.
- Teachers are allowed to view the most recently used apps on a student's device without any objection from the student.
- Instruct your child to keep the device in a secure location.
- Failure to cooperate with a school's investigation of abuse/or misuse of devices may invite disciplinary actions.
- Parents should monitor students' use of the device when not in school particularly during homework and study times.
- It is the responsibility of parents/guardians to ensure that appropriate insurance cover is in place to cover any damage to the device.
- Parents should inspect the device each evening to ensure that it is in good working order.

- Parents should inspect the device and the installed Apps on a regular basis to ensure that there is no inappropriate material on it or any inappropriate user.
- Parents need to provide a protective case that has corner protectors preventing the device from breakage.

Tips to Promote Internet Safety at Home:

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

School Responsibilities

- Teachers must communicate with parents regarding pre-installing apps on tablets and should use web-based resources where possible.
- To apply this Policy, Code of Behavior and School Rules.
- To make every effort to ensure quiet use and enjoyment of the device by all students who use the device.
- To provide a safe storage area for students during breaks and whilst they are activities.
- To assist students to resolve any technical or other issues.
- The school is not responsible for any loss or damage to students' property.
- School will make every effort to resolve any reported issues relating to ownership, possession or use of the device.
- School will provide wifi access and MDM to all students.
- The school reserves the right to review, monitor, and restrict information stored on or transmitted via Dasman owned equipment and to investigate inappropriate use of resources.
- Provide staff guidance to aid students in doing educational work and help assure student compliance of the acceptable use policy.
- All members of the school community will be informed how cyberbullying can be reported.
- Confidential records will be kept of all cyber bullying incidents.
- Teachers will help students identify how to keep personal technology devices secure, but students have the final responsibility for securing their devices.

Teacher Responsibilities¹.

1- Preparation

- Lesson Objective: Clearly define and display the lesson objective on the first slide.

- Bellringer Activity: Prepare a relevant and engaging Bellringer activity that aligns with the lesson objective.

2. Implementation

- Punctuality: Begin the class promptly with the Bellringer activity.
- Clarity: Clearly explain the Bellringer activity and its relevance to the day's lesson.
- Materials: Ensure all necessary materials for the Bellringer are readily available to students.

3. Monitoring and Support

- Circulate: Move around the classroom to monitor student progress and help as needed.
- Feedback: Offer immediate, constructive feedback to students during the Bellringer activity.
- Engagement: Actively engage with students to keep them focused and on tasks.

ACADEMIC REQUIREMENTS AND PROCEDURES

High School Graduation Requirements

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

Student Promotion and Retention

- 1- A grade level promotion in HS requires a student to meet following prerequisites:
 - Meet attendance requirement (90% of total school days)
 - Have acceptable disciplinary record
 - Meet graduation requirements
 - Pass core subjects in each grade level
- 2- Students who fail 3 or more core subjects will automatically be retained. Further testing or an outside evaluation/assessment may be required for appropriate placement options.

Grading System

DBS' grading system uses American Curriculum Grade Equivalents:

Percentage	Letter Grade	GPA
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.00
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.00
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.00
60-62	D-	0.7
Below 60	F	0.00
Incomplete	I	

Policy on Dropping Lowest Test Scores

Quizzes:

Teachers will drop the lowest score.(teachers to follow the frequency mentioned in HS Assessment Criteria)

Student Timetable

Timetables will be emailed to students and parents at the beginning of each academic year.

Advance Placement (AP) Program

The Advance Placement (AP) Programme is developed and delivered by College Board. Students studying in high school at Dasman Bilingual School can apply for an AP course and earn college credit in advance. The college preparedness that students earn will help them in getting into a college of choice and possibly bypass some introductory level college courses, once in university. The examination is delivered worldwide once in a year, and online courses offered at Dasman Bilingual School are administered by Pearson Educational and Assessment Tools.

AP courses are accepted for admission across colleges in United States and Canada, Europe and other parts of the world. To take AP course at Dasman Bilingual School, you will need to complete the AP Course Form and make an appointment with the AP Coordinator.

List of AP Courses

AP Examination is administration is currently offered in two study areas:

- Biology
- English Language and Composition
- English Literature and Composition

AP Course and Examination Fees

To appear for exam you will need pay a class and test fee to the school accounting department (400KD all inclusive)
 Note: AP Fees amount mentioned here is indicative in nature. It may change time to time according to administrative decisions. The AP Coordinator will notify students when and where to report for the course and when the exam date is.

Prerequisites for AP Course Application

Note: Students must obtain the following before applying for an AP Course:

- 3.5 Over all GPA
- A 90% or above score in grade 9 Biology, for the Biology AP Course
- A 90 % or above final score in grades 9 and 10 English, for the English AP course

HIGH SCHOOL COURSES/CREDITS

High School Courses/Credits		
Mainstream 2024-2025		
Grade 9 (2024-2025)		
Subjects	Number of lessons	Credits
English 9	6	1
Algebra 1/ Geometry	6	1
Biology	6	1
Arabic/AFL	5	1
Islamic Studies	2	0.5
Quran	1	0.25
Arabic Social Studies	2	0.5
World History	2	0.5
Visual Art	2	0.5
Physical Education	2	0.5
Counselling/Career Advice	1	0.25
TOTAL	35	7



Grade 10 (2024-2025)

Subjects	Number of lessons	Credits
English 10	6	1
Geometry / Algebra II	6	1
Chemistry	6	1
Arabic/AFL	5	1
Islamic Studies	2	0.5
Quran	1	0.25
Arabic Social Studies	2	0.5
Business Studies	1	0.5
Physical Education	2	0.5
Visual Art	2	0.5
Global Issues	2	0.5
TOTAL	35	7.25

Grade 11 (2024-2025)

Subjects	Number of lessons	Credits
English 11	7	1
Algebra II / Pre-Cal	8	1
Physics	6	1
Arabic/AFL	5	1
Islamic Studies	2	0.5
Quran	1	0.25
Physical Education	2	0.5
Counselling/University Advisory	1	0.25
Global Issues	1	0.25
ICT	2	0.5
TOTAL	35	6.25

Grade 12 (2024-2025)

Subjects	Number of lessons	Credits
English 12	6	1
Pre-Calculus/ Calculus	7	1
Biology 2	5	1
Arabic/AFL	5	1
Islamic Studies	2	0.5
Quran	1	0.25
Physical Education	2	0.5

Counselling/University Advisory	1	0.25
ICT	2	0.5
Economics/Chemistry 2	4	1
TOTAL	35	7

High School Courses/Credits

LSU 2024-2025

Grade 9 LSU (2024-2025)

Subjects	Number of lessons	Credits
English 9	6	1
Algebra I	6	1
Biology	6	1
Arabic/AFL	5	1
Islamic Studies	2	0.5
Quran	1	0.25
Arabic Social Studies	2	0.5
World History	2	0.5
Visual Art	2	0.5
Physical Education	2	0.5
Counselling/Career Advice	1	0.25
TOTAL	35	7

Grade 10 LSU (2024-2025)

Subjects	Number of lessons	Credits
English 10	6	1
Integrated Math 1 / Geometry	6	1
Physical Science / Chemistry	6	1
Arabic/AFL	5	1
Islamic Studies	2	0.5
Quran	1	0.25
Visual Art	2	0.5
Physical Education	2	0.5
ICT	2	0.5
Global Issues	2	0.5
B. Studies	1	0.25
TOTAL	35	7

Grade 11 LSU (2024-2025)

Subjects	Number of lessons	Credits
English 11	7	1
Integrated Math II / Algebra II	8	1
Environmental Science 1 / Physics	6	1
Arabic/AFL	5	1
Islamic Studies	2	0.5
Quran	1	0.25
Physical Education	2	0.5
Counselling/University Advisory	1	0.25
ICT	2	0.5
Global Issues	1	0.25
TOTAL	35	6.25
Grade 12 LSU (2024-2025)		
Subjects	Number of lessons	Credits
English 12	6	1
Integrated Math 3 / Pre-Cal	7	1
Environmental Science II / Biology II	5	1
Arabic/AFL	5	1
Economics/Chemistry 2	4	1
Islamic Studies	2	0.5
Quran	1	0.25
Physical Education	2	0.5
Counselling/University Advisory	1	0.25
ICT	2	0.5
TOTAL	35	7

STUDENT EVALUATION ASSESSMENT AND REPORTING

Academic Reports

- 1- DBS' academic year is divided into 2 semesters
- 2- Report Cards are issued at the end of each semester.
- 3- Semester exams are administered at the end of every semester, and these exams cannot be taken early.
- 4- Grades are calculated as an average of work done during grading period. Semester grades are based on 70% of semester coursework and 30% of exams.
- 5- Grade Point Averages - represents average, based on per credit weight, computed for entire academic year. GPA does not include classes for which an "I" (Incomplete) are given.
- 6- Parents are encouraged to use ParentPlus to check their son/daughter's progress in every course. ParentPlus will also give parents the total grade out of 100 for every subject taken at HS. **If parents do not have access to**

Parent plus and/or if the account has been temporarily blocked due to non-payment of school fees, kindly visit DBS' accounts department for further assistance.

- 7- Parent conferences are held 2-3 times per year. Parents will be notified if their child is failing and/or is at risk of failing (**below 70%**), will be contacted at midway point of each semester.
- 8- Teachers may also send home Progress Reports, at their discretion, to keep parents informed of any areas of concern.
- 9- Teachers will regularly post student achievement on Plus Portal.
- 10- Students intentionally failing exams will be blocked from registering in summer school/ASCP

Academic excellence

- 1- Students with GPA of 4.00 for semester one will be included on Principal's List.
- 2- Students with a GPA between 3.67 and 3.99 for semester one will be included on Honor Roll.
- 3- Honor Roll and Principal's List members will be posted by School Office and published in school bulletin at the end of the semester.

*The high school administration reserves the right to remove any student from the Principal's/Honor Roll list for any warning letters/suspensions issued during the 2022-2023 academic year.

Missed Tests/ Quizzes

- 1- Students who miss an assessment (exam/test/quiz) due to absence, must submit a valid excuse to make up the missing assessments
- 2- The HS Administration will determine whether the absence is excused or not. Based on the decision the assessment will be rescheduled.
- 3- All assessments rescheduled should be taken within a week of the originally scheduled date. Failure to write them within this time frame will result in the student receiving a zero for that assessment.

Homework

As homework is an essential part of the teaching and learning process, all students can expect to receive homework on a regular basis. It reinforces work covered in classes, and helps students to develop self-discipline, improve organization skills and become more self-reliance.

- 1- Students should spend approximately 2-3 hours per day studying and completing homework.
- 2- Students can have access to the missed work through their Google classroom.
- 3- Student Responsibility:
 - a. Check Google classroom and all electronic communication platforms on a daily basis to find out and complete any missing assignments.
 - b. Contact his/her teacher and check Google classroom for any missed work/assignments in case of absence.
 - c. Hand in homework on time.
- 4- For late assignment submission, 10% will be deducted for each day after the due date. Late assignments will not be accepted after three days unless medical note is provided.

Academic Probation

DBS High School students are required to maintain a minimal grade point average of 2.5 throughout their four years with us.

If, at any point during their academic studies, it is determined that a student has fallen below and/or is at risk of falling below our minimal academic requirement, s/he will be placed on Academic Probation.

Although our Academic Counselor is alerted by teachers of any academic concerns during a semester, this decision to place a student on Academic Probation is, generally, determined at the end of each semester, when the Academic Counselor has full access to a students' final, semester grades.

If it is determined that a student is to be placed on Academic Probation, the Academic Counselor will do the following:

1. Discuss reasons for decision with student
2. Prepare formal letter for parents highlighting reasons for decision
3. Arrange meeting with parents to discuss particulars
4. Discuss and agree academic support plan
5. Have parents sign letter

In addition to encouraging students to meet regularly with teachers to arrange for extra tutorial support, parents are encouraged to enroll their child in either DBS Afterschool Credit program and/or DBS Summer School Program.

Conferences

At any time during the academic year, either a teacher and/or parent could request a conference to discuss a student's progress or any concerns. Members of support team could be asked to join as needed.

1- Teacher-Student Conferences

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

2- Scheduled Teacher-Parent Conference

This conference is a formal conference between teachers, members of Support Team who work directly with student, and the parents. This conference provides feedback on a child's progress and needs. Teachers take this opportunity to answer parent's questions, address their concerns and define their role in the teaching and learning process.

3- Back to School Night

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

This is not the time to inquire about your students' performance. Please make an appointment with the teacher, if you have concerns about your child.

High School Division Assessment Criteria 2024-2025

English

Core Subject Assessment and Grading Protocol

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

English			
Criteria	Weighting	Minimum Mark	Minimum no. of Grades
Tests	15%	30	1 per semester
Quizzes Must include 1 listening assessment	20%	15	3 per semester
Bellringer	15%	5	1 per week
Performance task/Skill acquisition/ Projects/Research/Presentations: Authenticity of work; quality of work; following instructions stated in the rubric; timely submission; notebook; etc. <i>Include Rubrics - rubrics to include grading for speaking</i>	20%	50	2 per semester
Student Engagement Activities: Classwork, worksheets, group activities, writing process steps, etc. Authenticity of work; quality of work; timely submission; etc. <i>Include Rubrics</i>	30%	20	1 per week

Mathematics:

Grade Level: 9 and 10

Math		
Category	Weighting	Minimum no. of Grades
Test	20%	1 per semester
Quizzes (2)/Problem Solving Quiz (2)	15%	4 per semester
Project, Research and Presentation: Digital project; working model; presentation; research paper; real world math project; etc.	15%	1 per semester
Student Engagement Activities: Classwork; concept checks; group work; math games; etc.	15%	1 per week

Bell Ringer/Exit Ticket Digital activity; critical thinking; reflective task; skill practice; etc.	15%	3 per Week
ALEKS Placement Assessment; classwork, pop quiz, etc.	10%	1 per week
Performance Task Worksheet, Presentation; etc.	10%	2 per semester

Grade Level: 11 and 12

Math		
Category	Weighting	Minimum no. of Grades
Test	20%	1 per semester
Quizzes (2)/Problem Solving Quiz (2)	15%	4 per semester
Project, Research and Presentation: Digital project; working model; presentation; research paper; real world math project; etc.	15%	1 per semester
Student Engagement Activities: Classwork; concept checks; group work; math games; etc.	15%	1 per week
Bell Ringer/Exit Ticket Digital activity; critical thinking; reflective task; skill practice; etc.	15%	3 per Week
ALEKS Placement Assessment; classwork, pop quiz, etc.	10%	1 per week
Performance Task Worksheet, Presentation; etc.	5%	2 per semester
Aptitude Test Preparation Worksheets; practice past tests; etc.	5%	2 per semester

Science:



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

Criteria	Weighting	Minimum Mark	Minimum Requirement
Test	20%	25	1
Quizzes	15%	10	4
Project, STEM, Performance Tasks; Research: Authenticity and quality of work; following instructions stated in the rubric; timely submission; etc.	15%	20	Quarterly
Student Engagement Activities: Classwork, worksheets, concept checks, group work, authenticity, and quality of work; timely submission; etc. <ul style="list-style-type: none"> • 20% late submission penalty. • No acceptance after answer key is posted. 	20%	10	Weekly
Labs and Practical Work: Following safety rules; following instructions; completing lab reports and lab sheets on time; virtual labs; completing the experiment/demonstrations; etc.	15%	10	4 labs and practical work per semester
Student Discourse: Punctuality; completion of bellringers and exit tickets; Interaction within the classroom; bringing in necessary materials such as the textbook, notebook, device, and stationery; participating in discussions and group work; abiding by classroom rules; respecting the staff and fellow students; following instructions, etc.	10 %	10	Weekly

Art:

Research project	<u>10%</u>	<u>20</u>	<u>2 per semester</u>
Classwork projects	<u>30%</u>	<u>20</u>	<u>3 per semester</u>

Skills/Final Projects	20%	30	1 per semester
Student Engagement	10%	20	Bi-weekly
Material/Media Application	20%	10	4 per semester
Creative Visualization	10%	20	2 per semester

Information Technology:

CRITERIA	WEIGHTING	MAX MARK	MIN NUMBER OF GRADES
Student Engagement <ul style="list-style-type: none"> Class Activities Bellringer Activities 	15 %	15	3 per semester
Student Activities <ul style="list-style-type: none"> Case Studies Problem Solving Robotics Artificial Intelligence 	15%	15	3 per semester
Participation/Behaviour	10%	10	1 per week
Attendance/Punctuality	10%	10	1 per week
Skills Acquisitions/ Quiz	20%	20	3 per semester
Projects Based Learning (Presentation /Research)	30%	30	1 per semester

Physical Education:

Criteria	Grade Weighting	Max. Mark	Minimum number of grades
Skills Movement	30%	20	2 per week
Physical principals/Concepts	20%	30	2 per week
Attendance/punctuality	10 %	10	2 per week
Assessments - Fitness/Projects	10 %	10	1 per unit
Assessment – Skills/Projects	10%	10	1 per unit
Participation	10%	10	2 per week
Preparedness	10 %	10	2 per week

Business Studies:

1. Quizzes are to be announced a minimum of 4 school days in advance.
2. Pop quizzes are to be graded as quizzes.
3. Makeup assessments are to be scheduled within one week of the initial assessment date.
4. Assessment grades are not to be released to students until after the make-up assessment has been administered.
5. Assessment grades must be released to students within 3 days of the makeup assessment.
6. The lowest classwork grade may be dropped if there is a minimum of 8 graded activities.
7. Projects are to be completed during class time.

Criteria	Weighting	Minimum Mark	Minimum no. of Grades
Quizzes and Pop Quizzes	20%	10	1 per semester
Project/Research/Presentation	25%	30	1 per semester
Student Engagement Activities: Case studies Group work/discussion Problem solving. (4 per semester)	20%	10	1 Biweekly
Skills Acquisition	10%	10	1 per semester
Participation and Behavior: Interaction within the classroom; bringing in necessary materials such as the textbook, notebook, device, and stationery; participating in discussions and group work; abiding by classroom rules; respecting the staff and fellow students; following instructions; etc.	10 %	10	Biweekly
Bellringer: Punctuality; frequency of class attendance, completion of bell ringer activities on time.	15%	10	Biweekly

Economics:

Non-Core Subject Grading Protocol

1. Quizzes are to be announced a minimum of 4 school days in advance.
2. Pop quizzes are to be graded as quizzes.
3. Makeup assessments are to be scheduled within one week of the initial assessment date.
4. Assessment grades are not to be released to students until after the make-up assessment has been administered.
5. Assessment grades must be released to students within 3 days of the makeup assessment.
6. The lowest classwork grade may be dropped if there is a minimum of 8 graded activities.
7. Projects are to be completed during class time.

Economics

Criteria	Weighting	Minimum Mark	Minimum no. of Grades
Quizzes and Pop Quizzes	20%	10	2 per semester
Project/Research/Presentation	25%	30	1 per semester
Student Engagement Activities: Case studies Group work/discussion Problem solving	20%	10	1 per week
Skills Acquisition	10%	10	2 per semester
Participation and Behavior: Interaction within the classroom; bringing in necessary materials such as the textbook, notebook, device, and stationery; participating in discussions and group work; abiding by classroom rules; respecting the staff and fellow students; following instructions; etc.	10 %	10	Biweekly
Bellringer: Punctuality; frequency of class attendance, completion of bell ringer activities on time.	15%	10	Biweekly

Humanities: History

Criteria	Weighting	Minimum Mark	Minimum no. of Grades
Quizzes and Pop Quizzes	20%	10	2 per semester
Project	30%	50	1 per semester
Student Engagement Activities: Research, Worksheets, summaries, highlighting key words, clarifying questions, graphic organizers, case studies. STEAM Bin: Science, Technology, Engineering, Art, or Math	20%	10	7 per semester

Group Work: Problem solving, Research, creating/compiling, presenting. Problem Solving & Debating			
Self and Peer Assessment	10%	30	2 per semester
Bell Ringer Hook questions will be assigned for student discourse and the feedback/answers will be graded. Assignments will be used to monitor participation, tardiness, and absenteeism. May include group presentations, debates or Kahoot submissions.	20%	10	2 per week

Humanities: Global Issues:

Criteria	Weighting	Maximum Mark	Minimum no. of Grades
AI Writing Personalized articles/ writing pieces using Artificial Intelligence (ChatGPT etc.). Should include heading, introduction, body, conclusion, and AI generated image.	20%	10	3 per semester
Project	30%	50	1 per semester
Student Engagement Activities: Research, Worksheets, summaries, highlighting key words, clarifying questions, graphic organizers, case studies. STEAM Bin: Science, Technology, Engineering, Art, or Math Group Work: Problem solving, Research, creating/compiling, presenting. Problem Solving & Debating	25%	20	4 per semester
Bell Ringer Hook questions will be assigned for student discourse and the feedback/answers will be graded. Assignments will be used to monitor participation, tardiness, and absenteeism. May include group presentations, debates or Kahoot submissions.	25%	10	1 per week

Counseling*:

Criteria	Weighting	Max. Mark	Minimum Number of Grades
Classwork: Research, summaries, clarifying statements and/or questions, college preparatory applications and personal statements Group work: Problem solving, research, creating/compiling, presenting ideas Problem solving & Debating: Discussion topics and monthly values	10%	10 5 10	Bi-Weekly – continuous observations and assessment
Attendance: Punctuality, Frequency of class attendance, attendance in both online and in-person university tours and/or university fairs	30%	5	1 per week
Participation: Interaction within classroom, research, debate, community service events, INJAZ, etc.	30%	10	1 per week
Self-Assessment & Peer Assessment: Personality assessments, personal academic assessment, resume building	10%	10	1 per semester
Projects: Attendance and participation in community service projects and college preparatory entrance assessments such as SAT, TOEFL, IELTS, INJAZ	20 %	20	1 per semester - either academic related to school value or community service

* *Class will be graded as a Pass/Fail, not weighing in with GPA.*

Assessment Information

Use of assessment to judge effectiveness of both teaching and learning is essential; it enables teachers and students to identify respective strengths and weaknesses, as well as feedback on effectiveness of teaching and learning.

Types of Assessment

Formative assessment is woven into daily teaching and learning and provides both Teachers and students with useful feedback on how well students are understanding and applying new concepts, skills, and knowledge.

Summative assessment takes place at end of teaching and learning process and gives students opportunities 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.

Student self-assessment is woven into daily teaching and learning to engage students in reflection and assessment on their own learning. Students are given adequate time to reflect on their progress in all subject areas, including attributes expressed in learner profiles.

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

Baseline Assessment is given to students to determine their level of information attainment. This assessment is administered at the Beginning of the Year.

Internal Assessments

Oral Language Assessment:

- Students' reading skills assessed regularly throughout academic year

Writing Assessment:

- Students' writing skills assessed informally and formally through via common writing assessment rubrics

Examinations:

- Quarterly examinations/tests administered

External Assessments:

- The Woodcock Johnson assesses a variety of skills and is used school wide as an entrance test to DBS. It is not appropriate for very low functioning students with special educational needs even though it has been and continues to be used.

LEARNING SUPPORT UNIT POLICY

Learning Support Unit: Mission Statement

The Learning Support Unit (LSU) helps each prospective student to successfully maximize their potential by nurturing their self-worth and devising schemes of work that are grounded in a range of learning styles.

In partnership with families and larger community, DBS seeks to provide prospective students with the skills and self-awareness needed to work collaboratively with teachers to successfully and effectively manage their teaching and learning.

Learning Support: Unit Description

Upon direction, request and/or recommendation from either of following, prospective students are referred to LSU to receive support services: Higher Council, Parental/Teacher and/or Child Study Review Team.

Initial admission to LSU is based on the results of tests by a school psychologist, screening, assessment and classroom observation.

Students in LSU experience a range of learning difficulties that could challenge current coping abilities. Some identified problems include, but are not limited to the following: dyslexia, differences in expressive and receptive speech language ability, and processing and memory differences.

Within specialized classroom settings, pace of instruction is intentionally slower and this, of course, allows teachers to devise and utilize individualized strategies to encourage students in need of additional support to focus on their strengths, whilst engaging with different modalities (auditory, visual, kinesthetic) that help students maximize their learning.

Following deep assessments, each LSU student has an Individual Education Plan (IEP) that outlines their specific learning goals; an IEP also guides classroom teaching and learning; this includes modifications and/or types of support needed to maximize academic success. To further assist, each LSU class is assigned an assistant who helps students achieve their stated goals.

Learning Support Unit: Admission Requirements

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

DBS' Child Study Team will determine placement and/or transfer of students within LSU. Members of the Child Study Team include: Superintendent, Principal, Psychologist, Learning Support Unit Coordinator and Teachers. To enter the LSU program, the Child Study Team must approve placement and/or transfer.

Once a decision is taken, the Child Study Team will meet with parents and inform them of the outcome. Parents are obliged to have their children tested at an approved external evaluation center once every two years.

Trial Period for LSU Program

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

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

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

DBS High School LSU Student Transfer Criteria

Non-Scientific to Scientific within LSU

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

LSU to Mainstream

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

RESOURCE INCLUSION POLICY

Admission to the RI program is contingent upon receipt of a diagnosis from an appropriate health authority and/or child evaluation center. Students diagnosed with specific Learning Difficulties will be offered additional support via Resource Inclusion Program (RI). Students will be accepted into RI program only until **30th October**.

Resource Inclusion services will be provided in 4 core subjects: English, Math, Science and Arabic. The support offered is **no more than 40 %** of the total coursework time.

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

Division	English	Math	Science	Arabic
Elementary	4	3	1	3
Middle School	3	3	2	2
High School	2	2	2	2

Guided by a Mainstream Support Plan (MSP) it outlines the needs of students and specifies how their needs are to be met within a mainstream setting, the Resource Inclusion teacher does the following: ensures educational needs of students are being met; schedules regular meetings with mainstream teachers to keep abreast of topics covered in classes, and provides academic support to students (Parents, Resource Inclusion Teacher, and other concerned staff contribute to MSP).

For your student, this means:

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

Depending on the needs of students, it could also include:

- Use of ICT
- Additional instructional- response time
- Modified tests and exams (accommodations, if required)
- Rephrasing of questions (verbal and written)
- Reduction in number of questions
- Additional exercises to support learning
- Study Guides – no modifications
- Exams and tests taken in a separate venue

Withdrawal from RI will be based upon the following requirements:

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

Withdrawal from the RI program is only permitted at the end of the academic year.

Students who find it difficult to meet mainstream requirements with RI support in place will be tested by the school psychologist (parent consent) to determine whether the student should be transferred to LSU. If the students find it difficult to cope in mainstream with RI, they will be transferred to LSU.

Students sponsored by Public Authority for the Disabled (PAD), who transfer from LSU to mainstream, receive a maximum of 6 free RI lessons distributed across core subjects as per students' needs. This is a complimentary service provided by DBS.

If students require additional support, it is understood that parents will incur costs.

Withdrawal from RI Program, during the academic year, is not permitted. Parents, therefore, are responsible for school fees throughout the academic year (Fees non-refundable).

ACCEPTABLE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Teacher-Parent Communication

Teachers and Administration use Portal Plus and emails to communicate with parents. Parents are reminded of importance of providing registration and/or teachers with updated email information so that messages are received.

Teachers must use Portals/ Google Classroom to inform parents and students of tests, quizzes and homework schedules as well as test/exam study guides.

If a parent has a concern, then he/she should address the concern with the teacher involved. If the issue remains unresolved, then the Principal should be informed, and a conference will be held with the teacher and parent. If the parent is still not satisfied, the Superintendent will be informed, and all concerned parties will meet with supporting documentation.

Newsletters / Website

Newsletters and test calendars will also be posted on DBS' website and emailed to parents; information could be downloaded: www.dbs.edu.kw. Please note that free Adobe Acrobat software needs to be installed to view newsletters. kindly visit DBS' school website regularly for updates.

Social Media

Instagram, Facebook, Google Classroom and Class Dojo are used by DBS teachers. If a teacher chooses, they will create a closed group that is only accessible to parents of children in respective class. In order to create a social media group, a teacher must receive permission from their school principal.

WhatsApp

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

Mobile Phone/ personal electronic device Use

Mobile phones, personal stereos and any other electronic devices **should not** be brought into school. The school takes no responsibility for lost, broken or stolen electronics.

As per Ministry of Education, students are banned from bringing their mobile phones to school, therefore:

- 1- No mobile phones will NOT be permitted during class time and transition time.
- 2- Students can use their phone ONLY during break time.
- 3- Students are not permitted to wear earphones/Air pods during class time
- 4- In case of mobile usage, the following consequences will be applied:

1 st infraction	Phone will be confiscated and given to administration until the end of the day and parent will be contacted immediately by Admin
2 nd infraction	Phone will be confiscated and given to administration for one week and parent will be contacted immediately by Admin

3 rd infraction	Warning letter will be issued, and parents will be asked to come for a meeting with Admin
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Internet & computer Usage: Policy

1. All use of Internet must be in support of education and research and be consistent with purposes of the school and the access providers. Any use that disrupts educational and administrative goals of DBS is prohibited
2. Do not damage computer or network in any way
3. Do not deliberately spread computer viruses that are programs developed as pranks. They could destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of DBS' network or any other computer system or network on Internet by spreading computer viruses is considered criminal activity under state and federal law.
4. Do not interfere with operation of network by installing illegal software, shareware, or freeware. Do not download software without written permission of system administrator.
5. Obey rules of copyright. Students will not plagiarize works they find on Internet. As such, plagiarism is taking ideas or writings of others and presenting them as if they were one's own.
6. Students shall not access inappropriate material on Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
7. Use appropriate language as use of Profanity or obscenity will not be tolerated on DBS' 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 rights of others both in local community and in Internet at large. Personal attacks are an unacceptable use of network. If you are victim of a personal attack, bring incident to attention of a teacher or school administrator.
9. Students shall not use Internet to send or receive personal electronic mail.
10. Students shall not modify desktop environment in anyway (e.g. changing desktop wallpaper, mouse curser, 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.

LIBRARY, TEXTBOOKS AND SUPPLIES

Textbooks and resources supply

Students purchase textbooks/e-books for their classes at DBS' Bookstore. Books are to be brought to school in accordance with daily schedule.

School supply list

School supplies must be provided by students as needed and as requested by teachers. A list of required school supplies will be sent home during first week of school; this list will also be on DBS' web site.

School Library

DBS' Library 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 is absolutely no eating, drinking, loud talking and/or disruptive behavior within the Library.

Designated classes visit the Library once every other week with their teacher. During this time, students can check-out books. However, students are responsible for returning books by the due date. Further to this, if a student loses a book, s/he must inform librarian and arrange to pay for lost book.

Students should be aware of the following:

1. Only 1 book may be checked out
2. Student must return borrowed book before another book can be checked-out
3. Once a book is checked out, it may NOT be exchanged for another book until the next scheduled 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 must pay for the replacement, otherwise their report cards will be held until the fine is settled

EXTRA CURRICULA ACTIVITIES

After School Clubs

Through participation in DBS after-school activities, students will benefit from physical, psychological and social stimulation, raise self-esteem, learn lessons in cooperation and coordination, enhance leadership skills, explore talents and discover hidden abilities within context of regular teaching and learning program. Students could participate in after school clubs from 2:30 – 3:30 daily, excepts for Tuesdays (Please refer to after-school club policy for further details).

School Assemblies

During assemblies all students are expected to be courteous to performers and speakers. Applause is a correct and courteous way to show approval of a program or a speaker. Yelling and whistling, however, are not in good taste and certainly not indicative of DBS students.

Students not following assembly rules will be issued warning letter and parents will be asked to come to school for a meeting with Admin.

Sports events

DBS' High School teams compete in various sporting and interscholastic events both locally and internationally. Respectful behavior is expected of our scholars at all venues.

DBS has a 4-season sports calendar wherein athletic activities are conducted for under-14 (U14), Junior Varsity (JV), and Varsity Boys and Girls. Students take part in the following sports:

Volleyball, Football/Soccer, Basketball, Track and Field, Badminton and swimming.

DBS also host and compete in an annual High School Sports Day with local International American and British schools held at ACK (The Australian College of Kuwait) where athletes meet for games and multicultural experience.

Participation in Dasman Bilingual School Interscholastic Athletic program is completely voluntary; however, it requires a commitment on your part with respect to your academic standing, citizenship, teammates and school.

Sports Event rules and guidelines:

- 1- Student-athletes must be positive role models to all other students whether in Dasman Bilingual School or at visiting schools.
- 2- Student-athletes must always exhibit good sportsmanship.
- 3- Student-athletes are to report to practice, games, and team meetings on time.
- 4- Student-athletes must cooperate with teammates, coaches and officials always.
- 5- Student-athletes are required to attend all team practices, competitions and meetings. Any excuse must be provided to your coach prior to absence. The coach has the authority not to play a student should he/she not attend practice.
- 6- Student-athletes are to adhere to additional rules established by the coach.
- 7- Hazing, playing abusive tricks on a fellow student, frightening, harassing or subjecting a fellow student/teammate to personal indignity are grounds for immediate dismissal.
- 8- Student-athletes are not to engage in any behavior inside or outside of school that is illegal or an embarrassment to the team/school.

Failure to comply with any established DBS rule or guidelines will be ground for immediate suspension or dismissal from the team by your coach, Athletic Director, Principal or Superintendent.

Student Leadership Council

Student Council and/or Student Body is a curricular and/or extracurricular activity for students within high schools around the world.

Our Student Council serves to engage students in learning about democracy and leadership. In this form, student representatives are elected by our student body. Our Student Council structure, and this is subject to change, consists of president, vice president, treasurer and secretary.

Our Student Council does not have funding authority and, therefore, representatives must generate their operating funds through fundraisers such as assemblies, bake sales and sponsors.

After School Credit Program/ Summer School Policy

Courses previously taken but passing grade not achieved:

In order to graduate, all graduates must meet the minimum graduation requirements and should achieve at least a 60% or above in all courses studied during high school. If DBS graduation requirements are not met, a student must re-take those courses in order to successfully graduate. If a student re-takes a failing course (in they did not receive a minimum passing grade), the grade reflected on the DBS transcript would be calculated as the average of 80% from new grade achieved and 20% from the original grade.

Missing Credits for transfer students:

In order to graduate, all graduates must meet the minimum graduation requirements. All students missing credits/courses as per the DBS graduation requirements must take them either during the ASCP or during Summer School in order to successfully graduate. The grade of the new course will be reflected on the DBS transcript. Courses taken during the ASCP cost 400KWD/course. Courses taken during summer school cost 250KWD/course.

DBS Student Transcript:

1. All courses taken at DBS will appear on the DBS transcript. DBS does not undertake any responsibility to make changes to your grades on courses taken at other schools and/or transcripts issued by other schools.
2. Upon completion of grade 12, your transcripts from DBS and all previous high schools (grades 9-11) will be submitted to the Ministry of Private Education. Courses completed at previous school will not be transferred to the DBS transcript.
3. DBS cannot calculate an estimated overall GPA for students transferring from British schools.

Lost and Found

DBS is not responsible for lost or stolen articles. Therefore, students must make sure that their belongings have their names on them and are kept in their lockers. In the event items are lost, students can stop by the lost and found room on ground floor.

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 owner.

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. If these items are brought to school, **DBS is NOT responsible if they are lost or stolen**.

Lockers

Lockers are available on a first come first served basis. Students may rent a locker for 5KD per year. Students are expected to return the locker key at the end of each year and should make sure that their lockers are kept in good condition. If a padlock needs to be cut off students will be charged **1KD**.

Deliveries for students

- 1- Being prepared with necessary school supplies, clothing, homework and books for each school day is an important part of being a responsible student. Accepting that responsibility, and the consequences of failing to do so, is an important part of maturing into young adults.
- 2- The only items that can be delivered to DBS are eyeglasses and/or medication. If either is sent to school, they must be labeled with student's first and last name, grade and class.
- 3- No outside food deliveries are permitted for students. Students may bring lunch from home or purchase from the canteen, unless a class activity has been arranged and approved by the principal.
- 4- Grade 12 Delivery Privileges: Grade 12 students might be granted a special delivery privilege. This is dependent on the behavior of the whole grade 12 class and is entirely up to the administration. This privilege, if approved, could be taken away at any time.

Mosque

There are separate mosques for boys and girls, students are allowed to pray during lunch break only, and not during lesson time.

Lunch/Canteen

The canteen, in D4, sells a variety of sandwiches, salads, fruits, snacks and drinks. When making purchases during lunch and snack breaks only, students will form orderly lines. No food or water may be purchased at any time other than during lunch and snack breaks. The only exception is for medical reasons. In this case, the student will have a pass from School Nurse.

Students cannot go to D1 canteen/campus at any time. Doing so will be considered truancy and this infraction will be handled in accordance with DBS' discipline policy.

Students may eat at tables outside during lunch and scheduled breaks. If it is very hot or wet, students can use hallways, so long as they keep them clean. After eating, students may remain at tables and/or go to grass pitch until bell sounds signaling end of lunch. No food is allowed on grass pitch. Each student is responsible for discarding h/her garbage into bin.

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

School Clinic

High School Nurse is located in D4 building. S/he is on duty throughout school day. If a student needs to see nurse, s/he should ask teacher for nurses' pass. Upon arrival, nurse will decide appropriate action(s) to be taken.

If nurse is not in h/his office, student should go to School Office until nurse is located. In emergencies, student will be seen by D1 or D2 Nurses. If nurse is needed between classes, student must go to School Office for a pass.

Students are not to leave DBS campus for medical reasons without nurse's permission. All sick students must be collected from nurses' office. The nurse does NOT give excuses for P.E.

Students with medical order from a physician to stay home and rest because of sickness and/or injury must NOT attend school. Students with nits and hair lice are NOT permitted to attend school until they receive clearance from nurse to re-enter.

Medicine must be given to nurse by an adult.

Toilets and Water Breaks

To ensure the safety of DBS students, they must have **Hallway Pass**, provided by teacher, when leaving classroom for any reason.

School Bus

For health and safety reasons, observance of certain rules when riding school bus is necessary. Parents, therefore, should discuss importance of safe conduct and safety rules with their children. Your child should understand that riding a school bus is a privilege and that unruly conduct on a bus places everyone riding bus at risk.

Danger Zone around a Stopped School Bus

- Stay 5 meters away from front or back end of bus so that driver can see you
- Wait for driver to signal you to board bus
- Before stepping off curb to board bus, look left and right to make sure your path to bus is clear, especially if bus is stopped away from curb
- Check that drawstrings, backpack straps, scarves and loose clothing cannot get caught on bus handrail, door or seats
- Use handrail when entering bus
- Do not push or shove other students

Getting Seated on the Bus

- Find a seat, sit down and fasten seat belt
- Listen to driver and attendant in case of special instructions
- Do not leave seat until bus arrives at stop
- To avoid blocking emergency exit, keep aisles clear

Bus Safety Rules

- Buses leave on time to ensure every student arrives to school on time

- When bus arrives, stand well back from curb and wait until bus comes to full stop
- Find a seat and sit down
- When sitting on bus, do not put your head or arms outside of windows
- Do not eat or drink on bus
- Students are expected to be courteous and obedient to driver
- No object is to be thrown into, out of or inside 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

School Bus Safety Tips for Parents

Bus drivers, students, parents and school personnel all share responsibility for ensuring that students 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 find safest route to bus stop
- Review bus safety rules with your child with emphasis on stressing why they are necessary
- Make sure your child's clothing and book bag do not have loose strings or straps that could get caught on bus handrail, door or seats
- Misbehavior on a school bus is highly distracting to driver and creates unsafe conditions
- Like all school personnel, bus drivers merit respect and courtesy. Teach your child to obey bus driver

AJA

- Notify the high school administration ahead of time(at least 24 hours via email) if they cannot be physically present at school to collect them on the day they would like to leave early.

Please note that the high school administrating will not

Students are only permitted to leave early for valid reasons:

- Medical appointment
- Adverse weather conditions
- Sibling has been permitted to leave before end of day
- After a Concert or Graduation
- Family emergency

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

Staff must not allow students to leave without a signed note from the Principal or Division Secretary. A record is kept by each division Secretary.

Early release slips must be signed by either the Principal or Division Secretary. All other early releases from school, without approval of Principal, will be considered an unexcused absence from lessons missed; this will result in missed work being graded down by 50%.

Tardy to school:

School day starts at 7:40am and ends at 2:00pm.

Before 8:30am:

- Students arriving to school before 8:30am should obtain a late slip from High School main desk (reception area).
- An unexcused tardy will be recorded in school attendance system.
- 3 late morning arrivals to school is equivalent to an unexcused absence.
- Absences/Tardiness will show on student report card and transcript.
- Tardiness caused by late school bus will be recorded as an excused tardy.
- Student arriving to school on time, but fails to report to class on-time will be directed to High School Principal wherein a phone call to parents (tardy to class) will be made

After 8:30am and before 8:45am:

- Students arriving to school after 8:30 should obtain a late slip from High School main desk
- A phone call will be made to parents to explain tardiness
- A half day unexcused absence (0.5-day absence) will be recorded in school attendance system
- Absences will show on student report card and transcript
- Student arriving to school on time and failing to go to class will be directed to the High School Principal and a phone call will be made to parents.

After 8:45am:

- Students arriving to school after 8:45am will not be allowed onto school grounds.
- High School Main Desk will phone parents and inform them of decision not to allow their child on campus
- A full day unexcused absence will be recorded in school attendance system
- Absences will show in student report card and transcript

Tardy to class:

- HS students are aware of class times and schedule breaks
- Students are expected to be in their respective classrooms within first few minutes of bell ringing. Students who are late to class within the first 5 minutes of the bell ringing would be marked tardy. Students arriving to class after the first 5 minutes of class would be marked absent
- Students arriving to class late will be recorded as such via online attendance system
- **Step 1:** If student arrives late to 3 out of 5 lessons during day, students will be issued verbal warning and parents will be contacted.
- **Step 2:** If student continue to be tardy for their lessons after step 1, parents will be asked to come into school to sign warning letter
- **Step 3:** If student continues to be tardy despite step 1 and step 2, student will be suspended from school for 1 day

Please note: if any student is tardy to class more than 20 times during the academic year, s/he will automatically be blocked from taking that subject during DBS Summer School.

Truancy

- Students are expected to attend all 5 lessons every day

- Students failing to report to class despite being at school will be considered truant.
- Consequences for truancy will be as follow:

<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>
Student out of class without a teacher or Admin permission	Verbal warning and phone call to parents	Warning Letter will be issued	In school suspension	Students will be placed on the block list for the next academic year (The student file will be sent to the Ministry of Education)

Leaving School Early:

In accordance with Ministry of Private Education guidelines, and except in the event of an emergency or unavoidable medical appointment, DBS strongly advises parents not to consent to early release.

- Under NO circumstances can nanny and/or driver facilitate early release of student
- Students can be released early to mother, father and/or approved guardian ONLY
- Parents wishing to release their son/daughter without being physically present at school should inform school 24 hours in advance
- Parents should not stop at High School main desk and request early release for their child. Prior notice needed
- Students leaving for medical reasons, should follow up with note from doctor (signed and stamped by hospital/clinic). Absences will then be changed to excused absences
- Early release with parents without valid reason is considered an absence for all classes not attended

SCHOOL UNIFORM POLICY

HS students must always wear their school uniform. Moreover, it is the responsibility of parents to ensure their child wears the correct school uniform when leaving for school.

Uniforms are available from school store before and after school. Uniforms may only be purchased by students during school at lunch break and only with a pass from main office.

If required size of uniform is not available, uniform fabric will be available for sale, and exact copies of DBS' uniform must be made. If style varies at all, clothing will not be acceptable. All uniforms should be marked with student's name.

DBS adheres to summer and winter uniform code:

High School Uniform
Boys: Plain navy-blue uniform pants without any brand logos. Shorts must be plain and below knee. No sports trousers except for P.E. (Absolutely NO jeans).
Girls: Plain navy-blue trousers without any brand logos (Absolutely NO jeans and tight leggings). Scarves should be plain navy or plain white (no patterns or decorations). Long hair must be tied back.
Boys and Girls: White uniform polo shirt (long or short sleeve) with DBS logo. During Winter, students could also wear DBS' navy blue zip up sweater and / or fleece jacket.
Boys and Girls: Black, sensible flat dress shoes or sport shoes that are mostly black without large logo.

Uniform Infraction

- 1- **Make-up and colored nail-varnish** are not allowed, nor are body piercings.
- 2- Shorts, jeans or denims are not allowed
- 3- No flip flops, sandals or slippers
- 4- No hats and caps
- 5- Shirts and blouses that expose undergarments when bending, coughing, or sitting.
- 6- No tank tops are permitted
- 7- Any other items or clothing that distract from teaching and learning of others are not acceptable.

Consequences for not following dress code:

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

Dress Down Days:

- 1- Dress down days are approved and announced by the principal.
- 2- Modesty and attentiveness to cultural sensitivities of Kuwait are required.
- 3- Sheer, tight or revealing clothing is unacceptable. Shoulders and knees are to be covered, and sleeves should cover at least 1/3 of upper arm.
- 4- High heels are not acceptable.

PE Dress Code:

- 1- DBS' PE Uniforms are required when participating in PE class.
- 2- P.E. Uniform is a grey DBS tee-shirt and grey DBS sports trousers. Uniforms may be purchased at Uniform Store.
- 3- Students who do not bring their P.E. kit will receive zero for that lesson.
- 4- Athletic shoes should be of the quality required by PE Department.

School Evacuation

During an evacuation of school, students and staff must leave building quickly, quietly and safely. Teachers must stay with class taken to field and bring them back into school.

Messages are sent to parents via SMS. Therefore, parents need to update their mobile phone and contact information when registering:

- 1- Evacuation signal is continuous ringing of school bell for a minimum of 60 seconds
- 2- A plan must be established by classroom teacher for students who have physical challenges to assure they are removed from building in a timely manner. Those plans must be submitted to Division Principal for approval. Be sure to include name of person responsible for carrying out plan
- 3- Teachers must close door of classroom, and if time allows, switch off lights and A/C's. They must carry their class list, green and red card (to indicate if a student is missing).
- 4- Evacuation assembly point is main playing field between Dasman 1 and Dasman 2.
- 5- Students are expected to quietly walk in a straight line to and from field
- 6- Fire drills are timed
- 7- All teachers must remain with class taken to field
- 8- All teachers in D1, D5 and LSU classes must bring their class list that shows important contact details
- 9- Fire Escape Maps are located on classroom doors

Sandstorms

The following should be observed during sandstorms:

- 1- As soon as a sandstorm develops, nurses will alert teachers with asthmatic students so steps can be taken to send them home. Unless it is an emergency, other students should **NOT** be given passes to see nurse.
- 2- If students are dismissed early due to a sandstorm, Parents will be informed via school social media, and **ALL** students will be released without parent signed form.

STUDENT CODE OF CONDUCT

Student code of conduct overview

DBS students are expected to follow designated school rules and work on core values. The aim, of course, is for everyone on campus to internalize these positive characters so together we can all strive to become inquiring, knowledgeable, and caring global citizens. To help ensure this, the course of study at DBS is international in scope and inter-related; meaning, we design our schemes and lesson plans, so they are cross curricular.

DBS students are not only expected to respect the people they encounter within their immediate sphere of influence. We prepare our students to reflect upon how, beginning with themselves, they might change the world for the better. In line with this reflexive work, is our commitment to providing creative spaces that foster critical reflection and positive learning. We our graduates fully prepared to fully engage within the international community.

Incentives

As stated in School Philosophy section, DBS promotes student excellence by encouragement and use of incentives.

For following reasons, rewards are considered effective ways of encouraging positive behavior among high school students:

- Clear link between performance outcomes and bonus
- Scaled and weighted rewards based on varying degrees of accomplishment
- Recognize individual differences and give recipients and participants a choice of rewards
- Builds credibility and trust between administration and students

Incentives in High School:

Free time at end of class	Special days (sport, international, dress down)
Group activity: class party, ordering food, etc..	Games
Homework coupon	Certificate/trophy/ribbon/plaque
Free pass to sporting event or play	Guest presenter in class
Field trip	Talent Show at school
Student leadership days	Competitions (decoration, boards...)

Recognition or Rewards

Phone parents to inform them of child's positive achievements
A Certificate of Achievement / Certificate of Excellence will be issued by teacher or Admin

Discipline

The aims of DBS' discipline system is to support students with their learning and promote student accountability.

We believe the best way to promote student accountability is for students to have good relationships with their teachers and have support from home. There are two distinct aspects to our system:

- 1- Behavior related consequences
- 2- Teaching of self-management strategies.

In response to patterns of disruptive behaviors, DBS could utilize other consequences and interventions, all of which are intended to teach students self-discipline. These could include:

- 1- Daily behavior reports and mentoring.
- 2- psychological assessments
- 3- Administrative referral to our Wellbeing Center
- 4- Counseling services
- 5- In and out-of-school suspension
- 6- Parent conferences

Students are responsible for work missed during suspension. This work will be graded down by 50% and parents will be expected to meet with the HS Principal and Superintendent before student is re-admitted.

If all other means of correction have not been successful in modifying behavior of student, expulsion from school could result. In such cases, Kuwait Ministry of Education regulations will be strictly adhered.

Consequences of misconduct

- Promise letter.
- Apology letter.
- Verbal warning
- Written warning.
- Behavior pledge.
- Attendance/ behavior tracking sheet.

- Behavior contract.
- Detention (lunch break/ after school).
- Exclusion from school activities.
- Suspension (in school/ out school).
- Expulsion.
- Registration block list.
- Summer school block list.
- Payment for damage or loss.
- Devices Confiscation.
- Set Discipline and Conduct Committee

Consequences of misconduct

<u>Behavior</u>	<u>Description</u>	<u>1st offence</u>	<u>2nd offence</u>	<u>3rd Offence</u>	<u>Repeat offence</u>
Academic Dishonesty	<p>-Copying plagiarism, assistance from another on tests, quizzes or papers.</p> <p>-Talking during a test. Use of electronic devices.</p> <p>-Cheating or the appearance of cheating.</p> <p>-Books or notes not completely put away during a test/quiz.</p>	<p>Student receives “o” for the classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical note</p> <p>Student writes an Apology letter</p> <p>Warning letter will have to be signed by parents.</p>	<p>Student receives “o” for the classwork, assignment, test or quiz during their absence. This cannot be made up with a medical note</p> <p>Student writes an Apology letter</p> <p>Warning letter will have to be signed by parents.</p>	<p>Student receives “o” for the classwork, assignment, test or quiz during their absence. This cannot be made up with a medical note</p> <p>One day out of school suspension.</p> <p>Student signs a Behavior pledge</p> <p>Suspension letter will have to be signed by parents.</p>	<p>Student will be considered for expulsion/to be placed on the summer school block list if this offence happens more than three times.</p>
Violent or safety threatening behaviors	<p>Locking stairwell, activating alarm, walking out of class with no permission, using the elevator with no permission</p> <p>Dumping, depositing, placing, throwing or leaving litter in or on school property other than in garbage receptacles</p>	<p>Detention (lunch break/ after school).</p> <p>Student signs a Behavior pledge</p> <p>Warning letter will have to be signed by parents.</p>	<p>One day out of school suspension.</p> <p>Suspension letter will have to be signed by parents.</p>	<p>Three days out of school suspension.</p> <p>Suspension letter will have to be signed by parents.</p>	
Smoking possession of cigarettes/Vape	<p>-Possession of cigarettes/vape.</p> <p>-Use of cigarettes/vape on school property.</p>	<p>One day out of school suspension.</p> <p>Suspension letter will have to be</p>	<p>Three days out of school suspension.</p> <p>Suspension letter will have</p>	<p>Five days out of school suspension.</p> <p>Suspension letter will have</p>	<p>Student will be considered for expulsion/to be placed on the block</p>

	-Distribution of cigarettes/vape on school property.	signed by parents. Student writes a Promise letter	to be signed by parents. Student signs a Behavior pledge	to be signed by parents. Student may be expelled from the school. Student signs a Behavior contract	list if this offence happens more than three times.
Defacing desks in the classroom	Student writes or draws on desk in the classroom	Student will be responsible for cleaning the desk and will bear the expenses of replacing the desk (if damage is beyond repair). Detention (lunch break) Student writes a Promise letter.	Student will be responsible for cleaning the desk and will bear the expenses of replacing the desk (if damage is beyond repair). Detention (After school) Warning letter will have to be signed by parents.	Student will be responsible for cleaning the desk and will bear the expenses of replacing the desk (if damage is beyond repair). One day out of school suspension. Suspension letter will have to be signed by parents.	
Arson, use of fireworks, Graffiti, Vandalism and destruction of the school property.	The malicious burning of, or attempt to burn, property, personal belongings or people. To willfully or maliciously destroy or deface school, student or faculty property. Drawing on walls in hallways, bathrooms or classrooms	The student will be responsible for full and complete restitution of property of full replacement value. One day out of school suspension. Suspension letter will have to be signed by parents.	The student will be responsible for full and complete restitution of property of full replacement value. Two days out of school suspension. Suspension letter will have to be signed by parents.	The student will be responsible for full and complete restitution of property of full replacement value. Three days out of school suspension. Suspension letter will have to be signed by parents.	Students will be placed on the block list for the next academic year (The student file will be sent to the Ministry of Education)

<p>Fighting</p>	<p>Physical contract, physical assault or threat of physical assault.</p> <p>All who participate, regardless of who initiates the fight, are guilty.</p>	<p>One day out of school suspension.</p> <p>Suspension letter will have to be signed by parents.</p> <p>Exclusion from school activities for one month.</p> <p>Student writes an Apology letter</p>	<p>Three days out of school suspension.</p> <p>Suspension letter will have to be signed by parents.</p> <p>Exclusion from school activities for one semester.</p> <p>Student writes an Apology letter</p>	<p>Five days out of school suspension.</p> <p>Suspension letter will have to be signed by parents.</p> <p>Student signs a Behavior contract</p>	<p>Students will be placed on the block list for the next academic year (The student file will be sent to the Ministry of Education)</p>
<p>Inciting Disorder and defiance</p>	<p>Any behavior that detracts from the learning of other or threatens the calm nature of the school.</p> <p>Failure to respond or carry out a reasonable request by a staff member.</p>	<p>If the behavior occurs during class, student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert.</p> <p>Warning letter will have to be signed by parents.</p> <p>Detention (lunch break)</p> <p>Student writes an Apology letter</p>	<p>Student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert.</p> <p>One day out of school suspension.</p> <p>Suspension letter will have to be signed by parents.</p> <p>Student signs a Behavior contract</p>	<p>Student receives "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert.</p> <p>Three days out of school suspension.</p> <p>Suspension letter will have to be signed by parents.</p> <p>Student receives a behavior tracking sheet.</p>	<p>Students will be placed on the block list for the next academic year (The student file will be sent to the Ministry of Education)</p>
<p>Assault or harassment against a staff member</p>	<p>Any Physical attack or threat to do harm to another with or without doing any harm.</p>	<p>Set Discipline and Conduct Committee</p>			

	Any inappropriate verbal slight towards a staff member.	Automatic Expulsion.			
Bullying/ Cyber bullying and Harassment	Any communication or conduct where the conduct intimidates others or creates a hostile or offensive environment.	One day out of school suspension. Suspension letter will have to be signed by parents. Student writes an Apology letter	Three days out of school suspension Suspension letter will have to be signed by parents. Student signs a Behavior contract	Five days out of school suspension Suspension letter will have to be signed by parents. Student receives a behavior tracking sheet.	Students will be placed on the block list for the next academic year
Theft	To take or assist someone in taking or attempt to take property of another without their consent.	Complete restitution of property taken at full replacement value Warning letter will have to be signed by parents.	Complete restitution of property taken at full replacement value. One day out of school suspension. Suspension letter will have to be signed by parents.	Complete restitution of property taken at full replacement value. Three days out of school suspension. Suspension letter will have to be signed by parents.	Students will be placed on the block list for the next academic year (The student file will be sent to the Ministry of Education)
Truancy from school	The act of unauthorized absences from school. Skipping Class (includes not being in the area sent to by the teacher)	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Detention (After school) Warning letter will have to be	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. One day out of school suspension. Suspension letter will have	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Three days out of school suspension. Suspension letter will have	Students will be placed on the block list for summer school/ the next academic year for more than 15 full days of unexcused absences.

		signed by parents.	to be signed by parents.	to be signed by parents.	(The student file will be sent to the Ministry of Education
Use or presence of cell phone or electronic device during class or at school	Mobiles/Smartwatches/Wireless or Bluetooth headphones, Air-pods, etc.	Confiscation of cell phone or electronic device and requiring a parent to come to school and collect it	Confiscation of cell phone or electronic device for one month and requiring a parent to come to school and collect it	Confiscation of cell phone or electronic device for one semester and requiring a parent to come to school and collect it	
Forgery of school documents.	Forgery of hall passes, medical notes or any school documentation. Forging a teacher's/VP/Principal's signature.	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Student receives a warning letter. Warning letter will have to be signed by parents.	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. One day out of school suspension. Suspension letter will have to be signed by parents.	Student receives "0" for the classwork, assignment, test or quiz during that day. This cannot be made up with a medical cert. Three days out of school suspension. Suspension letter will have to be signed by parents.	Students will be placed on the block list for the next academic year (The student file will be sent to the Ministry of Education
Alcohol or Drugs	Possession, usage or distribution of alcohol or drugs. Being under the influence of alcohol or drugs.	Set Discipline and Conduct Committee Expulsion from school.			
Use of a Weapon	Using or threatening to use a weapon to do harm with or without actually doing any harm.	Set Discipline and Conduct Committee			

	Weapon may be of an improvised nature (chair, pencil, scissors) or something brought into the school environment.	Expulsion from school.			
Inappropriate use of electronic social media networks and browsing inappropriate websites.	The use of Electronic Social Network sites/programs to insult, degrade or harass students and staff members. Visiting inappropriate websites on or off the school grounds.	One day out of school suspension. Suspension letter will have to be signed by parents.	Three days out of school suspension. Suspension letter will have to be signed by parents.	Five days out of school suspension. Suspension letter will have to be signed by parents.	Students will be placed on the block list for the next academic year

COUNSELING SERVICES

Within an educational setting, DBS counselors serve as a crucial link between students, teachers, parents and larger community.

Our counsellors not only advise students on matters related to academics, health, interpersonal concerns, problem-solving, anger management and other matters pertaining to general wellbeing of students, DBS HS counsellors also devise and implement a positive behavior support framework that aims to impact all students. They go into classrooms and deliver our counseling curriculum; in accordance with HS Division’s 3 strike policy, they work closely with Manager of Wellbeing Center and School Psychologists to support in assessing and devising interventions when disruptions to teaching and learning occur; they support and guide proceedings to do with our Student Council; they develop school and community-based initiatives that link directly to our monthly values, they enroll students in scholastic events, and they work closely with HS Vice Principals and Principal to develop and implement our weekly and/or monthly incentives

and awards program.

Our Academic Counsellor ensures that all High School students are enrolled in our BridgU Program; s/he coordinates with School Psychologists, Middle School Vice Principal and Senior Coordinator of Middle School to schedule Career Assessment Test for grade 8 students; s/he arranges for grade 8 students to enroll in BridgU before entering High School as Freshmen; s/he organizes assemblies and delivers updated information on all matters related to academics career choices and universities; s/he organizes in-school college fairs and arranges for students to visit local universities; s/he guides students in their study plans, graduation requirements, and application for post-secondary institutions of their choice; s/he works closely with our HS Principal and Superintendent of Schools regarding all matters related to our Afterschool Credit Program and Summer School; s/he is responsible for all matters to do with official transcripts; s/he ensures that all matters related to graduation are in order and on-track, and s/he works closely with the Ministry of Private Education.

Physical Abuse:

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (Appendix 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Sexual Abuse:

Sexual abuse is often perpetrated by people who are known and trusted by the child (e.g., relatives, family friends, neighbors, babysitters, people working with the child in school, faith settings, clubs or activities).

Peer on Peer Abuse:

Nature of Peer on Peer Abuse

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

1. Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behavior, including accidentally before considering the action or punishment to be undertaken.

2. Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behavior may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

3. Bullying

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally or for a particular reason e.g. size, hair color, gender, sexual orientation, and excluding someone from a group on purpose.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites