



Middle School Division
Grades 6, 7 and 8
Student - Parent Handbook -2022 -2023



CONTENTS

Table of Contents

MISSION STATEMENT.....	4
VISION STATEMENT.....	4
STRATEGIC VALUES	4
SCHOOL MOTO.....	4
DBS DEFINITION OF LEARNING.....	4
ABOUT US.....	5
WHAT IS BILINGUAL EDUCATION	5
DBS EDUCATIONAL OBJECTIVES	5
21 ST CENTURY EXPECTATIONS	6
ACCREDITATION	8
MIDDLE SCHOOL DIVISION	8
ADMISSION OF STUDENTS.....	8
ACADEMIC REPORTS	10
ACADEMIC EXCELLENCE	11
PROMOTION & RETENTION.....	11
TEXTBOOKS AND RESOURCE SUPPLIES.....	12
RECOMMENDED SCHOOL SUPPLY LIST.....	12
STUDENT TIMETABLE	12
ASSESSMENT POLICY	12
TYPES OF ASSESSMENT:	13
PORTFOLIOS	17
INCENTIVES	17
CONFERENCES.....	18
COUNSELING SERVICES	19
SCHOOL HOURS.....	19
SCHOOL UNIFORM	20
ATTENDANCE	21
TARDIES.....	23

TOILET AND WATER BREAKS	24
PICK UP AND DROP OFF POLICY	24
EARLY RELEASE	24
ASSEMBLIES / SPORTS EVENTS	25
FLAG	25
CLASS ACTIVITIES.....	25
SIBLINGS	26
AFTER SCHOOL CLUBS	26
STUDENT LEADERSHIP	27
MODEL UNITED NATIONS (MUN)	28
PRAYER ROOM	28
LUNCH /CANTEEN	28
LIBRARY / MEDIA CENTER	29
LOST AND FOUND	30
PETS.....	30
COMMUNICATION	30
NEWSLETTERS / WEBSITE / PLUS PORTAL/DIGITAL POLICY	31
SOCIAL MEDIA	31
WHATSAPP	32
TELEPHONE	32
TOYS, ELECTRONICS, WHEELED TTRANSPORTATION.....	32
DIGITAL POLICY	33
STUDENT ELIGIBILITY AND REQUIREMENTS	36
VIRTUAL ATTENDANCE	36
COURSE PROGRESSION	37
ASSESSMENT, GRADING, DIPLOMA.....	37
REMOVAL	37
STUDENT SUPPORT	37
COUNSELING AND GUIDANCE SERVICES	37
STUDENT RESPONSIBILITIES	38
DELIVERIES TO SCHOOL.....	40

EMERGENCY PROCEDURES.....	40
SCHOOL NURSE	40
COVID – 19 EMERGENCY PROCEDURES.....	41
SANDSTORMS.....	47
BUS PROCEDURES	47
CODE OF CONDUCT	48
DISCIPLINE.....	49
STUDENT BEHAVIOR CHART	50
UNITED NATIONS DECLARATIONS	58
UNIVERSAL DECLARATION OF HUMAN RIGHTS PREAMBLE	59
ARTICLE 30	65
CHILD PROTECTION POLICY	65
OFFICE DUTIES.....	67
MOBILE PHONE POLICY	83
IT POLICY INTERNET & COMPUTER USAGE.....	85
AFTER SCHOOL CLUB POLICY.....	86
LEARNING SUPPORT UNIT POLICY	89
RESOURCE INCLUSION POLICY	92
WITHDRAWAL FROM THE RI PROGRAM IS ONLY PERMITTED AT THE END OF THE SCHOOL YEAR	93
HOMEWORK AND MARKING POLICY.....	94
PURPOSES	94
TASKS	94
EXTRA HOMEWORK.....	95
SCOPE.....	95
RATIONALE	95
PRINCIPLES	95
GUIDELINES.....	96
MONITORING AND EVALUATION	96



DASMAN دسمن
BILINGUAL SCHOOL مدرسة ثنائية اللغة

School Guiding Statements



Mission

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



Vision

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



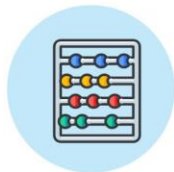
School Motto

PROGRESSION NOT PERFECTION



Strategic Values

INNOVATE EMPOWER PERSEVERE



Definition of Learning

Dasman Bilingual School defines learning as a process of acquiring knowledge, skills, values and competencies that can be applied to everyday life.

ABOUT US

Dasman Bilingual School, formerly known as Dasman Model School opened its doors to 400 students in 1996 with a vision to create students who are equipped to deal with the ever-changing needs of a global society. Over time, the school grew steadily and rapidly to now include seven buildings and close to 3000 students. Dasman is home to one of the largest private school campuses in Kuwait and we are proudly the ONLY school that promotes inclusiveness and integration between our mainstream and special needs students, creating an awareness much needed in today's world.







WHAT IS BILINGUAL EDUCATION

Bilingual Education involves teaching academic content in two languages, English, and Arabic, in a native and secondary language with varying amounts of each language used daily in the classroom. In today's global community, this has become a necessity, as students are now the true ambassadors for their culture and home countries. It is therefore imminent that our children remain connected to their native language, religion, and traditions.

DBS 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.
- Engaging differently able 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

21ST CENTURY EXPECTATIONS

ACADEMIC				SOCIAL	CIVIC
COMMUNICATION	CRITICAL THINKING	COLLABORATION	COLLECTION OF INFORMATION	GLOBAL CITIZENSHIP	
					
Listen actively	Ask clarifying questions	Work independently and collaboratively	Access and organize information	Show respect	Display global awareness
Articulate thoughts and ideas through non-verbal means	Evaluate evidence	Contribute ideas and stimulate creativity	Evaluate and cite sources accurately	Embrace diversity	Value and respect school and community property
Use multiple forms of media	Justify arguments	Assume shared responsibility	Stimulate intellectual curiosity	Maintain values and develop self-esteem	Be an informed and involved citizen
Read, analyze and comprehend a wide range of materials	Draw conclusions	Assist others in their roles	Use information and technology ethically and responsibly	Show consideration and tolerance	Exercise rights and responsibilities of a citizen
Read critically for understanding	Identify, analyze and solve problems	Keep an open mind	Employ media literacy skills to research	Utilize technology responsibly	Take personal responsibility for actions
Write for a variety of purposes in a variety of genres	Transfer problem-solving skills	Apply strategies in conventional and unconventional ways	Utilize real-world digital technology effectively	Exhibit responsible, respectful, and appropriate behavior	Respect diversity in culture, gender and ethnicity
Communicate clearly through speaking	Reflect on learning	Take a variety of roles		Set personal and career-oriented goals	Participate in community service initiatives
Exhibit creativity and innovation	Reason effectively	Respect different viewpoints		Abide by school rules and regulations	Be an advocate for positive change
Design presentations	Acquire and apply skills and knowledge			Make informed decisions	

ACCREDITATION

Dasman Bilingual School proudly offers its students the global accreditation required for their future academic achievements. As members of the Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC). Dasman Bilingual School has endorsed its fundamental commitment to providing students with the knowledge, skills, values, and competencies to pursue their lives as global citizens. Dasman has been reaccredited for both NEASC and CIS for the five-year accreditation in 2022.

MIDDLE SCHOOL DIVISION

The DBS Middle School division includes mainstream and the learning support unit (LSU), which includes grades six through eight. We cater to a variety of students with different backgrounds, abilities, and needs. Our staff are competent and certified in their subject areas and bring personal talents that will enhance our student's lives on a global level as well.

Middle School offers a variety of academic programs such as IXL, McGraw Hill Reveal Math, McGraw Hill Inspire Science, McGraw Hill Wonders, National Geographic, Techno Kids, Google Classroom/Suite, Britannica, Plus Portal, and e-books/resources. Such advanced programs offer numerous skills in math and English in alignment with the Common Core standards. As the year progresses, our students will also take part in project-based learning activities and be exposed to technology projects. We will also be implementing a Robotics program in certain grade levels as part of the STEM initiative.

ADMISSION OF STUDENTS

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

The school accepts students regardless of race, religion, or nationality, who they feel would benefit from their bilingual curriculum, provided there is available space, and the student meets the admissions requirements. The Admissions officer makes decisions in the best interest of the applicant, as well as in the interest of the specific grade level.

The admission officer evaluates the following when considering an applicant for admission:

- DBS academic admissions entrance test results
- DBS counseling sessions, observations, and feedback post entrance test
- Academic records from a current or most recent school
- Evaluations from a current or most recent school

- Presence of any learning differences, special needs, or giftedness (IQ/Mental, Learning, and Emotional Health Diagnosis)

Application Approval	<ul style="list-style-type: none"> ● Once the student’s application has been submitted to the school, it will be sent to the administrator for approval for the admissions test.
----------------------	---

Testing	<ul style="list-style-type: none"> ● Potential students will be contacted by the registrar’s office to set up an admissions test. The testing will be administered by a teacher and/or counselor from the MS division for English and a teacher from the Arabic department. ● Learning Support (LSU) students will be tested by the school’s psychologist. Parents may submit updated IQ/Diagnostic reports from outside sources. ● All students will then meet with the middle school counselor for a one-on-one session about their overall health, a group session to help with their well-being, and adjustments to a new school atmosphere.
---------	---

Recommendation of Placement	<ul style="list-style-type: none"> ● The student(s) will be monitored in the DBS classroom for up to but not limited to 5 full days. Feedback from teachers, HODs, counselors, and other administrative staff will be taken into consideration for the student’s potential acceptance and placement, this is the LSU process. ● Within that 5 day in class/school observation, the student(s) will have two 1:1 sessions with the counselor to discuss adjustment and well-being. ● Learning Support (LSU) students will be placed accordingly and with a conditional placement contract. ● Based on the application information, reports from the previous school, and the testing at DBS, middle school staff feedback, and any other diagnostic information, the student will be approved or denied by the English and Arabic principal(s).
-----------------------------	---

Final Approval	<ul style="list-style-type: none"> ● If the student is approved by both the English and Arabic principals, then the application will be sent to the superintendent for a final approval.
----------------	---

In accordance with its commitment to be a family school, special consideration is given to qualified siblings of currently enrolled students. Despite this consideration there is, however, no guarantee of admission. Entrance tests and interviews are scheduled throughout the year by appointment only.

Dasman reserves the right to have a student withdrawn at any time considered by the administration to be in the best interests of the student or of the school, in accordance with the policy of the Kuwait Ministry of Education for Private Schools. The school reserves the right to deny enrollment for those who do not meet the rigorous admissions standards.

The right is reserved to refuse admission to any applicant who does not meet the admissions requirements. The right is also reserved to determine the placement of an accepted applicant in the grade level or subjects deemed most appropriate for the student's success.

ACADEMIC REPORTS

The school year is divided into two semesters (4 Units). Report Cards are issued at the end of each semester. Grades are calculated as an average of work done during the grading period/unit.

Parent conferences are held throughout the year. In addition, parents are contacted in the middle of each quarter if their child is failing or at risk of failing (**below 70%**). Teachers may also send home Progress Reports at their discretion to keep parents informed of areas of concern.

Dasman's grading system uses the American curriculum grade equivalents, however, **MS students are not subject to GPA calculations throughout the year, but the scale is used to help determine academic awards at the end of the school year.**

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

ACADEMIC EXCELLENCE

Students with a GPA of between a 3.5-3.74 will be included in the Honor Roll, 3.75-3.99 in High Honor Roll and a perfect 4.0 will make the Principal's List.

At the end of the academic year, Honor roll, High Honor Roll and Principal List students will be announced.

These award requirements apply during the traditional learning environment and are subject to change based on the virtual learning environment.

PROMOTION & RETENTION

Promotion - To be promoted to the next grade level in Middle School, a student must have:

- Met attendance requirements of 90% of total school days
- An acceptable disciplinary record
- Passed core subjects in each grade level

Course Failure - students who fail one or two core subjects (Arabic, English, Science, and/or Math, will be required to attend summer school to be promoted to the next grade level for the next academic school year. During summer school, students must:

- Meet attendance requirements of 90% of total summer school days
- Have acceptable disciplinary record during summer school
- Pass the required core subjects in each grade level while in summer school

Students who fail one or two core subjects and do not attend summer school must do a re-sit exam in August in order to assess mastery of skills in the subject prior to being promoted for the current academic year.

Retention - If a student fails three or more core subjects (Arabic, English, Science, Math) then he or she **MUST** repeat the grade. MS teachers and administrative team members will meet with parents to inform them. If they wish to take their child out of school, the withdrawal process will be started at the register's office and be granted by the MS Principal and DBS Superintendent.

- May not be promoted to the next grade level with the understanding that the student enrolls in summer school and signs an academic contract.

Further testing or an outside evaluation/assessment may be required for appropriate placement options if failure of courses continues for any given student.

TEXTBOOKS AND RESOURCE SUPPLIES

Parents must purchase all textbooks, e-books, online subscriptions, consumables, and notebooks for students (excluding government funded programs: SEN, Vocational, and LSU). Textbooks can be used for reviewing the previous lesson, picture walking- project based learning, “Turn & Talk”, homework, classwork, extension/enrichment work, etc.

RECOMMENDED SCHOOL SUPPLY LIST

Students are responsible for providing school supplies such as pencils and pens, as needed and as requested by teachers. A list of required school supplies will be sent home in the first week of school and will be on the school website.

STUDENT TIMETABLE

Timetables are handed out at the beginning of each school year. **Any changes to the timetable MUST be approved by the Superintendent.** Teachers are not permitted to arrange changes, as this affects the master timetable which the Superintendent uses.

ASSESSMENT POLICY

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

Assessment Principles

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

- The purpose of, and criteria for, the assessment should always be explicit so that students know and understand in advance the criteria for producing a quality product or performance.
- The best interests and progress of the student should be paramount.
- Assessment is an integral part of the learning process, which demonstrates a range of knowledge, conceptual understandings, and skills.
- Assessment information should be shared with the student and parents.
- Assessment should be ongoing, reflective, accurate, and as objective as possible.

- Assessment should take many forms, gathering information from several contexts, and using a variety of methods depending on the needs of the student and the nature of the assessment.
- Effective assessment takes into account varied learning styles, multiple Intelligences, abilities to express their understanding and cultural expectations, especially for those students whose first language is not English.
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students.
- The assessment activity should be appropriate to the age and developmental level of the student and based on real-life experiences that can lead to further inquiries.
- The results of the assessment should have credibility with all those involved in it and should be communicated clearly.

TYPES OF ASSESSMENT:

Formative assessment is interwoven with the daily learning in the form of Check for Understanding (CFU) and provides both teachers and students with useful feedback on how well students are understanding and applying the new concepts, skills, and knowledge.

Summative assessment takes place at the end of the teaching and learning process and gives the students opportunities to demonstrate what they have 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 interwoven throughout the daily learning to engage the students in reflection and assessment on their own learning. The students are given adequate time to reflect on their progress in all subject areas, including the attributes expressed in the learner profile.

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

Oral Language Assessment:

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

Writing Assessment:

- Students' writing skills are assessed informally and formally using common writing assessment rubrics.

Test:

- Students' overall skills and mastery of concepts will be assessed at the end of each unit with a unit test.
- The MS Division reserves the right to administer exams at the end of each semester. Parents will be notified in advance of the decision.

Projects:

- Students' ability to apply, evaluate, and synthesize concepts will be assessed through Project-Based Learning and Inquiry-Based Learning Projects. Projects are given each unit or at the discretion of the teacher/subject department.

External Assessments

- The school reserves the right to administer an external Standardized Test annually. Students and parents will be notified of such decisions per division.

ASSESSMENT STRATEGIES

It is especially important, where students have contact with several teachers, that all of these teachers be involved in using a variety of assessment strategies.

Classwork

Classwork is any set of activities, assignments, checks for understanding, assessments, and projects done during the class time under the guidance of the teacher. Classwork is meant to enhance students' knowledge through engagement, social interactions, and by accessing and activating prior knowledge.

Classwork Submission Policy:

- All assignments are done in class.
- Students are given a set timeline to submit work, no late work will be accepted.

Homework

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization, and self-reliance. Homework calendars will be posted on the school's website and Google classroom each week.

Homework Submission Policy:

- All homework assignments are to be completed at home.

- Students are given certain due dates for each homework assignment. Please refer to the homework calendar.
- Any assignments submitted after the due date will be considered late work and will be deducted 50% until the end of the unit.

Observations

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

Performance Assessments

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

Other Assessment Tools

Anecdotal Records	Observations	Tests
Check for Understanding	Portfolios	Writing Samples
Conferences	Quizzes	Logs/Journals
Graphic Organizers	Retelling	Skills Checklist
Project-Based Learning	Worksheets	Inquiry-Based Learning
Rubrics	Descriptors	Oral Assessments
Peer Assessment	Classroom Displays	Collaborative Work
Homework	Exhibitions	Video/Photography

Artistic responses, including art, drama, songs, poetry.

Study Guides

Study guides will be given prior to a scheduled assessment. Teachers will ensure students have all study materials required (notes, quizzes, projects, etc.). All correspondence will be done officially via the school's portal and Google Classroom.

Rubrics

- The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale.

Checklists

- A list of criteria against which students are assessed (e.g. information, data, attributes, or elements that should be present)

Anecdotal Records

These are brief written notes based on observations of students:

MIDDLE SCHOOL DIVISION ASSESSMENT PROCEDURES

FREQUENCY	DAILY	Weekly	QUARTERLY/END OF UNIT	YEARLY
ASSESSMENT ACTION	<ul style="list-style-type: none"> ▶ Teacher observation ▶ Journal Writing ▶ Teacher mark work alongside pupil ▶ Self-assessment (Rubrics) ▶ Peer assessment (Rubrics) ▶ Class participation ▶ Mental tests ▶ Oral assessments ▶ Social Skills ▶ Behavior Modification 	<ul style="list-style-type: none"> ▶ Check for Understanding ▶ Homework ▶ Quizzes ▶ Students work for Portfolios ▶ Reading/ Re-Telling skills ▶ Writing Skills ▶ Lab Work 	<ul style="list-style-type: none"> ▶ Portfolios ▶ Unit/Quarterly test ▶ Projects ▶ Performance Tasks ▶ Artistic Responses ▶ Technological Skills ▶ Research Skills ▶ General Knowledge ▶ Laboratory work ▶ Conferences ▶ Skills Checklist 	<ul style="list-style-type: none"> ▶ External Standardized Test ▶ Formal Writing assessment ▶ Formal Reading assessment ▶ Formal Math assessment ▶ Formal Science assessment

PORTFOLIOS

A portfolio is a record of the student's involvement in learning which is designed to demonstrate success, growth, high-order thinking, creativity, assessment strategies and reflection.

A portfolio is a celebration of an active mind at work:

- Empower students to be active participants in their own learning.
- Encourage reflection on the learning process and achievements.
- Encourage students and parents to see learning as a continuous process.
- Encouraging a sense of pride in one's work and thereby building self-esteem.

INCENTIVES

Students can earn rewards for good study habits, academic achievement, and good behavior. As stated in the school philosophy, Dasman promotes student excellence by encouragement and use of incentives. The awarding of certificates for good behavior and academic improvement during flag ceremony is an example of this approach. Rewards can be an effective way to encourage positive behavior and motivation among middle school students for the following reasons:

- Demonstrating a clear link between performance outcomes and the bonus.
- Administering rewards that are scaled and given weight based on varying degrees of accomplishment.
- Recognizing individual differences and giving recipients and participants a choice of rewards.
- Building credibility and trust between administration and students.

Incentives in Middle School:

WHOLE CLASS REWARD

Cleanest grade-level class:

At the beginning of the year each grade-level will design cleanliness trophies on the computer. After students vote on the best trophy for each grade-level art class they will then make them. Again, students will vote on them. Once selected, each week teachers will nominate the class that maintains the cleanest classroom. The winner will get to keep the trophy in their class the following week and be brought some sort of small snack during one of their snack breaks.

INDIVIDUAL REWARDS

Teachers chose from a list that they reward students with on an ongoing basis. Teachers will narrow the list down to things they are willing to implement. Teachers need to "buy-in" in order for it to be effective, so chose only those you really think you will hand out.

MONTHLY RAFFLE

All teachers also have the option of adding raffle tickets to the things they hand out (they could also give students the option of receiving the small incentives or the raffle ticket). During flag, once a month, we would have a drawing. Each grade-level's tickets would be gathered separately so that one or more students from each grade-level would win something. Sometimes we would also have a grand drawing that after the grade-level we would combine them all to have a special prize like (getting to slime Mr. Russell) or the like. Ms. Moodhy and I would get relatively bigger prizes like footballs, gift cards, and other bigger items for the monthly raffle.

CONFERENCES

The purpose of conferences is to give information to both students and parents about progress being made in the classroom. During any time of the year, both teachers and parents can request a conference to discuss the progress, or lack thereof, of a student. Members of the Support Team will join as needed.

Teacher-Student Conferences

These conferences are usually informal. They are meant to provide the students with feedback on their progress. These conferences also allow students to reflect on their own work and to make decisions regarding their portfolios.

Scheduled Teacher-Parent Conference

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

COUNSELING SERVICES

Counselors serve as a crucial link between students, teachers, and parents. Counselors advise the whole student in all aspects, including academics, health, and happiness, as well as their learning of relational and problem-solving skills. The counseling staff also provides timely emotional support and resources needed to meet the challenges of adolescence. Students are provided help to smoothly integrate into the regular flow of school life and activities. Students are advised about the following:

- The role of the Academic Counselor in monitoring their academic progress through the year.
- Review of Academic Status as per year end results.
- Advise parents of any red flags regarding behavior, academic, and/or social issues.
- Provide classroom instruction on various values and topics that relate to overall student's well-being and growth.
- Hold individual and group sessions to address the emotional and mental issues and concerns of students.
- Plan and execute school activities to cultivate a safe space for students and teachers.
- Lead professional developments for staff members on the best practices and strategies to help struggling students or to deal with the ever changing emotional and mental needs of students.
- Conference with students who are borderline or failing in core subjects, parents, and teachers regarding current academic status.
- Advise parents and students whose academic status is endangering chances of failing of what the school has to offer to remedy the situation.
- Regular meetings as the need arises to discuss and monitor academic performance.

SCHOOL HOURS

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

From time to time, Dasman will have Early Release days. Parents will be advised of the school schedule for those days in advance.

SCHOOL UNIFORM

The following is the Middle School summer/winter uniform code at Dasman Bilingual School:

MIDDLE SCHOOL UNIFORM
<p>Boys: Plain navy-blue uniform pants. Shorts must be plain and below the knee. No sports trousers except for P.E. No jeans.</p> <p>Girls: Plain navy-blue trousers. No jeans. Scarves should be plain navy or plain white (no patterns or decorations). Long hair must be tied back at all times.</p>
<p>Boys and Girls: Sky blue uniform polo shirt (long or short sleeve) with DMS logo.</p> <p>In Winter, students may also wear DBS navy blue zip up sweaters and/or fleece jackets.</p>
<p>Boys and Girls: Black, sensible flat dress shoes or sport shoes that are mostly black without a large logo.</p>



Girls may choose to wear small stud earrings and a watch. **Make-up and colored nail varnish** are not allowed, nor are body piercings. Boys may choose to wear a watch. Any other items or clothing that distract from the learning of others are not acceptable.

Students not in correct uniform will not be allowed into class and must wait in the school office until proper uniform is provided. **The Administration reserves the right to specify what is appropriate.**

Uniforms are available from the school store before and after school. Students may only purchase uniforms during school at lunch break and only with a pass from the office. If the style varies at all, the clothing will not be acceptable. All uniforms should be marked with the student's name.

On "**dress-down**" or "**free-dress**" occasions, modesty, and attentiveness to the cultural sensitivities of Kuwait are required. Sheer, tight or revealing clothing is unacceptable. Shoulders and knees are to be covered, and sleeves should cover at least 1/3 of the upper arm. High heels are not acceptable.

Dasman Bilingual School PE Uniforms are required when participating in PE class.

P.E. Uniform is a gray DBS t-shirt and gray DBS sports trousers. They may be purchased at the Uniform Store. Students who do not bring their P.E. kit will receive zero for that lesson. Athletic shoes should be of the quality required by the PE Department.

ATTENDANCE

Student Attendance and Permissions:

Student attendance to school is of paramount importance for them to reap the maximum benefits of Dasman's academic, social, and sporting programs. We appeal to all parents to cooperate with the school to ensure that your child gets the quality and quantity of our various programs.

- **Parents are advised to make all medical and social appointments after school hours.**
- Permissions to leave school early will only be granted at the discretion of the school management and medical personnel.

Effective immediately, all ministry regulations will be applied.

- If students are absent for more than 15 days, they will be expelled and would have to repeat the year
- Students in school for less than 5 hours in the day will be deemed absent for the day. This includes skipping classes.
- No permissions for leave will be granted on a Thursday.

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

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

Excused Absences consist of:

1. Personal illness of the student affecting both his/her health and possibly the health of other students or any illnesses related to being in contact with others or having tested positive for Covid-19.
2. Serious illness or death in the immediate family of the student that would reasonably necessitate absence from school.
3. Quarantine due to Covid-19 safety precautions either by the health department or by the family's physician.
4. Special or recognized religious holidays observed by the faith of the student.
5. Medical/dental appointments with verifications; however, such non-emergency appointments are encouraged during non-school hours when possible.
6. Absences caused by order of the government.
7. Weather or other environmental conditions preventing a student from getting to school or rendering school attendance hazardous to the health or safety of the student. Typically, school will be closed for all students in such instances.

Unexcused Absences:

Anything other than these is considered an **UNEXCUSED** absence. Absences, for which the parent does not call the school or send a written note, will be considered unexcused.

Traveling and attending social events during school time interferes with the progress of the student's learning, and while it is sometimes unavoidable that a student misses school for such reasons, it is considered an unexcused absence. All absences immediately before or after a vacation period are considered unexcused. Students cannot participate in any school sponsored activity on the day of their absence. Work missed under such circumstances will be graded down by 50%.

Makeup Work for Excused Absences

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

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

In case of all illness over two days, or contagious disease, please notify the school nurse. In the event of severe cases of certain health issues (H1N1, Lice, etc.), children will ***not be permitted into the class*** unless they have a medical clearance from a hospital, as per Ministry rules and regulations. This clearance is to be submitted to the Nurse who will then admit the child to the class.

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

TARDIES

Class time is essential to increasing students' knowledge and proficiency, students who repeatedly come late or leave early may experience a decline in student achievement. If a student arrives later than 7:40, they are considered tardy. Being on campus or in the building does not count as arriving on-time for class.

Excused Tardy: Includes events that are physically out of your control such as: an accident, road closed due to an accident, power outage, etc.

Unexcused Tardy: Includes over-sleeping, heavy traffic, rainy weather, sandstorm, errand for parents, etc.

Late Slips

Students arriving after 7.40 a.m. will be issued a late pass. Students will not be admitted to class without a signed pass. Teachers will not allow tardy students to a first period class. This is considered an unexcused absence for that lesson and any missed work will be graded down by 50%. **The school reserves the right to refuse admission to students who arrive after 8:00.**

The school will follow Ministry Guidelines if a student is late 15 times or more.

TOILET AND WATER BREAKS

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

PICK UP AND DROP OFF POLICY

Classroom instruction begins at 7:35. Please be on time to school. **Parents bringing students after 8:00am will not be allowed to enter the classrooms or hallways.**

Middle students must have a parent escort them to the reception area and sign them in. Once signed in, the student will walk to class unattended by their parents or a nanny. **If the parent does not escort the student from the security gate to the Middle reception area and sign them in, the student will not be allowed to enter the school campus.**

If any parent needs to see a teacher or other staff member, they should make an appointment or send an email. When visiting the school, parents will wait in the reception area or **in a meeting room** of the Middle School Building Dasman Building. The receptionist will inform the staff member who is scheduled to meet with the parents of their presence.

Special deliveries, such as forgotten iPads or forgotten school lunches for students, should be left at the reception area. The school nannies will deliver items to the teacher of the classroom, parents are not allowed to go inside the classroom for deliveries.

If a parent sends a designated person to pick up their child, the parent must send a note or call the reception area in advance.

EARLY RELEASE

Parents who wish to collect their children from school before the end of the school day **MUST** request an Early Release form from the division secretary or receptionist. This will only be given in exceptional circumstances. Students are only permitted to leave early for a valid reason:

- **Medical appointment**
- **Covid-19 Safety Precautions/Related Issues**
- **Adverse weather conditions**
- **A sibling has been permitted to leave before the end of the day**
- **After a Concert or Graduation**
- **Family emergency**

Other reasons are not acceptable. Written notice from the parent, including the time and reason, must be provided to the office if a student must be dismissed early from school. Once the Principal approves the request, a release will be issued to the student so that it can be presented to the School Office when the student leaves. Staff must not allow students to leave without a signed note from the Principal or division Secretary. Each division Secretary keeps a record. Either the Principal or Division Secretary must sign early release slips. All other early releases from school, without the approval of the Principal, will be considered an unexcused absence for the lessons missed which will result in any missed work being graded down by 50%.

Early release is at 11:30 a.m. Parents wishing to pick up their student before the early release time must wait until dismissal time unless there is a documented emergency.

ASSEMBLIES / SPORTS EVENTS

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

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

FLAG

The school is required by law to hold a Flag Ceremony, which starts at 7:20am once a week. Students stand with their homeroom teacher during this brief ceremony. During the flag ceremony the students listen to a recitation from the *Holy Qur'an*, pledge allegiance to Kuwait, and sing the national anthem. This is followed by the Division Principal previewing the day/week ahead.

CLASS ACTIVITIES

For special occasions or if a student wishes to share a birthday treat with classmates, parties may be arranged. Students should first request authorization from a teacher to have the celebration in that teacher's classroom, with that teacher assuming supervision. The teacher will then complete a Party Request Form from the office at least two days before the intended celebration. The celebration will take place at lunch break, and the student is responsible for collecting food that has been delivered to the office. Only the person celebrating the birthday may have food delivered, and there may only be one delivery. Late deliveries will not be allowed into school. The

food will be eaten only in the assigned room. All students attending will be responsible for cleaning up the classroom.

SIBLINGS

Sisters and brothers of Dasman students are not to be released from class to attend birthdays, assemblies, or any other special event.

AFTER SCHOOL CLUBS

Through participation in Dasman 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 the context of the regular teaching and learning program.

Extra-Curricular Activities and Sports Clubs:

DBS has a four-season sports calendar during which a range of athletic activities are provided for under-12 (U12), under-14 (U14), Junior Varsity (JV), and Varsity Boys and Girls. Our students compete in the following sports: Volleyball, Football/Soccer, Basketball, Track and Field, Badminton and Table Tennis.

DBS is committed to providing a wide variety of extra-curricular activities. From Student Council to Model United Nations (MUN) and community service to After School Activities and clubs, students have numerous opportunities to get involved in the world around them.

DBS Middle School athletic department and administration understand and support the importance of co-curricular activities. Student-athletes gain an opportunity to learn and demonstrate sportsmanship, cooperation, leadership, and teamwork. The high standards set in the classroom carry over to the football fields, gymnasium, and pool, which make for some exciting and rigorous play.

- The teacher will give an exact schedule to club participants.
- Fees for a club will vary depending on the club.
 - Fees must be paid in advance to the cashier. Students may not attend without payment.
 - Even if a student misses a session, drops, or is dropped from the club, the fees still apply.

- Students must have a receipt from the cashier to be permitted to attend the club. No exceptions.
- Club days and ending times vary, therefore, all parents and students must adhere to the drop-off and pickup times stated in your club description. Students will be allowed one late pick-up, after that they might be dropped from the club. We are unable to provide bus service for after club activities.
- SIBLINGS OR FRIENDS not in the club MAY NOT ATTEND. Little brothers, sisters, cousins, etc. must be picked up and are not to roam the campus.
- Students must obey the rules of the club and actively participate in the activities. Students who disrupt will be dropped from the club or not allowed to join the next cycle.
- Students who are in the club must remain with their teacher. There will be no roaming of the campus or doing other activities during club time.
- Students must come prepared for the club. Students will not be allowed to miss their regular classes to search for, call for, or otherwise try to locate or procure the materials they left at home, in the car, at a friend's house, etc. The school is not responsible for items that are left after clubs.
- Study clubs are grade level clubs that focus on homework, preparation for tests and concepts being taught that semester.
- Clubs vary from year to year according to the strength and interest of the staff. Football, music, swimming, and art are usually offered each quarter. Other activities could include ESL clubs, piano, dance etc.

STUDENT LEADERSHIP

Student Council or **Student Body** is a curricular or extracurricular activity for students within Middle Schools around the world. Student councils often serve to engage students in learning about democracy and leadership. In this form, the student body elects student representatives. Student councils usually do not have funding authority and generally must generate their operating funds through fundraisers such as assemblies, bake sales and sponsors.

MODEL UNITED NATIONS (MUN)

Model United Nations is an authentic simulation of the UN General Assembly, UN Security Council, or other multilateral body, which introduces students to the world of diplomacy, negotiation, and decision-making.

At Model UN, students step into the shoes of ambassadors of countries that are members of the UN. The students, better known as “delegates”, debate current issues on the organization’s vast agenda. They prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN’s rules of procedure – all in the interest of resolving problems that affect the world.

Before playing out their ambassadorial roles in Model UN, students research the particular global problem to be addressed. The problems are drawn from today’s headlines. Model UN delegates learn how the international community acts on its concerns about peace and security, human rights, the environment, food and hunger, economic development, and globalization. **Here at DBS, the MUN students will be able to compete in local and international conferences.**

PRAYER ROOM

There are separate prayer rooms for boys and girls. Students can pray in the Mosque during break time as per their timetable. **Prayer Break is now embedded into their scheduled break time and it is the students’ responsibility to report to the designated prayer room(s) at the appropriate time.** Prayer at that time is to be silent. There will be no fooling around or talking, either in the Mosque or in the washroom preparing for prayer. Once a student enters the courtyard near the Mosque, silence and attention to prayer is to be observed.

The Arabic division is responsible for the encouragement and management of prayer break.

LUNCH /CANTEEN

Middle School students may visit the canteen in D2 during lunch break time only. Only students with a medical condition requiring that he/she purchase food/drink at a time other than lunch time, may visit the canteen during classes.

Students may eat at the tables outside during lunch break, if it is very hot or wet, students can use the D2 canteen.

Every student is responsible for discarding his or her own trash in the cans provided. After eating, students may remain at the tables or go to the grass pitch, until the bell has sounded to signal the end of lunch. No food is allowed on the grass pitch.

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

No student may leave campus during the school day for food or order any food delivered to the school unless a class activity has been arranged (see Class Activities). No outside beverages (except water and juice) are allowed on campus. Only water is allowed in classrooms.

LIBRARY / MEDIA CENTER

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

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

Library Expectations – Leisure Reading Program

- Visits to the library are a privilege, not a right.
- It is not a must to bring classes to the library. Often teachers come during their spare periods and select books for their classes.
- Students should behave in a quiet manner and be respectful of others in the library.
- The library is not a playground. There should be no running, chasing, playing hide and seek or climbing on shelves. These are safety issues.
- Students do NOT need the entire period to locate a book. They should be given 10 minutes to locate a book and sit down and read quietly or take the books to the classroom.

Students should be aware of the following:

- Only one book may be checked out.
- Before another book can be checked out, the book that the student borrowed previously must be returned.

- Once a book is checked out it may NOT be exchanged for another book until their next library period.
- Students should use shelf markers when looking for books.
- Students do NOT need a card to check out a book.
- Students with lost or damaged books will need to pay for the replacement, otherwise their report cards will be held until the fine is settled.

LOST AND FOUND

A lost-and-found closet is located near the school office. The school is not responsible for articles that are lost or stolen. Students must make sure that all their belongings have their names on them.

Unmarked items not claimed **within a reasonable period of time will be donated to a charitable organization**. We recommend that all clothing, books, and P.E. uniforms have labels with names and classes to identify ownership.

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

PETS

Pets are not allowed on the school's campus unless there is a class or school sanctioned activity. Please leave pets at home.

COMMUNICATION

Teachers must use the Portals to inform parents and students of tests, quizzes, homework schedules and test study guides as well as progress reports. 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, then the Superintendent will be informed, and all concerned parties will meet, with supporting documentation.

NEWSLETTERS / WEBSITE / PLUS PORTAL/DIGITAL POLICY

Updated school information can be found on the school's website www.dbs.edu.kw. Please note that the free Adobe Acrobat software needs to be installed to view the newsletters. Please visit our school website regularly as it is updated on a consistent basis to view:

- Homework Calendars
- Assessment Calendars
- School Announcements
- Upcoming Events & Activities

Students and parents may also follow the school on social media outlets such as Instagram and Facebook for updated information as well.

Teachers and Administration use Portal plus to communicate with parents in addition to email and phone calls. It is important to make sure that parents give registration and teachers their updated email information so that these messages can be sent out.

Students may receive school and/or class information via their Google Classroom. Students may also communicate with the class teacher via Google Classroom.

SOCIAL MEDIA

Instagram, Facebook, and Google Classroom are social media platforms used by many Dasman teachers. If the teacher chooses, they will create a closed group only accessible to students in the class. To create a social media group, the teacher must receive permission from the school principal.

Cyber Safety

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.

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

WHATSAPP

Teachers are not allowed to create, distribute class lists or join WhatsApp groups. Please use Portal Plus and email to contact the child's teacher. Parents may also make appointments to meet teachers.

TELEPHONE

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

TOYS, ELECTRONICS, WHEELED TRANSPORTATION

Please keep all toys, electronics, and motorized transportation at home. Mobile phones, personal stereos, and any other electronic devices **should not be** brought into school. The school takes no responsibility for broken, or stolen electronics. If a student is found using any electronics during class time, they will be confiscated and given to the administration.

DIGITAL POLICY

Scope: This policy establishes a virtual education program that offers eligible students from Pre-KG to Grade 12 an online pathway. Middle School students must have a Chromebook device for classes starting in the 2022-2023 school year. No other devices will be allowed.

Purpose: To 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, cyber safety and flexibility. Digital learning is used as a catalyst to enhance the educational experience of our students.

Definitions: A continuity of learning plan for emergency learning and teaching focuses on the transition of students from one type of learning to another as their learning context changes. Continuity of learning plans also considers how the students will return to campus after the emergency ends.

There are two kinds of online learning and teaching that schools will need to balance based on their circumstances: synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher) and asynchronous (happening at any time, not necessarily in a group, but with teacher feedback).

The chart below provides some strategies that are commonly used in online and blended learning.

Activity	Synchronous	Asynchronous
Blogging and vlogging (creating video blogs)		X
Collaborative writing or story-making	X	X
Content production (word processing, spreadsheets, etc)	X	X
Discussion forums or text-based chats	X	X

E-portfolios		X
Games/gamification*	X	X
Intelligent tutoring (online teaching and assessment tools, often subject-specific)		X
Live video chats*	X	
Mapping (mind-mapping, using interactive maps and charts, etc)	X	X
Multimedia presentations	X	X
Online drawing and drafting		X
Plagiarism checking (using anti-plagiarism tools that provide feedback to writers)		X
Quizzes and surveys*		X
Video chatting and conferencing	X	
Video creation and sharing	X	

An asterisk (*) denotes activities that can be easily conducted using their Chromebooks.

Middle School Activities:

- **Content production and collaborative writing**
- **Multimedia presentations**
- **Quizzes, polls, tests, and surveys**
- **Games and simulations**
- **Video chatting and conferencing**

Online learning and data protection:

Areas in online learning where privacy and data protection must be considered are:

- Sharing personal data via the internet; images, videos, or student submissions are all considered “personal information”. Any information created by students, or with them included, is anonymized, blurred out, or otherwise protected unless the guardians give written permission that the information can be used.
- If the school uses social media as part of its contingency learning plan, the personal information of students, teachers, other staff, or guardians should not be used or transmitted to third parties online.
- Learning management or reporting systems are ministry-compliant.
- Video conferencing and recording guidelines for learning and teaching are provided during the Covid-19 outbreak.
- Video imaging of minors needs permission from parents or guardians for all age groups and should happen with said guardians present. Eliminate backgrounds that provide information on learners’ personal lives and locations. Learners can chat in groups, through one-on-one conferencing with feedback on individually assigned activities and general wellness.
- Personal names should be avoided in any chat invites or titles. Students and guardians should be informed if the conference will be recorded.
- Effective online teaching requires different activities, some which are better done online. Ensure learners are provided with necessary resources for learning independently and online.
- Access to devices appropriate for online learning. Some learning activities can be conducted using mobile devices.
- Effective feedback. Checking in with learners regularly is important. Choose systems that provide automatic feedback for online quizzes, and direct comments or discussion from peers and teachers.
- Opportunities for independent learning. Designing learning activities and discussions that capture students’ experiences and gives teachers valuable feedback on students’ mental health. Provides opportunities for multiple perspectives in learning that might not happen if students were all physically together.

Blended program - a formal education program in which a student learns:

- (1) At least in part through online learning, with some element of student control over time, place, path, or pace.
- (2) At least in part in a supervised setting outside the home; and
- (3) In such a way that the modalities of each student's learning path within a course or subject are connected to provide an integrated learning experience.

STUDENT ELIGIBILITY AND REQUIREMENTS

Students who meet the following requirements are eligible to participate in the virtual education program:

- Enrolled at DBS
- Meet school system and enrollment requirements for the school system, including health requirements such as immunizations, physicals, dentals, etc.
- Meet school system and enrollment requirements for the course(s) in questions including successful completion of any prerequisite courses.
- Maintain a minimum grade of a 60 on a numerical grade scale in courses taken during the current academic year.
- Have access to consistent, daily internet service
- Daily/weekly communication is required (between online student and the school)

VIRTUAL ATTENDANCE

In any case of emergencies students participating in the virtual education option will be considered as being in attendance if the students are successfully progressing and completing the virtual education coursework. The Superintendent is authorized to develop alternate attendance policies for virtual courses if students in such programs are given notice of the attendance requirements. A student's failure to comply with such requirements may result in administrative actions of probation, removal from the class or a charge of truancy. Punctuality to online sessions is of paramount importance as well.

COURSE PROGRESSION

Students are required to progress through online courses at a rate comparable to the progression of a traditional class. Student performance will be monitored and reported on regular intervals consistent with a traditional day program. Key core competencies and foundational skills must be achieved.

ASSESSMENT, GRADING, DIPLOMA

All virtual pathway students will participate in all school testing and accountability requirements. All classwork, homework, quizzes, tests, and projects will be graded and some will be based on the use of a rubric for scoring.

REMOVAL

Students may be transitioned back to a traditional school program or removed from the virtual program for the following reasons:

- Not maintaining the work assigned for each course.
- Progression through coursework falls below the minimum comparable tradition course standard.
- Attendance requirements are not met for students in blended program (only applicable to face-to-face courses).
- Cheating, falsifying information, plagiarizing
- School system policies, procedures, rules or regulations are violated, including rules governing the use of technology

STUDENT SUPPORT

- Morning help will be provided three days per week
- IEP committees will meet to determine the most appropriate least restrictive environment and the most reasonable accommodations

COUNSELING AND GUIDANCE SERVICES

DBS will utilize personnel to assist with academic, emotional and social needs as they arise. In conjunction with school counselors, students will be assisted with joining one on one sessions or group sessions with the counselor should any needs arise.

STUDENT RESPONSIBILITIES

Students should spend the first days making sure they are comfortable with the technology of online learning. Students are responsible for maintaining reliable, daily access to the internet. Computer/internet problems will not be accepted as reasons for delays in meeting deadlines. Only through continuous communication and consistent work can students be successful in an online course. It is essential that students maintain regular contact with their teachers and submit assignments on time.

Guidelines for Online Learning Videos

1. Purpose of the video is to maximize student engagement and to promote active learning
2. Videos are created with an eye for strong pedagogical choices
3. Video will be of 5 – 10 minutes duration
4. Be clear and explicit regarding the learning objectives
5. Will focus of acquisition and application of skills
6. State what preparations or support material students will need, and manipulatives required
7. Create a coherent narrative path
8. Mix spurts of discussion, collaboration, videos and audio clips, hands-on exercises and supporting text notes
9. Focus on active learning and student engagement
10. Make references to corresponding pages in the textbook and activity books
11. Have multiple worked examples as text for effective learning and comparison
12. Embrace multi-media assignments
13. Games will be interactive – immediate feedback
14. Indicate what the assessment exercise will be with due dates
15. Instruct how students can request for additional assistance/queries

UNDERTAKING FROM PARENTS

I Mr./Ms. _____ Father /Mother /Legal guardian of Master /Miss

Student of class _____ No. _____ do hereby undertake and confirm:

1. I, hereby, promise that my son/daughter will abide by the admissible rules and regulations, concerning discipline, attendance, etc. of DBS online policy and to follow the Code of Conduct prescribed in the Parent/Student Handbook.
2. I understand that 90% attendance in classes is compulsory and I commit my son/daughter to adhere to the same. I also understand, in case my attendance falls short, for any reason, the school may take such punitive action against my child, as may be deemed fit and proper.
3. I, hereby declare that my son/ daughter will not indulge in, nor tolerate ragging, in any form, even in words or intentions.
4. I, hereby declare that my son/daughter shall be solely responsible for any involvement in any kind of undesirable / ill disciplinary activities during the live sessions and shall be liable for punishment as per the school's regulations.
5. I, hereby undertake to inform the school, about any changes in information submitted by me, in the Application Form and any other documents, including change in addresses and phone numbers from, time to time.

Date: _____

Signature of parents: _____

DELIVERIES TO SCHOOL

Being prepared with the necessary materials, 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 bring the necessary items to school, is an important part of maturing into young adults.

The only items that can be delivered are eyeglasses or medication. If either must be sent to school, they must be labeled with the student's first and last name and grade.

EMERGENCY PROCEDURES

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

1. The evacuation signal is the continuous ringing of the school bell for a minimum of 60 seconds.
2. A plan is required by classroom teachers of students with physical challenges to ensure their timely exit. Those plans must be submitted to the appropriate Division Principal for approval. Be sure to include the person responsible for carrying out the plan.
3. Teachers must close the door of the classroom, and if time allows, switch off the lights, and A/C's. They must carry their class list, green and red card (to indicate if a student is missing).
4. The evacuation assembly point is the multipurpose between Dasman 4 and Dasman 2.
5. Students are expected to walk in a straight, quiet line to and from the courtyard.
6. Fire drills will be timed.
7. All teachers must remain with the class they bring to the field.
8. All teachers in D2 and D3 classes must bring their class list that shows the telephone numbers

SCHOOL NURSE

The school nurse is in the D2 building. The nurse is on duty the entire school day. If a student needs to go to the nurse during the day, he/she should ask the teacher for a pass to report to the nurse, the nurse will decide what action to take. If the Nurse is not in her office, the student is to go to the school office to be escorted to another building with a nurse. **If the nurse is needed between classes, the student must go to the school Office for a pass first.** Students are not to

leave the school campus without the nurse’s permission. All sick students must be collected from the nurses’ office. The nurse does not give excuses for P.E.


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


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

COVID – 19 EMERGENCY PROCEDURES

PANDEMIC PREVENTATIVE PROTOCOL

The purpose of this document is to provide a clear and actionable guidance for all stakeholders for safe operations through prevention, early detection of COVID 19 in the school, procedures, and guidelines for the reopening of DBS.

Action	Description
<p>Entry and pick up</p> 	<ul style="list-style-type: none"> ● Implement a staggered entry and exit procedure to eliminate overcrowding and to maintain 2 meters physical distance in high traffic areas. ● Families drop off and pick up at one designated area and designated timings with no interaction inside the school. There should be no access to the rest of the school facility by family members and visitors. Family members should be given a maximum time limit of 10 minutes in the designated area to pick up / drop off with no crowding, maintenance of a 2 meters distance, and wearing of masks at all times. ● Maintenance work or deliveries should happen after the school’s opening hours. Proper precautionary measures should be applied especially for pick up or drop of items by designating a specific location and following a contactless process. ● Purchase of sanitization gates for all the gates that will be used for entering the school.

	<ul style="list-style-type: none"> • Modes of thermal screening (individually or by installing the relevant technology) should be present at the entrance of the school. • The class teacher is responsible to refer students with COVID-19 symptoms such as cough, body aches, fatigue, shortness of breath, sore throat, runny nose, diarrhea and nausea, and headache, to the school nurse for further screening as per the guidelines. • Plan ahead to ensure adequate supplies to support hand hygiene behaviors and routine cleaning of objects and surfaces. • Hand hygiene stations should be set up at the entrance of the facilities, so that children/staff/parents can clean their hands before they enter.
<p style="text-align: center;">Screening</p>  <ul style="list-style-type: none"> • They, must get isolated instantly, and the parent/guardian of the child to be notified immediately and the patient should be referred to the hospital. • If the result is positive, the traced contacts of the patient, including teachers along with the classmates of a student, or colleagues are all considered 	<ul style="list-style-type: none"> • Sick students, teachers and other staff should not come to school. • Schools should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum. • Any case(s) of illness is detected amongst visitors or staff presenting COVID-19 symptoms such as fever ($\geq 37.5^{\circ}\text{C}$), cough, body ache or fatigue, shortness of breath, sore throat, runny nose, diarrhea and nausea, headache, or loss of sense of smell or taste, should be contacted to the school's nurses. • If a child/teacher/staff begins to show symptoms of COVID-19 while at school, traced close contacts (Anyone who spent more than 15 minutes in a proximity of 2 meters with the positive case, from the day of symptoms onset, or the day of the positive PCR test). They should all commence the 14-day quarantine counted PCR from the day of the positive test. • Measures for disinfection should be taken as per the guidelines, for the classroom and the school premises used by the child as traced, and the holding isolation room where the staff and students will wait for their transportation.

Monitoring and Attendance Records








- If staff, guests and/or students were confirmed positive according to a COVID-19 PCR test by an accredited facility, they are not to return unless they are granted a clearance certificate by MOH stating that they are discharged from isolation.
- The school must maintain adequate records of its staff/guests/members/students, including names, telephone numbers and visit dates, to assist if contact tracing becomes necessary. And to maintain accurate work records of its staff for contact tracing purposes.
- Upon the onset of the academic year, the school should collect health and travel declaration forms from all students and staff. The template of the form can be developed by the school.
- Staff members or teachers aged 65 or older, or with serious underlying health conditions, encourage them to talk to their healthcare provider to assess their risk and to determine if they should stay home.
- Children with disabilities, talk to their parents about how their children can continue to receive the support they need at home.

Hygiene



- Anyone entering the premises should be checked for wearing mask and should be asked to use the hand sanitizer available at the entrance.
- Staff and children's bags and shoes are encouraged to be sprayed with sanitizer upon arrival to school.
- Frequently used electronic devices should get disinfected after each use (i.e. Tablets, computers, et
- Place awareness/educational posters describing handwashing steps near sinks. Additional guiding hygiene communication material should be shared with parents prior to opening of school and should be placed across the premises.
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.

	<ul style="list-style-type: none"> ● If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary. ● Continue routine cleaning and disinfection of all frequently used areas. ● Toys that cannot be cleaned and sanitized should not be used. ● Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with a registered disinfectant, rinse again, and air-dry. ● Avoid using equipment that will require blowing (musical instruments, whistles, blowpipes, etc) or encourage the parents to supply their child with their own equipment if possible.
<p>Set Up/Social Distancing</p> 	<ul style="list-style-type: none"> ● Use of outside space should be encouraged: for exercise and breaks or for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff. ● Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned and sanitized between groups of children and young people using it, and that multiple groups do not use it simultaneously. ● Stagger the use of staff rooms and offices, their entry and exit, and the use of their pantry, to limit occupancy. ● The school administration must dedicate an isolation room (separate from the nurse room). ● Create visible markers on the floor to indicate appropriate spacing. ● Online payments to be encouraged.
<p>Educational Provision /Events</p>	<ul style="list-style-type: none"> ● Student ratios will vary depending on the size of the classroom. ● Children and young people are always in the same small learning groups each day, and different groups are not mixed during the day. ● Ensure that the same teacher(s) and other staff are assigned to each learning group and, as far as possible.

	<ul style="list-style-type: none"> ● Ensure ventilation of the gym, either by opening windows and doors, or by using ventilation systems ● No tournaments or events will take place at this time.
<p style="text-align: center;">Transportation</p> 	<ul style="list-style-type: none"> ● Buses at half capacity and to place marks on chairs for seating guidance. ● Anyone entering the bus should undergo screening. ● Bus hygiene should be maintained by following the appropriate sanitization and physical distancing standards. ● Always ensure proper ventilation in the vehicle.
<p style="text-align: center;">Compliance</p> 	<ul style="list-style-type: none"> ● Schools need to fully cooperate and comply with all measures and guidelines stated by the government regulators.
<p style="text-align: center;">School Premises</p> 	<ul style="list-style-type: none"> ● Prayer rooms should remain closed, until the authorities allow them to open. ● Science laboratories, training kitchens, art studios, music rooms, and others should implement the following guidelines: <ul style="list-style-type: none"> ○ Spaces should be well ventilated. ○ The rooms should not be used in full capacity. ○ Frequently touched areas /surfaces and equipment should be disinfected after every use. ○ Clear guidelines should be set for cleaning staff to ensure they follow the right measures such as wearing gloves and masks. ● Staggered entry to the library ● Online search and borrowing of books should be encouraged.

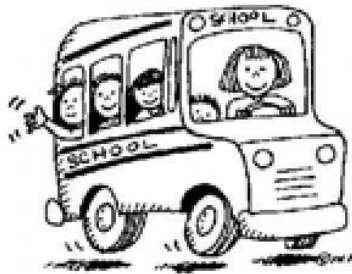
SANDSTORMS

The following should be observed during sandstorms:

- i) As soon as a sandstorm develops, the nurses will alert teachers with asthmatic students and send them home as soon as possible.
- ii) Other students should not be allowed out of class to go to the nurse unless it is a major emergency.
- iii) Parents will be allowed to take their child home without a signed release slip while the storm lasts. Teachers are responsible for releasing students to the appropriate family member/ guardian.

BUS PROCEDURES

Parents should discuss these bus conduct and safety rules with their children. To ensure the safety of those who ride the bus, observance of certain rules is necessary. Respect for others is always expected on the buses. Your child should understand that riding a school bus is a privilege and unruly conduct on the bus is a risk to the safe operation of the bus.



At the Bus Stop

- Walk safely to the bus stop and stay well away from the street.
- Arrive at the bus stop 10 minutes before bus time.
- When waiting, keep yourself and your belongings out of the road and away from traffic.
- Do not run between parked cars and buses.
- Never move towards the bus until it has stopped, and the driver opens the door.

Danger Zone around a Stopped School Bus

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

- Use the handrail when entering the bus.
- Do not push or shove other students.

Getting Seated on the Bus

- Find a seat and sit down. Fasten your seatbelt.
- It is important to listen to the bus driver and the attendant in case there are any special instructions for your bus ride.
- Do not leave your seat until the bus arrives at your stop.
- Help keep the aisles clear. Backpacks or books can trip someone or block the way to the emergency exit.

Bus Safety Rules

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

CODE OF CONDUCT

Dasman Bilingual School students are expected to follow the designated school rules and work on the core values. Every individual on campus has the mandate to assimilate these positive character traits into everything we do so that we are always striving to become inquiring, knowledgeable, and caring global citizens.

Each student is expected to respect the individual and reflect upon how to change the world for the better starting with themselves. Collectively, we rely upon each person's respectful

contribution to foster an environment of learning so that when a graduate from Dasman fully enters the international community, they are ready.

DISCIPLINE

The aims of the Dasman Bilingual School discipline system are to support students with their learning and to promote student accountability. We believe that 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 the system: behavior related consequences and teaching of self-discipline strategies.

From time to time, students may display behavior that detracts from their own learning or the learning of others. There are a variety of consequences depending on the type of misbehavior. These are illustrated in the behavioral chart. However, in every situation, staff will consider the severity of the infraction, other factors surrounding the incident and the past record of the same or similar infractions. The first consequence of each particular behavior is listed on the chart. Generally, for further infractions of the same nature, more severe consequences will result.

If there develops a pattern of misbehavior, the School can utilize a number of other consequences and interventions aimed to directly teach self-discipline. These can include counseling services, out-of-school suspension, parent conferences, daily behavior reports and mentoring.

It must be noted that not every behavioral situation could be listed, and that the application of consequences is at the discretion of the teacher and Administration.

A five-day suspension penalty may result from gross misconduct, deliberate or willful verbal or physical behavior that is disruptive to the normal function of the school. Students are responsible for work missed during this suspension. This work will be graded down by 50%. Parents will be expected to meet with the Principal and Superintendent before the student is readmitted.

Expulsion from school may occur as a result of the most severe behavioral circumstances, if all other means of correction have not been successful in modifying the behavior of the student. In such cases, the school will strictly adhere to Kuwait Ministry of Education regulations.

Increasing severe penalties include, but are not limited to, warning letters and out-of-school suspension in accordance with Ministry regulations.

STUDENT BEHAVIOR CHART

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
Late to Class	Students are late to class if they are not there by the time the bell has rung. There will be no punishment if they have an 'excused' pass. 'Unexcused' passes will be subject to punishment.	Less than 5 mins teacher consequence <u>Over 5mins</u> Students receive "0" for the classwork, assignment, test, or quiz during that lesson. This cannot be made up with a medical cert.	Less than 5 mins teacher consequence <u>Over 5mins</u> Students receive "0" for the classwork, assignment, test, or quiz during that lesson. This cannot be made up with a medical cert.	Less than 5 mins students receive a warning letter and one-day suspension.	Out of school suspension if this problem persists.	All staff members are responsible for reporting any incidents to the VP., Behavior Specialist and Senior Coordinator	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.
Flag Ceremony & Assembly Behavior	Demonstrating disrespectful behavior.	Removal from assembly. 500-word essay on their allegiance to Kuwait.	Removal from assembly. 500-word essay on their allegiance to Kuwait. Warning letter and one-day suspension.	Removal from assembly. 500-word essay on their allegiance to Kuwait. Warning letter and two-day suspension.	Students will be considered for expulsion if this offense happens more than three times.	Homeroom teachers are responsible for reporting their students' misbehavior. They are then responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
Uniform Infractions	Students wearing incorrect uniform	Students are sent home to change into proper uniforms. Students receive "0" for the classwork, assignment, test, or quiz during their absence. This cannot be made up with a medical cert.	Students are home to change into proper uniforms. Students receive "0" for the classwork, assignment, test, or quiz during their absence. This cannot be made up with a medical cert. Warning letter and one-day suspension. *	Students are sent home to change into proper uniforms. Students receive "0" for the classwork, assignment, test, or quiz during their absence. This cannot be made up with a medical cert. Warning letter and two-day suspension.	Students will be considered for out of school suspension. * if this offense happens more than three times.	Homeroom teachers are responsible for reporting their students' uniform infractions. They are then reporting any incidents to the administration.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.
Defacing desks in the classroom	Student writes or draws on desk in the classroom	Students will be responsible for cleaning the desk. Complete restitution of property taken at full replacement value.	Students will be responsible for cleaning the desk. Students will be responsible for cleaning all the desks in the classroom. Complete restitution	Students will be responsible for cleaning the desk. Students will be responsible for cleaning all the desks in the classroom. Complete restitution	Student will be considered for out of school suspension if this offense happens more than three times.	All staff members are responsible for reporting any incidents to the VP.	The teacher is responsible for getting the student to come back after school and clean the desks. The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
			of property taken at full replacement value.	of property taken at full replacement value. Warning letter and one-day suspension.			responsible for recording the incidents, sending the warning letters home and suspending the student.
Academic Dishonesty	Copying plagiarism, assistance from another on tests, quizzes, or papers. Talking during a test. Use of electronic devices. Cheating or the appearance of cheating. Books or notes not completely put away during a test/quiz.	Students receive "0" for the classwork, assignment, test, or quiz during that lesson. This cannot be made up with a medical cert.	Students receive "0" for the classwork, assignment, test, or quiz during their absence. This cannot be made up with a medical cert. Warning letter and one-day suspension.	Students receive "0" for the classwork, assignment, test, or quiz during their absence. This cannot be made up with a medical cert. Warning letter and two-day suspension.	Students will be considered for expulsion if this offense happens more than three times.	All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student. The principal is responsible for expelling the student if undesirable behavior continues.
Smoking or the possession	Possession of cigarettes. Use of cigarettes on school property.	Warning letter and three-day suspension.	Warning letter and three-day suspension.	Warning letter and three-day suspension.	Expulsion.	All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
of cigarettes and/or vapes	Use of vapes and electronic cigarettes on campus. Distribution of cigarettes on school property.			Students may be expelled from the school.			the incidents, sending the warning letters home and suspending the student.
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.	The student will be responsible for full and complete restitution of property of full replacement value. Warning letter and one-day suspension.	The student will be responsible for full and complete restitution of property of full replacement value. Warning letter and out of school suspension.	The student will be responsible for full and complete restitution of property of full replacement value. Warning letter. Students may be expelled from the school.	Expulsion	All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.
Fighting	Physical contact, physical assault, or threat of physical assault. All who participate, regardless of who initiates the fight, are guilty.	Warning letter and possible out of school suspension.	Warning letter and out of school suspension.	Warning letter and out of school suspension. Students may be expelled	Expulsion.	All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
				from the school.			and suspending the student.
Inciting Disorder and Defiance	<p>Any behavior that detracts from the learning of others 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, the students receive "0" for any classwork, assignment, test, or quiz during that lesson. This cannot be made up with a medical cert.</p> <p>Warning letter and out of school suspension.</p>	<p>Students receive "0" for any classwork, assignment, test or quiz during that lesson. This cannot be made up with a medical cert.</p> <p>Warning letter and out of school suspension.</p>	<p>Students receive "0" for any classwork, assignment test or quiz during that lesson. This cannot be made up with a medical cert.</p> <p>Warning letter and out of school suspension. Students may be expelled from the school.</p>	Expulsion.	All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.
Assault or harassment against a staff member	Any Physical attack or threat to do harm to another with or without doing any harm. Any inappropriate verbal slight towards a staff member.	Automatic Expulsion.				All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
							letters home and suspending the student.
Bullying and Harassment	Any communication or conduct where the conduct intimidates others or creates a hostile or offensive environment.	Warning letter and out of school suspension.	Expulsion			All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.
Truancy from school	The act of unauthorized absences from school.	Students receive "0" for the classwork, assignment, test, or quiz during that day. This cannot be made up with a medical cert. Students receive a warning letter.	Students receive "0" for any classwork, assignment, test, or quiz during that lesson. This cannot be made up with a medical cert. Students receive a warning letter.	Students receive "0" for any classwork, assignment, test, or quiz during that lesson. This cannot be made up with a medical cert. Students receive a warning letter.	Students are considered for expulsion if this offense happens more than three times.	All staff members are responsible for reporting any incidents to the Senior Coordinator and Behavior Specialist.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student. The principal is responsible for expelling the student if undesirable

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
							behavior continues.
Forgery of School documents.	Forgery of hall passes, medical notes or any school documentation. Forging a teacher's/VP/ Principal's signature.	Students receive "0" for the classwork, assignment, test, or quiz during that day. This cannot be made up with a medical cert. Students receive a warning letter.	Students receive "0" for the classwork, assignment, test, or quiz during that day. This cannot be made up with a medical cert. Student receives a 2 nd warning letter.		Expulsion	All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.
Alcohol or Drugs	Possession, usage or distribution of alcohol or drugs. Being under the influence of alcohol or drugs.	Possible expulsion					The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.
Use of a Weapon	Using or threatening to use a weapon to do harm with or	Possible expulsion					The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator

<u>Behavior</u>	<u>Description</u>	<u>1st Offense</u>	<u>2nd Offense</u>	<u>3rd Offense</u>	<u>Repeat Offense</u>	<u>Reporter</u>	<u>Enforcer</u>
	without doing any harm. Weapons may be of an improvised nature (chair, pencil, scissors) or something brought into the school environment.						are responsible for recording the incidents, sending the warning letters home and suspending the student.
Share Others' Personal Data	Sharing personal data via social media; images, videos, or student submissions are all considered "personal information".	Possible expulsion				All staff members are responsible for reporting any incidents to the VP.	The Principal, Vice Principal, Senior Coordinator, and LSU Coordinator are responsible for recording the incidents, sending the warning letters home and suspending the student.

Note 1: Students who are suspended will receive "0" for any tests or quizzes missed that day. They cannot be given a re-sit for anything missed.

Note 2: Each situation will be dealt with on an individual basis. Punishments can be increased or decreased depending on the severity of the situation.

**** In accordance with Article No. 16, No.18 and No.19.**

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



© UNICEF/NYHQ1996-0380/Charton

- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

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



© UNICEF/NYHQ2006-0406/Pirozzi



UNIVERSAL DECLARATION OF HUMAN RIGHTS PREAMBLE

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

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

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

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

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

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

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

Now, therefore, The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by

teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

ARTICLE 1

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

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made based on the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 3

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

ARTICLE 4

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

ARTICLE 5

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

ARTICLE 6

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

ARTICLE 7

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

ARTICLE 8

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

ARTICLE 9

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

ARTICLE 10

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

ARTICLE 11

Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

ARTICLE 12

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

ARTICLE 13

Everyone has the right to freedom of movement and residence within the borders of each State.

Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 14

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

ARTICLE 18

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

ARTICLE 19

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

ARTICLE 20

Everyone has the right to freedom of peaceful assembly and association.

No one may be compelled to belong to an association.

ARTICLE 21

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right to equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections, which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE 22

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

ARTICLE 23

Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

ARTICLE 24

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

ARTICLE 25

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

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

ARTICLE 29

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

ARTICLE 30

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

CHILD PROTECTION POLICY

Dasman Bilingual School adheres to the following articles as stipulated by **The Public**

Administration for Private Education

Article 1:

The child is each (male /female) who is under 18 years of age.

Article 2:

The abuse against the child or bad treatment includes all forms of physical or emotional abuse or both, the sexual abuse, neglect or commercial abuse which leads to actual or potential harm to the child's health, his growth and dignity.

Article 3:

In each Health area, and according to a decision by the under Secretary of Health, a Team for Child's protection shall be formed (SCAN Team).

The team of Child's protection consists of:

1. Pediatric Specialist Doctor (2)
2. Internal Medicine Doctor (2)
3. Nurse in the Pediatric section (2)
4. Social Specialist (2)
5. Psychiatric therapist (2)
6. Representative from the Juveniles Protection department – MOI.
7. If necessary, a specialized Doctor (Obstetrics, Psychic Doctor, Orthopedics Doctor).

Article 4:

All doctors in hospitals, Medical Care Centers, in case they suspect of a child abuse case (Bodily or psychological) should report the case using the reporting Form (enclosed) or call the Child's Protection Team (SCAN Team).

Article 5:

When a child's abuse case is detected, the Team shall report it to the Juveniles Protection Dept- Ministry of Interior to take the necessary action (Hot line 25632140).

Article 6:

The SCAN team has the following duties:

1. Follow up the cases of assaults or abuse against the child and take the necessary actions, in a strict confidential manner.
2. Examine the reported cases.
3. Record the Child's details as provided in the enclosed Form.
4. Inform the Child's family, or those who take care of him, of the Doctor's remarks and of the procedures taken in this regard.
5. Issue a medical, psychological, and social report for the case, and get them approved by the Section Head and the Hospital Administration.
6. The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior shall be informed to take the necessary actions (medical Report, the recommendations and Report Form enclosed).
7. The Child and his family shall be referred to the Social development office for psychic and social treatment and follow up.
8. Receiving the reported cases of bad treatment or abuse referred by the Health Care Centers, casualties or other sources (schools, police stations and Private Medical Centers).

Article 7:

In each hospital a special office for the SCAN team shall be established, through which it will practice its duties and the tasks entrusted to them.

Article 8:

The main office of Child's protection shall be based in the Ministry and to be subordinate to the legal Department of MOH.

OFFICE DUTIES

1. Receive the notifications on each case of assault against the child through the HotLine (151).
2. Send the reports to the SCAN Team according to the respective Health area.
3. Send the reports referred from the SCAN Team to The Juveniles Protection Dept- General Criminal Investigations of Ministry of Interior for follow up.
4. The office shall document the reported cases and keep in file the letters exchanged between the main office and other offices.

Article 9:

The Health Licenses Department shall send a Circular to the Doctors and officers of the Private medical sector to detect and follow up the suspected case of Child abuse and inform the Child's protection Teams according to the Civil ID of the Child.

Article 10:

The above Resolution shall be informed to the concerned parties for implementing and shall be effective as from above date.

Purpose:

Dasman Bilingual School fully recognizes its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide all with the guidance they need to keep children safe and secure in our school, to inform parents and guardians how we will safeguard their children whilst they are in our care, and ensure that DBS has student protection measures in place to:

1. Protect students while in the school's care from all acts and omissions constituting physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.
2. Identify and support those students who may have suffered such abuse or neglect, as strongly enforced by **The Public Administration for Private Education**.
3. Emphasize that all DBS staff are mandated reporters of cases of abuse and/or suspected abuse inside and outside the school.
4. Define duties and responsibilities of School Principals and school staff for responding to suspected cases of child abuse and/or neglect.

Context:

We recognize that children have a right to feel secure and cannot learn effectively unless they do so. Parents, caregivers, guardians, and other people can harm children either by direct acts or

failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse, corporal punishment, bullying, or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact the relevant authorities, without notifying parents if this is in the child's best interests.

At DBS, we strongly recognize the need for vigilant awareness of child protection issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, students, and parents should feel secure that they can raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by having clear child protection policies, appropriate induction, and training, briefing and discussion of relevant issues and relevant learning.

In keeping with the above safeguarding statement, the school requires that all persons having regular or unsupervised access to children will be required to produce proof of their having no history of committing any offense (police clearance and letters of recommendations) that would suggest they present a risk to children. The proof of such should be provided by a recognized law enforcement agency with contact details being provided for verification purposes."

Aims:

These procedures apply to all staff and employees working in the school. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of students at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff.
- Develop, implement, and review procedures in our school that enable all staff to identify and report cases, or suspected cases, of abuse.
- Support students who have been abused in accordance with an agreed child protection plan.
- Support children with additional needs.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with Ministry of Education and school policies and procedures in collaboration with the authorities.

Whole Staff Responsibilities:

- The school recognizes that because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are heard.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe from abuse.
- Treat all disclosures with the strictest confidence.
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by providing a copy of this policy on request and posting a copy on the school website.
- Notify the relevant authorities of any cases of alleged or suspected child abuse.
- Inform parents of any concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Notify the school counselor if there is an unexplained absence of several days.
- Maintain confidentiality throughout reporting procedures, data collection, and information storage.
- Train all school leaders and identified staff members in Child Protection policies and procedures.
- Develop effective links with relevant authorities and Child Protection Center.
- Liaise with other agencies that support students.
- Appoint an appropriately trained senior designated person/Child Protection Liaison Officer (CPLO).

Child Protection Liaison Officer (CPLO) responsibilities

- In DBS, the CPLO are the School Counselors. He or she will:
- Ensure that the school management and staff are fully aware of and understand their responsibilities and obligations under this policy.
- Ensure they have received appropriate training.
- Ensure every member of staff knows the name of the designated CPLO, their role and their contact details.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person CPLO.

- Ensure that whole school training occurs every three years so that every member of staff can fulfill their child protection responsibilities effectively and to comply with the requirements of the Ministry of Education.
- Keep written records of child protection concerns secure and separate from the main student file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and/or records of concern are transferred as appropriate (separate from student files) when a child leaves the school.
- In cases where students leave the school, necessary information to the new school will be provided in a timely manner.

Responsibilities of adults within the school community:

- All adults are required to be aware of and alert to the signs of abuse.
- If an adult identifies that a child may be in an abusive situation, they should record their concerns and report them to the CPLO as soon as possible.
- If a child discloses allegations of abuse to an adult, they will follow the procedures attached to this policy.
- If the disclosure is an allegation against a member of staff, they will follow the allegations procedures attached to this policy.

As a school, we will educate and encourage students to keep safe through:

- The content of the curriculum.
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The creation of a culture which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Definitions and Indicators of Abuse and Negligence

What is abuse and negligence?

Abuse and negligence are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by a stranger. An adult or adults, or another child or children may abuse them.

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

Corporal Punishment:

Corporal punishment is a physical punishment inflicted on a child by a teacher or any adult in any authority, such as the guardian, as a form of discipline, and is considered as physical abuse.

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worth less or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Negligence:

Negligence is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).

Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The nature of negligence:

Negligence is a lack of parental care. Poverty, lack of information or lack of adequate services can be contributory factors.

Negligence can include parents or caregivers failing to:

- Provide adequate food, clothing, and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision or stimulation.
- Ensure access to appropriate medical care or treatment.

Research has highlighted the following examples of the negligence of children under 12:

- Frequently going to school hungry.
- Frequently having to go to school in dirty clothes.
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse.
- Being abandoned or deserted.
- Living at home in dangerous physical conditions.
- Not being taken to the doctor when ill.
- Not receiving dental care.

Negligence is a difficult form of abuse to recognize and is often seen as less serious than other categories. It is, however, very damaging, children who are neglected often develop more slowly than others develop and may find it hard to make friends and fit in with their peer group.

Negligence is often noticed at a stage when it does not pose a risk to the child. Research would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm.

Negligence is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated CPLO.

Indicators of negligence:

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognize that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of its family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of negligence:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty, or smelly
- Underweight

- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioral indicators of negligence:

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse:

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify, recognize, and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person, as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and caregivers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse:

Developmental issues:

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behavior:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behavior (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation

- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behavior – e.g., wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late Social issues
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behavior
- Insecure, clinging behavior
- Poor social relationships

Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration; restlessness, aimlessness
- Extremes of passivity or aggression

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.

Indicators of physical abuse / Factors that should increase concern

- Multiple bruises or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by grasping).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle.
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks (rings on the child's arms, legs, or body, indicating that a portion of the child's body has been immersed in hot water)
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- No explanation is forthcoming
- The child (or the parent/caregiver) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- Is reluctant to have parents/caregivers contacted.
- Runs away or shows fear of going home.
- Is aggressive towards themselves or others
- Flinches when approached or touched
- Is reluctant to undress to change clothing for sport;
- Wears long sleeves during hot weather;
- Is unnaturally compliant in the presence of parents/caregivers; Has a fear of medical help or attention;
- Reports a punishment that appears excessive.

Sexual Abuse:

The nature of 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).

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- Grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other caregivers especially) are not suspicious of their motives.

Child Protection Procedures:

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Appendix A).

If a member of staff suspects abuse (e.g. through physical injury) they must:

1. Record their concerns.
2. Report it to the CPLO / Principal immediately
3. Consider if there is a requirement for immediate medical intervention and if so assistance must be called for
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations,
 - Dates and times of any discussions they were involved in,
 - Any injuries,
 - Explanations given by the child / adult, and
 - What action was taken

The records must be signed and dated by the author.

Following a report of concerns from a member of staff, the CPLO must:

1. Decide whether or not there are sufficient grounds for suspecting child abuse in which case a referral must be made to the MOI Child Protection Centre Hotline:

(147 or 25632140). and make a clear statement of:

- The known facts
- Any suspicions or allegations
- Whether or not there has been any contact with the child's family If the CPLO feels unsure about whether a referral is necessary they can phone MOI Child Protection Center to discuss concerns and obtain advice.

To do so will not constitute a child abuse referral and may well help to clarify a situation.

2. If there is no clear risk of harm the CPLO will either actively monitor the situation or seek advice from the MOI Child Protection Center.
3. The CPLO must confirm any referrals in writing to MOI Child Protection Centre, within 24hours, including the actions that have been taken. The written referral should be made using the referral form attached to this document.
4. If a child is in immediate danger and urgent protective action is required, the police should be called using the 147 service. The CPLO should also notify the MOI Child Protection Center of the occurrence and what action has been taken. The CPLO should seek advice from the police / MOI Child Protection Center about informing the parents.
5. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to MOI Child Protection Center. However, in accordance this should only be done when it will not place the child at increased risk. The child's views should also be taken into account.
6. Where there are doubts or reservations about involving the child's family, the CPLO should clarify with MOI Child Protection Center or the local police whether the parents

should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the CPLO should help the parents understand that a referral is in the interests of the child and that the school will be involved in the police investigation.

7. When a student is in need of urgent medical attention and there is suspicion of abuse the CPLO or Principal should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified MOI Child

Protection Center. The CPLO should seek advice about what action the MOI Child Protection Center will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until MOI Child Protection Centre and/or the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If a decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, MOI Child Protection Center or the police.

When dealing with allegations against staff, governors and volunteers:

- Report any concerns about the conduct of any member of staff or volunteer to the principal within 24 hours of complaint.
- If an allegation is made against the Principal, the concerns need to be raised with the School Board and Ministry of Private Education as soon as possible and within 24 hours.
- In either event the Principal should contact the MOI Child Protection Center Hotline: 147

Child Volunteering Information:

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the person they told has influenced the child's words in any way.

When a Child Confides in You: Things you should do:

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reactions. Be reassuring. – You can say “That must have been sad/hard for you,” or “It's right to tell someone because you need help.” – Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated.
- Avoid directly questioning the child as much as possible, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using the child's own language and colloquialisms. Then sign it, and hand your record to the CPLO immediately.
- Keep a copy of your notes
- Look after yourself by seeking some support

Things you SHOULD NOT do:

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator
- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself · Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with closed questions.

Questioning Skills:

To avoid leading questions when clarifying what a child has said, **you should use open questions with a child** rather than closed questions. The following table gives some examples of both

Closed Questions	Open Questions
Do...?	Tell me...
Did...?	Explain to me...
Can...?	Describe it to me...
Would...?	Who...
Could...?	What...
Are...?	When...
	How...
	Where

Avoid using “Why” as this can confuse a child and lead to feelings of guilt.

Initial Responses to Child:

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

DO say:

“Thank you for telling me.”

“I am sorry it has happened to you.”

“I am going to help you, and will tell you what I am going to do.”

“It should not have happened.” “You are not to blame.”

DO NOT say:

“It will be alright soon.”

...Or any statements or promises that you will not be able to fulfill.

Safe Working Practice:

It is essential that all staff working in DBS are aware of how to pass on any concerns about other members of staff and be conscious of how they should conduct themselves to minimize the risk of finding themselves as the subject of any child protection processes.

In dealing with allegations or concerns against an adult in the school all staff should:

- Report any concerns about the conduct of any member of staff or volunteer to the Principal as soon as possible and within 24 hours
- If an allegation is made against the Principal, the concerns need to be raised with the Superintendent as soon as possible and within 24 hours.
- In either event the Principal should contact the MOI Child Protection Centre on Telephone: 147 or 25632140

Safe Professional Culture:

All staff should:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress appropriately for their role
- Avoid unnecessary physical contact with children. If physical contact is made:
- Ensure they are aware of and understand the rules concerning physical restraint.
- Where it is essential for educational or safety reasons, gain student's permission for that contact wherever possible
- Remove a student from a dangerous situation or an object from a student to prevent either harm to themselves or others, then this should be recorded on the correct form and reported to the Principal
- It should not be secretive; even if accidental contact was made, it should be reported.
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to:
 - Accepting regular gifts from children
 - Giving personal gifts to children
 - Recognize their influence and not engage in activities out of school that might compromise their position within school.
- Not establish or seek to establish social contact with students outside of school. This includes:

- Communication with students in inappropriate ways, including personal emails and mobile telephones
- Passing your home address, phone number, email address or other personal details to students/children
- The transportation of students in your own vehicle without prior management approval
- Contact through social networking sites.
- Absolutely NOT house children overnight.

All staff should:

- Only use the school system to exchange email with students. Do not use your personal email account(s)!
- Be careful about recording images of children and do this only when it is an approved educational activity. This is not allowed for children whose parents/guardians have submitted a “Media Non-Permission Form”.
- Ensure that areas of the curriculum that may involve sexually explicit information are taught in accordance with school and/or ADEC policies.
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture, and circumstances.
- Avoid working in one-to-one situations or conferring special attention on one child unless this is part of an agreed school plan or policy.
- Only arrange to meet with students in closed rooms after informing senior staff and getting their approval.
- Not access inappropriate material via the internet.
- Keep boundaries clear at all times, even in social settings outside the school.
- Never use a physical punishment of any kind. Not attribute touch to their teaching style.

All staff should inform the Principal immediately if:

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child.
- There is any suggestion a student may be infatuated with you or taking an above normal interest in you.

School Transportation

It is important to ensure safe transportation of children without risk of harm or abuse.

All drivers must:

- Hold a valid driving license for the type of vehicle being driven
- Have no medical condition which affects their ability to drive
- Ensure that any vehicle is roadworthy, including brakes, lights, tires, bodywork, wipers, mirrors etc.
- Adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Be familiar with, and drive in accordance with, the road regulations at all times

MOBILE PHONE POLICY

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

6038/2017

Ministry of Education

The Public Administration for Private Education

Date: 19/4/2017

General Bulletin

For All Private schools (All Educational systems)

Concerning the prohibition of student's mobile phones at Private Schools

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

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

Therefore, The Public Administration for Private Education stresses the importance of abiding by its regulations and penalizing students who violate the decision.

Students who wish to bring their mobile phones should hand them in to school administration to be picked up at the end of school day. The Public Administration for Private will take legal action against students who do not abide by the fore mentioned regulations.

Best regards

(Signed)

Sanad Mohammad AL-Mutairi

IT POLICY INTERNET & COMPUTER USAGE

1. All use of the Internet must be in support of education and research and be consistent with the purposes of the school and the access providers. Any use that disrupts the educational and administrative goals of the school is prohibited.
2. Do not damage the computer or the network in any way.
3. Do not deliberately spread computer viruses. Computer viruses are programs that have been developed as pranks and can destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of the local school network or any other computer system or network on the Internet by spreading computer viruses is considered criminal activity under state and federal law.
4. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware. Do not download software without written permission of the system administrator.
5. Obey the rules of copyright. Students will not plagiarize works they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
6. Students shall not access inappropriate material on the Internet, including but not limited to obscenity, lewd images, or other materials that may be "harmful to minors."
7. Use appropriate language. Profanity or obscenity will not be tolerated on the school network. You must use language appropriate for school situations as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude or threatening language. Nor will they, through means of the Internet, harass or annoy any other users.
8. Avoid offensive or inflammatory speech. Internet users must respect the rights of others both in the local community and in the Internet at large. Personal attacks are an unacceptable use of the network. If you are the victim of a personal attack, bring the incident to the attention of a teacher or school administrator.
9. Students shall not use the Internet to send or receive personal electronic mail.
10. Students shall not modify the desktop environment in any way (e.g. changing the desktop wallpaper, mouse cursor, etc.)
11. Students shall not enter or participate in Chat Rooms, Newsgroups, or List Servers for any reason.
12. Students shall not engage in unauthorized access to 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.

AFTER SCHOOL CLUB POLICY

RATIONALE

Through participation in Dasman 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 the context of the regular teaching and learning program.

HOW TO REGISTER

Registration is on a “first come - first served” basis and places are strictly limited. Fill in the registration form on the last page of this document and submit it to the Accounts Office accompanied by payment.

CONFIRMATION AND PAYMENT

Payment can be made in the accounts office. Payment is non-refundable. No credit will be issued for lessons missed. No confirmation will be sent to you.

CANCELLATION

If the activity is canceled due to teacher illness, students will be informed and the class will be rescheduled. **No refund or credit** will be issued for students absent from after school activity for whatever reason. Students must have a receipt from the cashier to be permitted to attend the club. No exceptions

DISMISSAL

All club participants will be escorted to the nearest gate for dismissal. Pickup must be arranged promptly at the designated time. Students must be picked within 15 minutes of the completion of the club. Students will be allowed 1 late pick-up, after that they might be dropped from the club. We are unable to provide bus service for after club activities.

GUIDELINES FOR TEACHERS

1. Clubs will comprise of 6 one and a half hour sessions
2. The cost per student is KWD 45 (exceptions must be authorized by the Superintendent)
3. A maximum of 15 participants is permitted for each club
4. A teacher can have only one academic club per unit.
5. For academic clubs, teachers are not permitted to enroll students they teach and no sessions will be held prior to a test or exam
6. Any breaks given by club teachers **MUST** be fully supervised at all times. Teachers who are found to be negligent during supervision of students in clubs, may receive: a warning letter and/or be terminated if their negligence has resulted in serious injury and/or legal problems for the school
7. Club teachers are responsible for student behavior and should drop students from the club should negative behavior persist.
8. Teachers must remain with students until they are all collected by the parent/guardian. This is not the responsibility of the security guards
9. Club teacher may only leave once all students are picked up
10. Compile a list of students and their parents' telephone numbers and send them to the Superintendent, Division Principal and a printed copy to school security personnel.

GUIDELINES FOR STUDENTS

In order for our after-school clubs and activities to be places that are fun, safe, and educational, students need to abide by the following guidelines to stay members:

1. Be positive and encouraging to all members in the club/activity.
2. Listen and follow the instructions of any and all adults involved.
3. Use the materials and supplies appropriately and safely.
4. Arrange your pickup transportation promptly at the designated time.
5. If you are asked to leave the after-school club/activity due to any of the above reasons on three separate occasions, you will no longer be allowed to participate.
6. **SIBLINGS OR FRIENDS** not in the club **MAY NOT ATTEND**. Little brothers, sisters, cousins, etc. must be picked up and are not to roam the campus.



DASMAN CLUBS
APPLICATION FORM

STUDENT INFORMATION

First Name		Family Name	
Grade		Teacher Name	
Gender		Mobile	
Email			
Medical Conditions			

CLUB INFORMATION

DAY	TITLE	FEE (NON-REFUNDABLE)
		KD
		KD
		KD
		KD

Parents Signature		Date	
Signatory Full Name			

Please submit this Application Form to Dasman Accounts Office

LEARNING SUPPORT UNIT POLICY

LEARNING SUPPORT: UNIT DESCRIPTION

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

LEARNING SUPPORT: UNIT MISSION STATEMENT

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

LEARNING SUPPORT UNIT: ADMISSION REQUIREMENTS

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

The Dasman Bilingual School Child Study Team will determine the placement of students and transfer of students within the program. Members of the Child Study Team include the

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

Dasman will adhere to the Public Authority for the Disabled regulatory requirements to conduct biennial testing for SEN, LSU, and Resource Inclusion students. Tests will be administered by the school psychologists. The results of the tests will be used to monitor student progress and for teachers to adapt teaching strategies to suit student needs. The academic year of testing will be included in the IEP/MSP.

TRIAL PERIOD FOR LSU PROGRAM

All students who enter the LSU program as a new student or as a newly transferred must successfully complete a trial period of between 20-30 school days. Success is determined by the following criteria:

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

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

Students who transfer from SEN to LSU and LSU to Mainstream will be observed and assessed annually to determine Academic, Social and Psychological development. **Students cannot be transferred from LSU to Mainstream in transitional years (from one division to next).**

Students who receive RI support and are still unable to meet the minimum requirements of the mainstream, will be tested by the school psychologist (with parent consent)/ to determine whether the student should be transferred to LSU.

Students, who are sponsored by the Public Authority for the disabled (PAD), who transfer from LSU to mainstream, will receive a total of (a certain number of) Resource Inclusion lessons

distributed as per student needs. This is a complimentary service provided by the school. If these students require further support, parents need to pay for the additional services.

LSU REFERRAL CRITERIA

LSU Referral Criteria for Students in the Special Needs Division (internal) and from outside of school (external)

Internal referral:

Parents will not be allowed to apply directly with the registrar unless recommended by the Special Needs Principal.

Students will only be considered for LSU assessment if they meet **all** of the following criteria:

- The student is recommended by the Special Needs Division Principal (up till the age equivalent for grade 8).
- The student is in a Special Needs Red (full academic) class.
- The student has a Full-Scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of a Learning Difficulty or Disability, Attention Deficit Hyperactivity Disorder (ADHD) OR Attention Deficit Disorder (ADD).
- The student's academic level is no less than two years below the grade level applied for.

External referral:

The registrar will ensure parents provide **ALL** the required documents and information before a new file is opened:

- **The student must come from a mainstream school** – parents have to provide past, and the most recent school report cards up until the day of application.
- The student has a Full-Scale IQ of 90 or above from an accredited institution.
- The student has a diagnosis of a Learning Difficulty or Disability, Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD).
- *A student with a diagnosis of Autism (moderate or severe), Global Developmental Delay, Downs Syndrome, or Mental Retardation **WILL NOT BE CONSIDERED FOR ASSESSMENT.***
- The student's academic level is no less than two years below the grade level applied for (school report cards – will be verified by the Achievement Test).

Should parents provide all the required documentation:

1. A file is opened
2. The student is scheduled for the admission assessment (English and Arabic) as well as a classroom observation.
3. The Child Study Team, led by the Superintendent will meet and decide whether the student is accepted in the LSU program or not.
4. Parents are notified.

** It is the responsibility of the registrar to inform parents that even though a file is opened, and the student is assessed and observed, it remains the school's decision whether the student is accepted into the LSU program or not.

RESOURCE INCLUSION POLICY

Any student diagnosed with a specific Learning Difficulty, will be offered additional support in the Resource Inclusion Program. Admission to the RI program is based on receipt of a diagnosis from an appropriate health authority. A diagnosed learning difficulty from an accredited child evaluation center with complete diagnosis and strategies is required. Students will be accepted into the RI program only until **30th October**. Staff are appropriately qualified and experienced to deal with such learning problems. Students would receive support in the regular classroom. Resource Inclusion services will be provided in the four core subjects of English, Math, Science and Arabic. The support offered is **no more than 40 %** of the total coursework time.

The chart below shows the **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

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

- Use of ICT and appropriate manipulative.
- Additional instructional- response time.
- Modified tests and exams. (With accommodations if required)
- Rephrasing of questions (verbal and written)
- Reduction in the number of questions
- Additional exercise to support learning.
- Study Guides – no modifications.
- Exams to be 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 SCHOOL YEAR

Students who receive RI support and are still unable to meet the minimum requirements of the mainstream, will be tested by the school psychologist (with parental consent)/ to determine whether the student should be transferred to LSU.

Students, who are sponsored by the Public Authority for the Disabled (PAD), who transfer from LSU to mainstream, will receive a maximum of SIX (6) free RI lessons distributed across the core subjects as per student needs. This is a complimentary service provided by the school. If these students require further support, parents need to pay for the additional services. These students will only be transferred officially to the mainstream class at the beginning of the new academic year- Registration and Finance then notified.

Withdrawals during the year are not permitted. Parents are liable for the fees for the entire year. Fees are non-refundable.

HOMEWORK AND MARKING POLICY

Homework shall be viewed as an integral part of the academic program, increasing progressively through the school divisions. Homework expectations will be made clear to all students and parents, and applied consistently by faculty at every grade. Homework may also be set in holiday periods.

Meaningful, regularly assigned homework is useful to help students reinforce what they learn in class, master their skills, and develop individual interests. Homework should never be “busywork”, but should be a learning activity that increases in complexity as the student progresses from grade to grade. Purposes of assigning homework are to make a student increasingly responsible for scheduling and completing his/her work on his/her own, to give him/her an opportunity to investigate topics for himself / herself and to work independently.

The classroom teachers, Division Principals, together with the Superintendent will be responsible for deciding the amount and type of homework given. The Superintendent will set overall guidelines for homework and will discuss these guidelines with the Division Principals. It is essential there is an equal balance of Arabic and English homework given to meet the needs of a bilingual curriculum.

There are many other learning activities in the life of a student besides homework. School activities, cultural interests, family obligations, and personal interests can be equally educational, and teachers should take care not to overload the students. For this purpose, there are clear time guidelines for each grade.

Homework is not to be used as a form of punishment.

PURPOSES

- 1) To encourage self-discipline and personal organization.
- 2) To create additional time for structured learning.
- 3) To bridge the gap between home and school.
- 4) To allow parents direct involvement in their child’s learning.

TASKS

The setting of tasks to be undertaken at home will be normal practice. The frequency and length of tasks will vary according to the age and needs of the student and according to the program of work at the time. Tasks set will vary in their nature, and will not necessarily be of a formal pencil and paper style. Tasks may include: reading, learning of tables, spellings or other materials,

completion and/or extension of work begun in class, additional research, collecting information, projects, investigations, etc.

EXTRA HOMEWORK

If a parent feels that particular circumstances (e.g. prolonged absence from school) warrant additional homework this should be discussed with the class teacher. If the class teacher feels that additional work would be appropriate, adequate time will be allowed for work to be set and materials to be gathered. Additional homework will not normally be set simply because a student is being taken out of school for a family holiday.

SCOPE

Homework should be set for clearly defined purposes, not for its own sake. It will rarely be appropriate for homework to be set for new work which has not been introduced in class. Homework set should be followed up in class and it should be made clear to children that, unless clearly specified, homework tasks are not optional. Failure to complete a homework task should be treated in the same way as failure to complete a piece of class work.

RATIONALE

To ensure that all students have their work marked in such a way that it is likely to improve their learning and skills, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

PRINCIPLES

- ❖ Marking of students' work can have different roles and purposes at different times and can involve both written and verbal feedback.
- ❖ Whenever appropriate/possible, teachers should provide individual verbal feedback to students.
- ❖ The marking of students' work, either written or verbal, should be regular and frequent.
- ❖ Teachers should look for strengths before identifying weaknesses when marking work.
- ❖ Marking should be linked to learning objectives/targets when appropriate.
- ❖ Teachers should look for opportunities to provide positive public feedback to student concerning work which is a high achievement for particular students.
- ❖ Marking procedures and marking standards should be consistently applied across the school.

- ❖ Marking practices and procedures should be in keeping with the school's overall policy on assessment and be in keeping with a wide range of ways in which the school recognizes and celebrates students' achievements.

GUIDELINES

The following procedures for correcting students' work should be implemented by all staff:

- ❖ Students' work should be corrected as soon as possible after completion.
- ❖ If students' make neat copies of their work after it has been corrected, originals may be kept to show to parents as an indication of a student's true progress.
- ❖ When marked work is returned to students, there should be some kind of verbal feedback either individually or as a class.
- ❖ Where appropriate, a brief written comment, positive and constructive, should be made on the work. This comment should also be informative (i.e. not just good, excellent, etc.) and linked to the learning objective.

MONITORING AND EVALUATION

Heads of Division will review samples of work from each class to monitor the implementation of this policy. The desired outcomes for this policy are improvement in students' learning and greater clarity amongst students and parents concerning children's achievements and progress.

The performance indicators will be:

- ❖ An improvement in students' attainment
- ❖ Teacher, student and parent testimony concerning the usefulness of the marking
- ❖ An awareness on the part of the students of what is expected of them
- ❖ Consistency in teacher's marking across the Divisions and between years