



Dubai International Private School (Al-Quoz)

DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.



"Empowering Minds, Inspiring Hearts, Shaping the Future"

"تمكين العقول، إلهام القلوب، تشكيل المستقبل"

PARENTS AND STUDENTS HANDBOOK



More Information

www.dips-alquoz.ae

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Principal's Message 2025-2026



Dear Staff, Parents, and Students,

Welcome to the 2025–2026 academic year. It is my pleasure to begin another year with a committed and passionate school community dedicated to high-quality education and the whole-child development of our learners. Last year we focused on improving core learning, strengthening English, building teachers' data skills, and carefully piloting new educational technology. I am proud to say that the work we began in 2024–2025 has been recognized with a number of important honors earned over the course of the past year. These include:

- “Certificate of Excellence” from (KHDA), recognizing our efforts in fostering academic excellence among Emirati students and our ranking among Dubai’s Top 10 schools with High-Achieving Emirati Students in TIMSS 2023 (February 28, 2025)
- “Skill Development Leadership Award” at the World Education Congress — Abu Dhabi (May 28, 2025)
- “Certificate of Recognition” from the House of Lords, UK (June 27, 2025)
- Principal of the Year Award at the World School Summit — Dubai (April 12, 2025)
- Honorary Doctor of Philosophy in Education from Maryland State University (April 12, 2025)
- Middle East Education Leadership Award at the World Education Congress — Abu Dhabi (May 28, 2025)
- Leadership in Action Award at the World School Summit — London, 26th Edition (June 27, 2025)

These honors confirm that last year’s priorities are producing real results: they belong to every teacher, student, and family who helped achieve them. Building on this foundation, our 2025–2026 priorities remain focused and practical:

- Further improve student achievement in core subjects, including Arabic Language and Islamics, by continuing to use curriculum-aligned instructional strategies and evidence-based interventions.
- Expand and deepen data literacy for teachers, with continued emphasis on middle school, so that assessment and AI-assisted insights more precisely inform instruction and interventions.
- Further strengthen students’ English proficiency through targeted instruction, regular practice, and timely feedback.
- Continue a phased, ethically guided introduction of AI and educational technologies across grade levels, aligned with Ministry of Education guidance.
- Strengthen identification, instruction, social-emotional support, and equitable access for gifted & talented learners so they achieve at high levels and remain engaged.

To our teachers: thank you for your creativity and care. To our parents: thank you for partnering with us. To our students be curious, work hard, and take pride in your progress.

Wishing you a remarkable year ahead.

Akram Zayour Ph.D.

Principal

Vision

DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.

Mission

DIPS is committed to provide education following international standards yet adhering to local values and traditions.

DIPS Core Values

INTEGRITY, RESPECT, RESPONSIBILITY, EXCELLENCE, AND CITIZENSHIP

INTEGRITY- We must be honest and trustworthy; Do our work; Know and do the right thing; Treat all people fairly; Avoid plagiarism.

RESPECT- We need to value and embrace diversity; Accept others and treat them as we wish to be treated; Show care, concern, and attention towards each other.

RESPONSIBILITY- We must be transparent; Think before we act; Make informed decisions; Be accountable for our actions; Admit mistakes and plan corrections

EXCELLENCE- We must promote continuous self-improvement; have self-efficacy; be agile; be resilient; set high expectations; work smart not hard; think out of the box; and celebrate personal success.

CITIZENSHIP- We must respect the guiding principles of UAE and obey its laws; Be educated citizens; Serve our community; Be environmentally responsible; Develop strong digital skills; Pursue life-long learning.

We believe that

Students learn and perform better when they are exposed to variety of instructional and learning strategies such as student-centered learning, project-based learning, inquiry-based learning, play-based learning (Kindergarten & lower elementary), problem-based learning, concept mapping, direct method, cooperative learning, etc. that

- Encourage student communication;
- Develop students' cooperation and collaboration skills;
- Communicate high expectation;
- Provoke innovative and creative thinking; and
- Address diverse learners' needs according to their abilities, interests, and learning profiles.

Students learn and perform better when the school's curriculum

- Challenges students' critical thinking abilities;
- Contains course content that provide international perspectives;
- Exposes students to diverse authentic experiences and provides activities that bring students into contact with people of other cultures;
- Raises students' awareness of the global themes for the world is increasingly interdependent; and
- Establishes a learning context for the world peace by providing opportunities for students from different cultures to learn together in mutual understanding and respect.

Students learn and perform better when they are given the opportunity to

- Take control, manage, assess, and reflect on their own learning and set goals and monitor their own progress;
- Bring along their own experiences, feelings and understanding to their learning process; and
- Work towards becoming independent learners.

Students learn and perform better via using media and informational technology.

Students learn and perform better in a safe environment that

- Supports students' emotional and academic development;
- Respects the social culture and beliefs; and
- Protects their physical wellbeing.

Students learn and perform better when encouraged to adopt healthy lifestyle.

Expectations

We expect our graduate students to be prepared for university, career, and life by demonstrating the following:

Core Subjects & Awareness of Global Issues

- Acquire a sound foundation in core academic areas and utilize these pieces of information in their working field.
- Are aware of the global issues such as health (Cancer, Diabetes, HIV; etc.); financial; environmental (global warming, alternative energy, etc.); etc.

Collaboration and Innovation Skills

- Collaborate with others from diverse backgrounds;
- Recognize, appreciate and respect other's points of view;
- Think critically and use new information;
- Use logical reasoning to draw conclusions;
- Use imagination to generate new ideas;
- Use strategies to solve problems and make appropriate decisions; and
- Contribute to group effort with ideas, suggestions and work

Information Media and Technology Skills

- Use technology to access, gather, analyze, interpret, and use information in a knowledgeable and ethical manner;
- Utilize information systems in personal, vocational and professional contexts; and
- Select appropriate tools and procedures to accomplish tasks

Life and Career Skills

- Exhibit healthy lifestyle;
- Exhibit honesty and integrity;
- Accept responsibility for their own actions;
- Demonstrate effective leadership skills;
- Recognize and respond to societal needs;
- Participate in efforts to preserve the environment for future generation; and
- Recognize that the learning process is a lifelong journey.

Accreditation

Dubai International Private School - AlQouz Branch has been accredited by NEASC (New England Association of Schools & Colleges) **until October 2025**, in which the school will be re-accredited.

About DIPS

Dubai International Private School (AlQouz Branch) with Garhoud Main Branch is a private school owned by the Board of Directors: Dr. Juma Belhoul, Mr. Salem Bou Adeil, Mr. Sami Obeid, Mr. Shehadi Maalouf, and Mr. Khalil Zakhem, and the Principal of the School is Dr. Akram Zayour.

The educational programs are accredited by the MOE and the DIPS High School Diploma, which is granted to its students upon completion of Twelve Years of education, is equivalent to the MOE's Thanawiya Amma. Students must complete and pass all required courses from Grades 9 to 12, and achieve either IELTS Academic with a minimum band of 5.0 or TOEFL iBT with a minimum score of 61, in addition to attaining a minimum SAT Math score of 450.

Languages

Dubai International Private School (DIPS) is a bilingual institution where English serves as the medium of instruction for all subjects, except those mandated by the Ministry of Education—namely Arabic Language, Islamic Education, and Social Studies, which are taught in Arabic. In addition, the school places strong emphasis on French, which is introduced at the kindergarten stage and continues through Grade 10.

Kids Academy

Kids Academy is a preschool with a unique vision in early education for children from 45 days till 4 years old.

School Stages

The school divides its programs into four main stages:

Kindergarten: a two-year program (KG I and KG II).

Elementary: a five-year program (Grade 1 through Grade 5).

Middle School: a three-year program (Grade 6 through Grade 8).

High School: a four-year program (Grade 9 through Grade 12).

Programs

The school's programs are carefully aligned with its philosophy and objectives and are continuously updated to ensure relevance and effectiveness. Each department's programs are overseen by highly qualified and experienced Heads of Department, who closely monitor their implementation.

The following subjects are offered across the previously mentioned stages:

Grades 1-3:

Arabic Language, Islamic Education, Civics, English Language, Mathematics, General Science, National Education, Art, Music, Physical Education, Moral Education, French or Computer Science.

Grades 4-8:

Arabic Language, Islamic Education, Civics, English Language, Mathematics, Sciences, Moral Education, Physical Education, French or Computer Science.

High School Courses and Equivalence Requirements AY 2025-2026

I. MOE Equivalence Requirements

As per Decree 199 issued in 2019, along with Decrees 40, 41, and 73 issued in 2023, the following requirements must be met for High School Equivalency.

Students must complete and pass all required courses from Grades 9 to 12, with at least five subjects each academic year and a minimum grade of 60%.

In addition, students (Emirati and non-Emirati) must achieve one of the following minimum scores: IELTS Academic with a band of 5.0, TOEFL iBT with a score of 61, or SAT Mathematics with a score of 450.

II. DIPS High School Diploma Requirements

To be awarded the High School Diploma from Dubai International Private School (Al Quoz), students must fulfill the following requirements. All students are required to complete the listed subjects during Grades 9 through 12:

- English Language – a minimum of 4 credit hours
- Mathematics – a minimum of 4 credit hours
- Science Subjects – a minimum of 4 credit hours
- Social Studies or Humanities – a minimum of 3 credit hours

To be granted a DIPS High School Diploma, students should accomplish 27 credits (including Arabic, Islamic & PE)

- ***27 credits = Mandatory Courses 20.5 credits + Elective Courses 6.5 credits***
- ***Credits related to Moral Education will be considered according to MOE/KHDA decision.***

Total credits required for equivalence by MOE = 15 credits

III. HIGH SCHOOL COURSES

GRADE 9			
Mandatory Courses			
Subject	Credits	Subject	Credits
Arabic A for natives / Arabic B for non-natives	1	Algebra I + (Geometry Supplement)	1
English I	1	Biology	1
Islamic A Education for Arab Muslims and Islamic B for non-Arab / Non-Muslims must take Civics	0.5	UAE Social Studies	0.5
		French	0.5
Physical Education	0.5	Moral Education	
Total Credits			6
Credits for Equivalency			4

GRADE 10			
Mandatory Courses			
Subject	Credits	Subject	Credits
Arabic A for natives / Arabic B for non-natives	1	Geometry + (Algebra II Supplement)	1
English II	1	Chemistry	1
Moral Education			
Islamic A Education for Arab Muslims and Islamic B for non-Arab /Non-Muslims must take Civics	0.5		
Physical Education	0.5	French	0.5
Grade 10 Elective Courses			
Visual Arts / Graphic Design / Drama & Theatre			0.5
Sociology / World History / Civilization			1
Total Credits			7
Credits for Equivalency			5

GRADE 11			
Mandatory Courses			
Subject	Credits	Subject	Credits
Arabic A for natives / Arabic B for non-natives	1	Algebra II / Pre- Calculus	1
English III	1	Microeconomics/AP Microeconomics	1
Moral Education		Physics (Calculus-Based)	1
Islamic A Education for Arab Muslims and Islamic B for non-Arab / Non-Muslims must take Civics	0.5	Physical Education	0.5
Elective Courses			
AP Chemistry / Computer Science / Business / Honors Biology.			1
Total Credits			7
GRADE 12			
Credits for Equivalency			5
Mandatory Courses			
Subject	Credits	Subject	Credits
Arabic A for natives / Arabic B for non-natives	1	English IV	1
Islamic A Education for Arab Muslims and Islamic B for non-Arab / Non-Muslims must take Civics	0.5	Moral Education	
		Physical Education	0.5
Elective Courses			
AP Calculus / Calculus / Math for Business			1
AP Physics / Honors Physics / Health & Food Science / AP Computer Science			1
AP Chemistry / Honors Chemistry / Accounting / Communication & Technology			1
AP Biology / Honors. Biology / Programming & Coding/ AP Macroeconomics / Macroeconomics			1
Total Credits			7
Credits for Equivalency			5

DIPS Support Services and Staff

<i>Support Services</i>	<i>Persons in charge</i>			
	Dr. Akram Zayour	Principal		----
	Mrs. Najieyah Al Badoor	General Coordinator DIPS		125
	Ms. Debora Mustafa	Head of Curriculum (K-12)		147
	Mr. Rami Sonboul	Head of High School (9-12)		152
	Mrs. Rinkle Jadeja	Head of Middle School (6-8)		142
	Mrs. Rasha Nabulsi	Head of Elementary School (1-5)		128
	Mrs. Suhad El-Kassar	Head of Kindergarten & Principal of Kids Academy		04/3383812
	Mrs. Madiha Yousef	Supervisors (KG section)		04/3383812
	Ms. Shoroq Khaled	Supervisors Gr. (1-3)		130
	Mrs. Maitha Alfalasi	Supervisor Gr. (4 – 5)		134
	Ms. Khadija Hussein	Girls' Supervisor Gr. (9 –10)		120
	Mrs. Heba El Feki	Girls' Supervisor Gr. (6–8)		151
	Mr. Mohammad Fathi	Boys' Supervisor Gr. (5- 8)		138
	Mrs. Asila Al Meghairi	Girls' Supervisor Gr. (11-12)		111
	Mr. Qusai Hassan	Boys' Supervisor Gr. (11 –12)		137
	Mr. Haider Doki	Boys' Supervisor Gr. (9-10)		140
			3385530	
Exam Officer	Mr. Hatem Abou Tarieh	Grades (1-12)	&	143
Student Record & Teachers' Faculty Approval System	Ms. Maryam Al Haddad	(KHDA/MOE Coordinator) (Executive Secretary)	3380370	103
Student Admission	Mrs. Juamna Ajaj Mrs. Madiha Youssef Ms. Fatima AlYassi	Grades (4 – 12) (Kindergarten) Grades (1- 3)	&	118 107
ICT Manager	Mrs. Amina AlRushaidat	K - 12	3380371	223
ICT Technician	Mrs. Fatima Falamarzi			149
Career Guidance Counselor	Mrs. Nivin Rawda	Grades (9 – 1 2)		152
Inclusion Team Leader (K-12)		K- 12		142
Student Counselor	Mrs. Maha AlShiwi	(1– 12)		133
Activities Coordinator	Mr. Khalid Darwish	K- 12		150
Smart Learning office	CNS	Grades (4- 12)		148
Facilities Supervisor	Mr. Aneesh			136
Transport Supervisor / Store Keeper	Mr. Mukundun			114
SEND & Support Team	Mrs. Omnia Ms. Regina Ms. Eliza Ms. Angelina Mr. Voltaire Dr. Iman			156
IT Technician	Mr. Salman Khan			123
School Clinic	Dr. Rawah, Mrs. Resmi, Ms. Angelina, and Mrs. Nirmin			131
School Librarian	Mrs. Basma Kadour	Grades (4- 12)		110

Heads of Departments

- Mrs. Alaa Sadi: Head of Islamic Education Department (K-12)
- Mrs. Mona El Moussawi: Head of English Departments (4-12)
- Mr. Houssam Sibaii: Head of Science Department (4-12)
- Mr. Ibrahim Hage Hussein: Head of Math Department (4-12)
- Mr. Mohammad Abd Rabou: Head of Arabic Department (4-12)
- Dr. Iman Ibo: Head of Arabic Department (K-5)
- Mr. Bilal Al Msedin: Head of Social Studies Department (1-9)
- Mrs. Duha Al Assaf: Head of Business (9-12) and Moral Education (1 – 12)
- Mrs. Suhad Akel Oweis: Head of Physical Education (1 – 12)
- Mr. Basel Shmeit: Head of Computer (1 – 12)
- Mrs. Debora Mustafa: Head of English, Math, and Science in Lower Elementary (1-3)
- Suhad El Kassar: Head of KG Programs

Co-curricular Activities	Persons in charge	
Music	Mrs. Samar Youssef Mrs. Howaida Sami Mohd.	Elem. Music Teacher KG Music Teacher
Art	Mrs. Samar Youssef Mrs. Haneen Sabri Mrs. Razan Abu Baker	Art Teacher (Grade 1) Art Teacher (Grade 2-5) Art Teacher (Grade 6-8 & 10)
Trips	Mr. Khalid Darwish Head of Sections + All Supervisors	Activities Coordinator (K – 12) (K – 12)
Overseas Trips Services	Mr. Rami Sonboul	Head of High School
Sports	Suhad Akel Owies	Head of PE Dept
Athletic Activities Basketball, Football, Volleyball, Badminton	Mr. Khalid Hamdi Mr. Ahmad Rababa Mr. Abd Alilah Debars Mrs. Noura AlBelbisi Mrs. Sunny Abo Elella Mrs. Mayada Haider Mrs. Hala Sobih Mr. Tamer Hasan Mrs. Suhad Oweis	PE Teacher PE Teacher PE Teacher PE Teacher PE Teacher PE Teacher PE Teacher & Swimming Trainer Swimming Trainer & PE Teacher Head of Physical Education
Swimming	Mr. Khalid Hamdi Mr. Tamer Hasan Mrs. Hala Adel Sobih	PE Teacher Swimming Trainer & PE Teacher Swimming Trainer
School Fairs		
Art Fair	Mrs. Haneen Sabri Mrs. Razan Abu Baker	Art Teachers
STEAM Fair	Mrs. Deborah Mustafa Mr. Houssam Sibaii Mr. Ibrahim Hussein Mr. Bassel Shmiet Mrs. Duha Al Assaf Mr. Khalid Darwish	Head of Curriculum (1-12) Head of Science (4-12) Head of Math (4-12) Head of Computer (1-12) Head of Business (9-12) Activities Coordinator
Book Fair	Mrs. Basma Kadour Mr. Khalid Darwish	Librarian Activities Coordinator
Co-curricular Activities	Persons in charge	
Clubs		
Art Club	Mrs. Samar Youssef Mrs. Haneen Sabri Mrs. Razan Abu Baker	Art Activities
French Club	Mrs. Hanan Hammood	French Coordinator (1-10)
English Club	Mrs. Mona El Moussawi	Head of English Dept. (4-12)
Science Club	Mr. Houssam Sibaii	Head of Science Dept. (4-12)
Business/Marketing Club	Mrs. Duha Al Assaf	Head of Business (9-12)
Students' Council	Mr. Khalid Darwish	Activities Coordinator

<i>Event</i>	<i>Persons in charge</i>
<i>National Day</i>	<ul style="list-style-type: none"> • Activities Coordinator • Mother's Council • Heads of Sections • Supervisors • Teachers • Student Council
<i>Annual Festival Day</i>	<ul style="list-style-type: none"> • Activities Coordinator • Mothers Council • Heads of Section • Supervisors • Teachers • Student Council
<i>Mother's Day</i>	<ul style="list-style-type: none"> • Activities Coordinator • Head of Kg • Head of Section (Gr. 1-5) • Section's Supervisors • Mother's Council • Teachers
<i>International Days</i>	<ul style="list-style-type: none"> • Activities Coordinator • Heads of Sections • Head of Curriculum • Heads of Departments • Supervisors • Teachers • Student Council • Mother Council
<i>Sports Day</i>	<ul style="list-style-type: none"> • Activities Coordinator • Head of Physical Education (K-12) • Heads of Sections • PE teachers
<i>End of Year Celebration</i>	<ul style="list-style-type: none"> • Activities Coordinator • Heads of Sections • Supervisors • Administrative & Teaching Staff
<i>Graduation Ceremony KG2</i>	<ul style="list-style-type: none"> • Activities Coordinator • Head of KG Section • KG Teachers
<i>Graduation Ceremony Gr.12</i>	<ul style="list-style-type: none"> • Activities Coordinator • Head of High School • Supervisors (Boys & Girls Section) • Administrative Staff • Teaching Staff • Mothers Council • Students Council

The Learning Support including SEND, Gifted and Talented Students:

DIPS Learning Support Team:

1. ***Mrs. Omnia Shaban*** (Special Education Needs Teacher)
2. ***Ms. Eliza Reyes*** (Special Education Needs Teacher)
3. ***Ms. Regina*** (Special Education Needs Teacher)
4. ***Ms. Angelina*** (Special Education Needs Teacher)
5. ***Mr. Voltaire Jimenez*** (Special Education Needs Teacher)
6. ***Mrs. Rama Mohammed Adnan Eid*** (Special Education Needs Teacher)
7. ***Dr. Iman Abd Rabou*** (Special Education Needs Teacher and Gifted and Talented Lead)

We closely monitor the progress of all children and identify at an early stage those who may require learning support. For students needing additional targeted assistance, Individual Education Plans (IEPs) are developed collaboratively by a member of the SEND and Support team, class teachers, and parents.

A variety of educational support specialists work alongside the school, and where appropriate, we are able to refer parents to external agencies for children with specific learning needs. Classes are of mixed ability, providing children with opportunities to work in diverse group settings, while ensuring that their individual needs are met within the classroom.

Children's learning needs are supported primarily in the classroom environment. Individual learning targets outlined in their IEPs remain a focus during lessons and are reinforced with additional support when necessary.

Admission

Students admitted to DIPS must demonstrate sufficient knowledge of both English and Arabic to meet the instructional demands of the grade level to which they are applying. They are also expected to show the potential to contribute positively to the school's academic and social environment during their enrollment.

In line with DIPS's nondiscriminatory policy, admission is granted solely on the basis of successful entrance assessment results and the availability of seats, regardless of gender, nationality, religion, or race. Academic and social development are the principal selection criteria. Within these criteria, priority for available places is given first to siblings of current students, followed by children of school alumni, Kids Academy children, and finally, new applicants.

Admission assessments, which become more formal at higher grade levels, are designed to determine whether applicants are academically prepared and possess the basic skills required to succeed at the grade level for which they are applying.

Enrollment Process:

Students seeking admission to Dubai International Private School must submit an application to the Registrar's Office along with the required documents. These include a copy of the passport, a copy of the birth certificate, an attested transfer certificate from the previous school, previous school transcripts, a certificate of good conduct, three passport-sized photographs, and the assessment fee. Applications must be submitted within the designated registration period, which begins in February for the KG section and in April for Grades 1–12. Applicants are also required to provide up-to-date school records, including current report cards. Those who meet the age and academic record criteria will then be eligible to sit for the entrance assessment.

For Grades 1–10, admission tests in English, Arabic, and Mathematics are designed by the school to assess fundamental language and math skills. Applicants for Grades 11 and 12 are additionally tested in Physics and Chemistry. The English and Arabic exams evaluate reading, writing, and verbal communication, while the mathematics exam measures grade-level mathematical ability. To be considered for admission, students must achieve at least average to above-average performance across all tested subjects.

Final admission decisions are made by the principal of each division after a thorough review of the assessment results, teacher recommendations, and the applicant's previous academic and behavior records.

Once the assessment has been completed, the Registration Office will contact parents to inform them of the outcome and the status of the student's application. If results are satisfactory and seats are available, parents will be invited to complete the registration process. During this stage, the school also consults prospective parents to ensure their commitment to the school's policies.

Registration is only finalized upon submission of all required documents, provision of health records, official transcripts from the previous school, signing of the KHDA contract, and payment of the non-refundable, non-transferable deposit.



Dubai International Private School - AlQouz Branch. Calendar 2025 - 2026

Provisional Academic Calendar:

2025-2026		Weekend							
Semester 1		Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.	
Weeks	Days	Aug	18	19	20	21	22	23	24
W1 Q1	5	Aug	25	26	27	28	29	30	31
		Aug. 18/ Admin & Teachers first working day							
		August 25/ First day of regular classes/students							
W2 Q1	4	Sep	1	2	3	4	5	6	7
W3 Q1	5	Sep	8	9	10	11	12	13	14
W4 Q1	5	Sep	15	16	17	18	19	20	21
W5 Q1	5	Sep	22	23	24	25	26	27	28
W6 Q1	2	Sep	29	30					
		Fall MAP Science-Math-Language -Reading Gr.3-9 (September 29 - October 17)							
W6 Q1	3	Oct			1	2	3	4	5
W7 Q1	5	Oct	6	7	8	9	10	11	12
W8 Q1	5	Oct	13	14	15	16	17	18	19
W9 Q1	5	Oct	20	21	22	23	24	25	26
W10 Q2	2	Oct	27	28	29	30	31		
		Oct 20 -22 NEASC Visit / Oct 25 First Parent's meeting K-12							
		Oct 27-29 First mid term break for Students and Teaching/Admin Staff							
W10 Q2	0						1	2	
W11 Q2	5	Nov	3	4	5	6	7	8	9
W12 Q2	5	Nov	10	11	12	13	14	15	16
W13 Q2	5	Nov	17	18	19	20	21	22	23
W14 Q2	5	Nov	24	25	26	27	28	29	30
		Nov. 30 Martyrs Day							
W15 Q2	3	Dec	1	2	3	4	5	6	7
	0	Dec	8	9	10	11	12	13	14
	0	Dec	15	16	17	18	19	20	21
	0	Dec	22	23	24	25	26	27	28
	0	Dec	29	30	31				
		Dec 1st National Day Celebration / Dec 2-3 National Day (Holiday)							
		Dec. 8 - Jan.4 Winter holiday for students							
		Dec. 08 - 12 PD Sessions for Teaching Staff							
		Dec. 15 - Jan.4 Winter holiday for Admin and Teaching Staff.							
	0	Jan			1	2	3	4	
		Classes resume on Jan 5th							
W16 Q2	5	Jan	5	6	7	8	9	10	11
W17 Q2	5	Jan	12	13	14	15	16	17	18
W18 Q2	5	Jan	19	20	21	22	23	24	25
W19 Q2	5	Jan	26	27	28	29	30	31	
		Jan. 22-29 Semester One Final Exam / Jan 30 make-up for absent students.							
W19 Q2	0	Feb						1	
Semester 2 / W20 Q3	5	Feb	2	3	4	5	6	7	8
		Winter MAP Science-Math-Language -Reading Gr.3-9 (Feb 5 - Feb 20) NGRT Form B (Feb. 5 - Feb.13)							
		Feb 7 Second Parent's meeting K-12							
W21 Q3	3	Feb	9	10	11	12	13	14	15
W22 Q3	5	Feb	16	17	18	19	20	21	22
W23 Q3	5	Feb	23	24	25	26	27	28	
		Feb. 19th Ramadan starts							
		A.B.T Islamic-Arabic Gr3-12 & Social 3-9 (February 9 - February 27)							
W23 Q3	0	Mar							1
W24 Q3	5	Mar	2	3	4	5	6	7	8
W25 Q3	5	Mar	9	10	11	12	13	14	15
	0	Mar	16	17	18	19	20	21	22
		Mar. 16- Mar. 27 (Spring holiday for Students and Teaching/Admin Staff)							
	0	Mar	23	24	25	26	27	28	29
		Eid ul-Fitr 19-20 of March (Holiday)							
W26 Q3	2	Mar	30	31					
		Classes resume on March 30th.							
W26 Q3	3	Apr			1	2	3	4	5
W27 Q3	5	Apr	6	7	8	9	10	11	12
W28 Q3	5	Apr	13	14	15	16	17	18	19
W29 Q3	5	Apr	20	21	22	23	24	25	26
W30 Q4	4	Apr	27	28	29	30			
		Spring MAP Science-Math-Language -Reading Gr.3-9 (March 30- May 1)							
		NGRT Form C (April 20 - April 30)							
		April 23 KG Annual Celebration.							
		April 28 Stem Fair for Elementary / April 29 Stem Fair for Middle school / April 30 Stem Fair for High school							
W30 Q4	1	May				1	2	3	
W31 Q4	5	May	4	5	6	7	8	9	10
W32 Q4	5	May	11	12	13	14	15	16	17
W33 Q4	5	May	18	19	20	21	22	23	24
W34 Q4	1	May	25	26	27	28	29	30	31
		May 22 Make-up Exam for absent students / KG2 Graduation Ceremony							
		May 26-29 Eid al-Adha (Holiday)							
W35 Q4	5	Jun	1	2	3	4	5	6	7
W36 Q4	5	Jun	8	9	10	11	12	13	14
W37 Q4	4	Jun	15	16	17	18	19	20	21
W38 Q4	5	Jun	22	23	24	25	26	27	28
W39 Q4	2	Jun	29	30					
		June 8-10: Final Exams for Comp., French Social A/B, Isl A/B, Civics followed by Regular Teaching Day							
		June 11- June19 Final Exam for grade 4-11 (June 22 Make-up Exam for absent students)							
		June 16 Islamic New year (Holiday)							
		June 30 -2 July Make-up for failing students							
		Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.	
W39 Q4	3	July		1	2	3	4	5	
		July	6	7	8	9	10	11	12
		July	13	14	15	16	17	18	19
		July	20	21	22	23	24	25	26
		July	27	28	29	30	31		
		Aug					1	2	
		Aug	3	4	5	6	7	8	9
		Aug	10	11	12	13	14	15	16
		Aug	17	18	19	20	21	22	23
		Aug	24	25	26	27	28	29	30
		Monday August 17 First working day for staff.							
		August 24th start of academic year 2026/2027							
		* Religious holidays may change, and are subject to official announcement.							
182		School Days							



First academic day for students
First and last working day of the year for staff



The last day of the academic year for students



End of semester test



Make-Up Final



University Fair



Winter and Spring break



Graduation Ceremony



Parent Teacher Conference



Government holidays



Sports Day



STEM Fair



Open Day / National Day / KG Annual Celebration

Attendance

In reference to DIPS Attendance policy

For children to gain the maximum benefit from their education, it is essential that they attend school regularly. Your child is expected to be present and on time every day that the school is open, unless there is a valid reason for absence. It is therefore very important that you ensure your child's consistent attendance. This policy outlines how, together, we will work to achieve this goal.

Promoting Regular Attendance

Establishing a pattern of regular attendance is a shared responsibility between parents, students, and all members of the school staff. To support this collective effort, we will:

- Provide termly reports on your child's performance in school, including their attendance and punctuality rate, and how these relate to academic achievement.
- Celebrate good attendance by recognizing both individual and class accomplishments.
- Reward consistent or improved attendance through class competitions, certificates, and special outings.

AUTHORIZED or UNAUTHORIZED Absences

Every half-day absence from school must be classified by the school—not by parents—as either **authorized** or **unauthorized**. For this reason, it is essential that parents provide information about the cause of any absence, preferably in writing.

Authorized absences are permitted for valid reasons such as illness, medical or dental appointments that cannot be scheduled outside school hours, family emergencies, or other unavoidable circumstances.

Unauthorized absences are those the school does not consider justified and for which no leave has been granted. Such absences may result in sanctions and/or legal proceedings through the Learning Trust. Examples include:

- Truancy before or during the school day
- Absences that are not properly explained
- Students arriving at school excessively late
- Day trips and holidays taken during term time without prior approval

Persistent Absenteeism

In line with the Ministry of Education's (MOE) updated attendance policy for the 2025–26 academic year, students are expected to attend school daily and on time.

- A written warning is issued starting from the first unexcused absence.
- Students are permitted a maximum of five unexcused absences per term, not exceeding 15 unexcused days in the entire academic year.
- Any absence on a Friday or on a day immediately before or after a public holiday will be counted as two days of absence.

If a student reaches the limit of 15 unexcused absences, the case will be escalated to the relevant child protection authorities or external agencies as required by law.

Parents will be notified immediately of all unexcused absences, beginning with the first instance. They also have the right to appeal any notification or action within five working days.

Students identified as having frequent or persistent absences will be closely monitored through the school's pastoral and academic systems, with appropriate support provided where needed. However, continued non-compliance may result in serious consequences, including the possibility of repeating the academic year.

Absence Procedures

If your child is absent, you must:

- Contact the school as soon as possible on the first day of absence.
- Send a written note on the first day of return explaining the reason for the absence—even if you have already informed us by phone.
- Alternatively, report the absence in person at reception, where a member of staff will speak with you.

If your child is absent, we will:

- Telephone you on the first day of absence if we have not received any notification.
- Invite you to meet with the Section Supervisor if absences persist.
- Refer the case to the relevant authorities (KHDA/Child Protection) if unexcused absences reach 15 days, in accordance with MOE policy.

Tardiness

Student tardiness disrupts lessons and can be uncomfortable for the child. At DIPS, we aim to maximize learning opportunities and academic performance by ensuring that all students arrive on time every day.

Managing Tardiness

- The morning assembly begins at **7:45 a.m.**, and all students are expected to be present.
- Registers are marked by **7:50 a.m.**; any student arriving after this time will be marked late.
- Registers close at **8:00 a.m.** Students arriving after **8:05 a.m.** will not be permitted to attend the first session. Instead, they will remain in the designated waiting area until the second session begins and will be issued a written notice.

If a student is consistently late, parents will be asked to meet with the Supervisor, Head of Section, or Assistant Principal to address the issue. Parents are also welcome to reach out to the administration at any time should they experience difficulties in ensuring punctual arrival.

Parent's travel and Holidays

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not to take children away in school time.

Parents and Community Involvement

Dubai International Private School highly values the role parents play in the success of the school. We believe that consistent, high-quality communication between the school and parents is essential for the continued growth and improvement of our learning community. To ensure this, a wide range of measures is used to maintain open and effective lines of communication.

The school administration upholds an **open-door policy** for parents. Supervisors encourage parents to attend daily school assemblies and invite them to share concerns, feedback, or appreciation. The Principal also fosters positive rapport by maintaining regular informal contact with parents, including telephone calls. Supervisors are accessible via email or through their offices for individual consultations when needed.

Parents are actively engaged in school life through participation in both social and academic events. Important school updates are shared through **School Messenger** and official **memos**, ensuring families remain informed about key information and events. In addition, parents can access weekly plans and materials to support their children's learning at home. The school website (www.dips-alquoz.ae) provides extensive resources that enhance the curriculum and allow students to strengthen their skills beyond the classroom.

The **Parents Volunteering Program** is another way families contribute to the school community. Implemented in the kindergarten, elementary, and middle school sections, this program invites parents to participate as guest speakers, storytellers, or collaborators in designing special theme-based projects.

DIPS also values strong relationships with wider **community agencies**, including early childhood authorities, police, civil defense, the Ministry of Education, universities, Islamic associations, municipalities, the Red Crescent, UNICEF, and other organizations. School staff actively contribute to charitable initiatives, supporting community development through fundraising and service.

At Dubai International Private School, parents and the community are seen as true partners in our vision of nurturing students to become lifelong learners.

Parent Council

The Parent Council serves as a representative body for parents and provides an important channel of communication between families and the school. The Mothers' Council, in particular, is a dedicated group of parents who bring forward creative ideas and strong enthusiasm, working with determination to make a positive difference for students, parents, and teachers alike.

The school regularly holds **interactive meetings with parents**, offering an open forum to exchange ideas, discuss school events, address academic matters, and explore other issues related to school life. These meetings strengthen collaboration and ensure parents remain actively involved in the ongoing development of the school community.

Academic Information

Assessment

The school strives to prepare life-long learners. All plans, implementations, conferences are reflecting the vision of the school to improve student abilities to succeed in their future life.

DIPS conducts an assessment policy regarding all subject matters for enhancing students' performance in core subject areas. Two kinds of assessments are conducted, namely formative and summative.

In-Class Activities (Skills)

In-class work is designed not only to measure student progress but also to build the essential skills needed for success in school and beyond. These activities provide students with opportunities to practice, apply, and demonstrate a wide range of competencies through meaningful tasks, both individually and collaboratively.

Through in-class assignments, students develop the following skills:

- **Reading and Writing:** Strengthening comprehension, vocabulary, and the ability to express ideas clearly and effectively.
- **Listening and Communication:** Practicing attentive listening, discussion, and presentation skills to build confidence and clarity in interaction.
- **Application of Concepts:** Moving beyond memorization by applying knowledge to real-life contexts and problem-solving scenarios.
- **Reasoning and Critical Thinking:** Analyzing information, drawing conclusions, and evaluating multiple perspectives to make informed decisions.
- **Mental Math and Data Analysis:** Enhancing numerical fluency and the ability to interpret, organize, and present data accurately.
- **Research and Inquiry:** Building curiosity, formulating questions, and exploring reliable sources to investigate and support ideas.
- **Collaboration:** Working in pairs or groups to share perspectives, negotiate roles, and achieve common goals.
- **Financial Literacy:** Gaining awareness of money management, budgeting, and responsible decision-making in financial contexts.

In-class activities such as discussions, investigations, projects, practical exercises, and skill-based tasks help students connect classroom learning to real-world challenges. They ensure that students are prepared not only for assessments but also for lifelong learning, adaptability, and responsible citizenship.

Drop and Announced Quizzes

All assessments are standards-based. Assessment for Learning (AFL) allows teachers to evaluate students' understanding by identifying their strengths and areas for improvement. AFL takes different forms, including drop quizzes and announced tests.

- **Drop Quizzes:** Unannounced quizzes lasting no more than ten minutes. Each semester includes a maximum of four drop quizzes.
- **Announced Tests:** Scheduled according to the SBA calendar and administered twice per semester to measure student learning and progress.

Homework Policy

At Dubai International Private School (DIPS), homework is a vital component of reinforcing classroom learning. Our policy emphasizes meaningful and manageable assignments that support student growth without overwhelming them. We focus on quality over quantity, ensuring that homework is a positive and relevant part of the educational experience.

Homework Philosophy

At DIPS, we believe that homework should reinforce classroom learning while promoting critical thinking and independent study. Homework assignments are only given for core subjects—such as English, Math, Science, Arabic, and Islamic Studies—to keep the workload manageable and focused on key areas of student development. Non-core subjects will be practiced and reinforced during class time, ensuring a balanced approach to the overall educational experience. Our approach ensures that assignments are meaningful, manageable, and relevant to real-life contexts. Homework is designed to be a tool for learning, not a source of stress, helping students build essential skills while maintaining a balanced life.

Homework Schedule

Grade Level	Subjects	Assignment Dates*	Due Date
Grades 1-3	Homeroom Subjects		
	English	Thursday	Following Thursday
	Math		
	Science		
Grades 1-3	Arabic and Islamic		
	Arabic	Monday, Wednesday, and Thursday	Following week, on the same days assigned.
	Islamic	Monday or Tuesday (According to student’s timetable)	
Grades 4-12	Core Subjects		
	English	Monday and Wednesday	Following week, on the same days assigned.
	Math	Monday, Tuesday, Thursday	
	Science	Wednesday	
	Arabic	Tuesday and Thursday	
	Islamic	Monday or Tuesday (According to student’s timetable)	

**Students and parents can refer to the school website on a weekly basis to view assigned homework.*

***If students do not have a subject on the date of assignment as outlined above, the assignment will be the following class, with the due date being the subsequent week.*

General Guidelines

- **Purposeful Tasks:** All homework assignments are purposeful and designed to reinforce skills learned in the classroom.
- **Time Management:** Homework is expected to be completed in a reasonable time frame, ensuring that students can balance their academic responsibilities with other activities.
- **Feedback:** Teachers provide timely feedback to help students track their progress and improve their understanding.

End of Semester Exam

The end-of-semester test is scheduled in advance and communicated to parents through the school website. It measures student progress and achievement by assessing knowledge, skills, and abilities acquired during the semester. The test covers up to 75% of the material taught and may include a variety of question types, such as multiple-choice, true/false, short answer, and essay questions.

Reporting to Parents

As part of our partnership with families, we provide regular updates on students' progress. Written reports are issued once per semester to keep parents informed about their child's academic achievement and development.

Parents-Teachers Conferences

Formal parent-teacher meetings are held at the end of the first, second, and third quarters to discuss students' strengths and areas for improvement in academics, behavior, and social development. In addition, teachers, Heads of Departments, Supervisors, the Social Advisor, and members of the Administration are available to be contacted throughout the school year. They may also reach out to parents when necessary to discuss specific aspects of a student's progress.

External Examinations

DIPS students sit for a range of external examinations that support their academic progress and open pathways to higher education, both in the UAE and abroad.

SAT – Scholastic Aptitude Test

The SAT is a globally recognized college admission test that evaluates knowledge and application skills in reading, writing, and mathematics. It is typically taken in Grade 11 or 12 and is used by most universities worldwide as part of their admission criteria. The SAT measures critical thinking and problem-solving abilities needed for success in college. While SAT scores are important, universities also consider high school grades and other factors in admission decisions.

AP Exams – Advanced Placement

AP Exams allow students to demonstrate mastery of college-level coursework in specific subjects while still in high school. High scores can earn advanced placement or university credit at many colleges and universities worldwide. Taking AP courses and exams also demonstrates academic rigor to admissions offices.

TOEFL – Test of English as a Foreign Language

The TOEFL is one of the most widely recognized English-language proficiency tests, accepted by more than 8,500 institutions in over 130 countries, including the US, UK, Canada, and Australia. It assesses students' academic English skills across four areas: listening, reading, speaking, and writing. The test is designed to evaluate how well students can use English in a university setting.

IELTS – International English Language Testing System

The IELTS exam measures English proficiency for students seeking to study, work, or immigrate to English-speaking countries. It evaluates listening, reading, writing, and speaking skills and is accepted by universities, employers, and immigration authorities worldwide.

MAP – Measures of Academic Progress

MAP is an international benchmark test administered to students in Grades 3–9 in English, Mathematics, and Science. It measures student performance in key skills and provides valuable feedback to support teaching and learning.

CAT4 – Cognitive Abilities Test

CAT4 assesses students' reasoning abilities in four areas: verbal, non-verbal, quantitative, and spatial. It provides insights into students' learning potential and helps teachers tailor instruction to individual strengths and needs.

NGRT – New Group Reading Test

NGRT is a standardized assessment that measures students' reading and comprehension skills. It provides detailed diagnostic information on strengths and areas for improvement, enabling teachers to support the development of literacy and reading fluency across subjects.

Health and Crisis Management

In reference to DIPS Health Management Plan:

Dubai International Private School is pursuing a safe, orderly, and healthy environment for teaching and learning. It adheres to the UAE state health and safety requirements i.e. the governing board emphasizes its commitment to fulfilling the requirements imposed on the school by the local Education Authority (KHDA) as well as by Dubai Health Authority (DHA) safety, welfare and security for students and staff alike.

The following chart shows who is responsible for what, and where.

<i>Section</i>	<i>Supervisor in charge</i>	<i>Responsibility</i>	<i>Reporting to</i>
Whole School	Mrs. Nivin Rawda	Whole School	School Principal
Kindergarten	Mrs. Suhad El Kassar	Areas and facilities used by KG	School Principal
Grades (1-3)	Mrs. Rasha Nabulsi	Responsible for health and safety within the Gr.1- Gr.3 area	School Principal
Grades (4-8) / Girls	Mrs. Maitha Mrs. Hiba El Feki	Responsible for health and safety within the Gr.4 - Gr.8 area	Head of Section
Grades (9-12) /Girls	Mrs. Asila Al Meghairi Ms. Khadija Hussein	Responsible for health and safety within the Gr.9 – Gr.12 area	Head of Section (Assistant Principal)
Grades (5-8) / Boys	Mr. Mohd. Fathi Bayyomi	Responsible for health and safety within the Gr. 5 - Gr.8 area	Head of Section (Assistant Principal)
Grades (9-12) / Boys	Mr. Haider Attia Mr. Qussai Al-Hassan	Responsible for health and safety within the Gr.9 - Gr.12 area	Head of Section (Assistant Principal)

Science Lab Supervisor & Technician	Mrs. Rafal Sadek & Mrs. Zouhra Choudar	Responsible for health and safety requirements related to the safe teaching of science	School Principal
Clinic (School Doctor and Nurses)	Dr. Rawah Mubarak Mrs.Beena Varghese Mrs. Resmi Raju Mrs. Nermin Awad	Responsible for health and safety in clinic, isolation room and any emergency on campus	School Principal
Swimming Pool, Green Field & Gym	Physical Education Teachers and Head of Dept Mrs. Suhad Owies	Facilities used during PE classes	School Principal
Off-campus trips	Mr. Khaled Darwish	Responsible for health and safety of students during trips	School Principal

Fire Evacuation Drills

To ensure the safety of all students and staff, Dubai International Private School conducts two fire evacuation drills each academic year:

1. **Walkthrough Drill (First Semester):** Each class completes a guided walkthrough of the evacuation procedure with their teacher, helping students become familiar with evacuation routes and assembly points.
2. **Scheduled Drill (Second Semester):** A formal fire drill is carried out in coordination with Civil Defense. Parents are notified in advance, and students, accompanied by their teachers, evacuate to the designated assembly points where attendance is taken.

Accident Reporting

Accident reporting is an important part of maintaining a safe school environment. Recording incidents allows the school to monitor risks affecting both students and staff. Supervisory staff review and analyze accident records each semester to identify hazardous locations, times, and activities, as well as groups that may be more at risk. This process helps the school take preventative measures and implement solutions to reduce the likelihood of future incidents.

Child Protection

In reference to DIPS Child Protection Policy:

Child protection refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm. As administrators and teachers, we have a responsibility to safeguard children and promote their welfare.

Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from us, faculty and staff.

DIPS staff should report immediately any suspected child abuse case to the supervisors and school principal to take the required legal actions.

First Aid

In reference to DIPS First Aid Policy:

The **First Aid procedure** at DIPS is in operation to ensure that every student, member of staff and visitors will be well looked after in the event of an accident, no matter how minor or major.

All children have the right to feel safe and well and know that they will be attended with due care when in need of first aid.

The **First Aid Team** consists of qualified **First Aiders** who completed the “**First Aid**” training from Dubai Ambulance. The training is an emergency First –Aid that taught some administrators, teachers and assistants lifesaving skills, so that in the event of an emergency they will have the confidence to make an assessment, call for the appropriate assistance and be able to administer basic first aid until the arrival of more qualified staff such as the school nurse or doctor help.

First Aiders

Abd Alilah Mostafa Aldirbas	Malak Mamdouh Moulla
Alia Abdelmoti Mohammad Mousa	Maya Chebaro
Amal Saif Sulaiman Ameir Al Ghafri	Nada Abdulla Ahmad Abduula Almarzooqi
Eman Mahmoud Abed Alhameed Alnjaideen	Nivin Aref Rawda
Fatima Abdelqadir Ali Abdalla Alyassi	Nura Adnan Faris Albelbisi
Fatme El Nakib	Omnia Mohammed Shaaban Ismail
Haider Mohammed Atiyah Doki	Rama M. Adnan Eid
Hala Adel Mohamed Hassanin Sobih	Rania Moussa Harissa
Hanadi Riad Alkabbani	Rasha Mamoun Chamout
Haneen Mohd Mahmoud Sabri	Razan Muneer Tawfiq Abu Baker
Haya Toufik Alabed	Regina Danielle Gallosa Ramirez
Howayda Sami Mohamed Abdelmaksoud Said	Reham Hamoud Shanan
Iman Khalil Ali Shaban Al Ali	Rita Zaki Mutlaq Muheisen
Intesar Mhawesh Al Nasrallah	Rodaina Hamzeh Ep. Raja Rafeh
Jalaa Soulaïman Zarifa	Samar Mohamed Youssef Elsayed Konswa

Khadije Karaki	Seham Kassem Falhout
Khaled Hamdy Mohamed Ahmed Gharib	Souhad Anis Abou Daher
Khulood Saleh Mohammad Alkhamis Alnuaimi	Suhad Aqel Saleem Uwais
Khuloud Jamal Al Halabi	Sunny Abdou Elsayed Aboelella
Luciana Tarabay	Tamar Aani Baghdoud
Madiha Youssef Abdalla Ahmed	Voltaire Marquez Jimenez

Science Laboratory

In reference to DIPS Science Laboratory Policy:

The school Laboratories are equipped with all equipment, apparatus, glassware, chemicals, new kits, comfortable furniture, multimedia devices and assets needed to carry on all demonstrations, classroom illustrations, designed experiments, and since lab activities set ahead in the unit plans .The items that have been, and are now being delivered are based on the teaching needs and lab work plan inclusive all experiments and activities designed to carry on this academic year.

The school administration, in fact, believes that the student should not only be taught knowledge but also the skills that can help him/her access to life-long learning and achievement, and hence the implementation of theoretical studies into detectable, observable experiments with valid, reasonable outcomes.

Canteen

The school canteen provides well-balanced food items and fresh lunch meals at reasonable prices. Students are expected to demonstrate proper behavior while using the canteen. They must not push, shout, or run, and are responsible for keeping the area clean and tidy. Access to the canteen during lessons is not permitted unless the student has written permission from the supervisor.

Transportation

The school provides safe and reliable transportation to support students and families. Students using this service are expected to follow all school rules and the specific transportation policy to ensure safety and order.

1. Students must follow school rules and comply with the instructions of the bus driver and bus assistant.
2. Students and parents are required to read and sign the school transportation policy. A copy of the signed policy will be kept in the student's file in the supervisor's office.
3. Misbehavior on the bus may result in suspension or removal from school transportation.
4. Students are not permitted to drive their own cars to school.

Rules for Using School Transportation

To ensure the safety and punctuality of all students, the following rules must be observed. Failure to comply may result in cancellation of transportation privileges:

1. Keep the bus clean and tidy at all times.
2. Do not write on or damage any part of the bus.
3. Use the same assigned seat throughout the school year and do not change seats without permission from the driver or assistant.
4. Follow the driver's directions at all times.
5. Treat the driver and bus assistant with respect.
6. Be on time for both morning pick-up and afternoon drop-off to avoid delays.
7. Do not open windows without the driver's permission.
8. Refrain from misbehavior or disturbances that may distract the driver and endanger safety.
9. Fighting, whether verbal or physical, is strictly prohibited. Any issues must be reported to the section supervisor.

10. Do not bring prohibited items onto the bus. Any unauthorized items will be confiscated.
11. Students are responsible for their assigned seat. Any vandalism will result in disciplinary action and financial charges. Students must immediately report pre-existing damage to avoid being held accountable.

School transportation is provided to support students' academic life. Maintaining this service responsibly ensures safety, punctuality, and efficiency for everyone.

School Rules and Expectations

Basic Classroom School Rules

Students are expected to comply with the school's basic rules at all times. These rules are posted throughout the campus and are regularly reinforced by teachers and staff. Failure to follow them may result in disciplinary action.

1. Be Punctual
2. Be Prepared
3. Be Respectful
4. Be Responsible
5. Be Supportive

Dress and Grooming

Appearance reflects respect for oneself and the wider community. Students are expected to maintain a modest, clean, simple, and practical appearance at all times. The school reserves the right to deny entry to students who do not comply with dress and grooming requirements.

Uniform and Appearance Guidelines

1. Students must wear the complete school uniform throughout the full school day.
2. Slippers and crocs are not permitted on school premises.
3. Hats or caps may only be worn when playing sports on the green field or tennis court.
4. Jewelry and cosmetics are not permitted.
5. Tattoos, patches, henna, or other visible markings are not allowed.
6. PE uniforms must be worn only during scheduled PE days.
7. Sunglasses and tinted prescription glasses may not be worn inside the school building.
8. Shoes must be safe, comfortable, and appropriate for school activities.

Hairstyle

Students are expected to maintain neat and orderly hairstyles that reflect the school's values of discipline and belonging. Hair must be kept short and free from gels, creams, or other styling products. Students who fail to comply will receive a warning, and continued non-compliance may result in suspension until grooming standards are met.

Care of Personal Property

Students are responsible for their personal belongings. Valuables are best kept at home, as the school is not responsible for lost, damaged, or stolen items. Any student who finds lost property must immediately report it to a teacher or the supervisor's office. In the event of theft, students should notify a teacher without delay. Students found guilty of theft will face suspension.

Respecting School Property

1. Damaging school property, including graffiti, is considered a major offense.
2. Students who damage school property will be fined and may face suspension.
3. All students are expected to keep the school premises clean.
4. Students caught writing graffiti, littering, or causing mess will be assigned appropriate community service.

Electronic Devices and Gadgets

In line with the school's Mobile Phone Policy, mobile phones may only be used during approved times (such as break periods or for canteen payments). Phones must remain switched off and stored in school bags during lessons. Misuse will result in consequences as outlined in the Mobile Phone Policy.

Other gadgets and expensive devices are strongly discouraged, as the risk of loss or theft outweighs their convenience.

1. Unauthorized devices brought to school may be confiscated, tagged, and stored until the end of the school year, when they may be reclaimed.
2. Games and sports equipment must be kept in lockers during class hours and may only be used in designated areas during breaks or after school with supervisor approval.

Lockers

Lockers are available to students in Grades 4–12 upon request. Each locker is assigned with a key, and a duplicate key is kept in the supervisor's office. Students may not keep additional copies of their locker key and must not share their key with other students.

Students are only allowed to access their lockers during break times. They are expected to collect all necessary books and supplies at these times and avoid returning during lessons.

As desks and lockers are school property, they must be kept clean and well-maintained. Lockers and desks may be inspected by the school if there is reasonable cause.

Lockers can be rented for the entire academic year for a small fee. Students who wish to rent a locker should request a Locker Request Form from their supervisor.

Assemblies

Assemblies are an integral part of the school curriculum, and attendance is mandatory for all students. They provide opportunities to build community, share achievements, and develop leadership skills.

Assemblies are scheduled once or twice a week within each section and are communicated to students at the beginning of each month. They are student-led in coordination with teachers, encouraging active participation and responsibility.

Students are expected to conduct themselves appropriately during assemblies. No student may leave an assembly without permission from the class advisor.

School and Personal Cleanliness

Maintaining cleanliness is both a personal responsibility and a shared duty that reflects pride in our school community. A clean environment promotes health, respect, and a sense of belonging for all.

Students are expected to take this responsibility seriously by keeping the school free of litter, maintaining orderly appearance, and practicing good hygiene throughout the school day.

The school reserves the right to impose fines or assign consequences on students who neglect cleanliness, as a measure to discourage poor habits and reinforce accountability.

Cheating

Academic honesty is a core value of the school. Any student caught cheating on a test or exam will receive a grade of zero for that assessment. Parents will be formally notified in writing, and an incident report will be placed in the student's file. Cheating includes, but is not limited to, the use of unauthorized materials or resources such as calculators, electronic devices, or artificial intelligence.

Physical Education

1. All students are required to participate in Physical Education (PE) classes unless they provide a valid medical excuse issued by a hospital or the school's doctor. This excuse must be submitted to the Head of PE before the lesson.
2. Students must use the designated changing areas and are not permitted to change in classrooms.

Student Behavior Management

In reference to DIPS Behavior Management Policy:

The DIPS Behavior Policy is built on three main components:

1. Expectations of Behavior
2. Positive Behavior Management
3. Anti-Bullying Policy

At DIPS, our goal is to help students reach their full potential in a supportive, positive, and caring environment. We emphasize the development of self-discipline, encouraging students to take responsibility for their actions, care for their own property, respect the property of others, and contribute to a clean and orderly school environment.

Our primary focus is to promote and recognize positive behavior and attitudes. At the same time, inappropriate behavior is addressed fairly and consistently, with sanctions applied when necessary for the well-being of the entire school community.

All students share responsibility for upholding high standards of behavior. By working together with teachers and parents, we aim to create a respectful and disciplined environment where every student can succeed.

EXPECTATIONS OF BEHAVIOUR:

At DIPS, we believe that four key areas—Respect, Punctuality, Movement, and Safety—reflect the standards of behaviour expected from all students. It is the responsibility of every staff member to be familiar with the school's sanctions and to remind students of these expectations as needed.

Respect

Students are expected to demonstrate respect at all times through their words, actions, and consideration for others. Respect also extends to the school environment, facilities, and belongings.

Punctuality

Students must arrive on time at the start of the day, entering school from 7:45 a.m. and being ready to begin learning promptly at 8:00 a.m.

Movement

Students must move around the school in a quiet and orderly manner, particularly on stairways and in shared spaces. For safety reasons, students are required to remain within their assigned sections unless given permission by a supervisor. No student may leave the school premises during the school day without the supervisor's permission and collection by an authorized adult.

Safety

Students should be aware of potential hazards within the school environment and act responsibly to avoid causing harm to themselves or others. The use of play areas, as well as movement to and from classrooms, should be discussed regularly with students to reinforce safe and appropriate behaviour.

Anti-Bullying

We are committed to providing a caring, friendly, and safe environment where all students can learn in a calm and secure atmosphere. Bullying is an unacceptable form of behavior that affects everyone and will not be tolerated at DIPS.

If bullying does occur, students should feel confident to report it, knowing that all incidents will be addressed promptly, fairly, and effectively. We strive to be a *listening school*, where students are encouraged to speak with a staff member whenever they witness or experience bullying.

This commitment is closely aligned with the school's **Child Protection Policy**, ensuring that every student feels supported and safeguarded.

What is bullying?

Bullying is deliberate behavior intended to cause harm to another person. It can result in physical, emotional, or social pain and distress for the victim.

Types of Bullying

Bullying can take many forms, and all are unacceptable at DIPS. Examples include:

- **Emotional Bullying:** Excluding others, tormenting, hiding belongings, being deliberately unfriendly, making threats, or ignoring someone as they enter a room.
- **Verbal Bullying:** Name-calling, teasing, using nicknames, taunting, threatening, spreading rumors, or picking on someone for being different (e.g., appearance, size, race, culture, or background).
- **Physical Bullying:** Pushing, kicking, hitting, pinching, or any form of physical violence.
- **Other Forms of Bullying:** Deliberate damage or theft of property, misuse of technology such as sending offensive emails or messages, or posting unkind or harmful comments online (cyberbullying).

Recognizing Signs of Bullying

Students who are being bullied may show changes in behavior, such as becoming unusually shy or nervous, pretending to be unwell, missing school, or showing a decline in academic performance and concentration.

Role of Staff and Students

Students must be encouraged to report bullying immediately. All teaching and support staff are expected to remain alert to signs of bullying and act promptly and firmly in accordance with the school's policy.

Preventing Bullying

- Ensuring that all staff, governors, students, and parents understand what bullying is and how it will be addressed.
- Making it clear to every student that bullying of any kind is not tolerated.
- Using every opportunity to teach and reinforce respectful behavior and positive interactions.
- Responding immediately to complaints and dealing firmly with any incidents of bullying.

How parents can help

Dubai International Private School is committed to providing a caring, friendly, and respectful environment where courtesy and consideration are shown by all. Occasionally, this code of conduct may break down, leading a student to feel withdrawn, unhappy, or unable to perform at their best.

Parents play a vital role in supporting our anti-bullying efforts by:

- Encouraging children to treat others with kindness and respect.
- Listening to their child and looking for signs of distress or changes in behavior.
- Reporting concerns promptly to the school so that appropriate action can be taken.

We cannot accept irresponsible or harmful behavior from one individual towards another, and we rely on a strong partnership with parents to uphold these values. No student deserves to be bullied or unhappy. At DIPS, we believe that by working closely with parents, we can help students reach their fullest potential by building self-esteem, confidence, and self-control, while also nurturing tolerance and respect for others. Together, we can reduce incidents of inappropriate behavior in our school.

At the beginning of every academic year, each class collaborates to create a **Code of Conduct**, outlining expectations of behavior both inside and outside the classroom. This code is agreed upon by students and teachers and is displayed on the classroom notice board as a daily reminder. All members of our school community—students, staff, and visitors—are expected to uphold the following shared principles of respect, responsibility, and cooperation.

Sanctions for Unacceptable Behaviour

If a student behaves inappropriately, sanctions will be applied fairly and progressively, depending on the frequency and seriousness of the behavior:

- Frown or non-verbal disapproval
- Verbal correction or discussion to resolve the issue
- Temporary time out of class
- Exclusion from peer group activities
- Break-time detention
- Parent notification by letter
- Parent meeting with the school

If misbehavior becomes repeated or more serious, stronger measures such as a formal written warning or suspension may be applied.

The Role of Teachers

Teachers at DIPS work diligently to reinforce positive expectations by:

- Maintaining a consistent, whole-school approach to behavior management
- Listening to and valuing students' opinions and perspectives
- Addressing issues fairly, with equal consideration for all students
- Encouraging students to reflect on the consequences of their actions
- Ensuring quiet and attentive behavior before beginning any activity
- Discussing issues openly in class and resolving problems collaboratively
- Condemning the behavior, not the student
- Acting with positivity and encouragement when addressing problems
- Anticipating potential difficulties and taking steps to prevent them

To Help Your child

Parents play an important role in supporting their child's well-being and helping to prevent bullying. You can help by:

- Informing the school immediately if you suspect your child is being bullied.
- Avoiding advice that encourages retaliation, as hitting back may make the situation worse.
- Encouraging your child to be confident and assertive, and reminding them to inform a teacher if bullying occurs.
- Reinforcing the same standards of respectful behavior at home as are expected at school.
- Offering plenty of praise and encouragement when your child demonstrates positive behavior.
- Speaking seriously with your child if they are the one initiating harmful behavior, helping them understand the consequences.
- Inviting other children over to support your child in building friendships.
- Checking whether your child may be provoking negative reactions through habits such as spitting, making faces, or poking, and guiding them toward more positive interactions.

Student Council

At the beginning of each school year, the DIPS student body elects a Student Council. Students in Grades 6–12 are eligible to run for positions on the Student Council Executive, while each class elects a representative to serve on the council.

This process provides students with practical experience in governance and elections, while fostering leadership, responsibility, and a sense of ownership in school life and decision-making.

Handbook Acknowledgement Form

This statement must be read, signed, and returned to the supervisor within one week of receipt.

I, the parent of _____ from Grade _____, have read the **DIPS Parents/Students Handbook**.

I understand that all students are required to follow the school rules and regulations while at school and during school-sponsored activities.

Parent's Name: _____

Student's Name: _____

Parent's Signature: _____

Student's Signature (Upper Elementary and above): _____

Date: _____

