STUDENT & PARENT HANDBOOK

2026-27



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DISCOVER THE DA SCHOOLS' DIFFERENCE



Randy Lodder, Superntendent

Welcome to a new year at Dakar Academy Central — we're glad you're here! This handbook contains all the information you need to know about how we operate and what our guiding principles are at DA.

It won't take long for you to discover what's different about life at DA. From our teaching staff to our students, the diversity and character of our community has been an integral part of the Dakar scene for over 60 years. Our campus welcomes students from all walks of life, and there are 30 different countries currently represented in our student body. As a Christian educational institution, our vision is to produce well-rounded students, prepared for university-level studies, whose Christian worldview permeates all aspects of their lives.

The heart of our mission as a school is captured in the phrase, So All Can Serve — and that "all" includes our students. We provide unique opportunities every year for our students to be involved in community service and outreach — right here in our neighborhood, in the city of Dakar, and in more remote corners of Senegal.

You won't find a more dedicated, caring teaching staff anywhere. Our teachers come to DA because they WANT to be here — not because it's easy or convenient! It's not uncommon to find staff members playing a pickup game of basketball or court soccer with a group of students, chatting with students at picnic tables during lunch, or praying with and encouraging students who might be struggling. Because at DA, we're more than just a learning community — we're a family. And that's the Dakar Academy Difference.

ADMINISTRATIVE LEADERSHIP

Randy Lodder
Superintendent and Facilities Manager

Dr. Judth Hattersley
Principal, DA Central

Nathan Fosdahl
Principal, DA South and Academic Director

Robbe Pope
Chaplain, DA Central and IT & Marketing Manager

Sam Mepham
Principal, DA West

Matthew Barker
Curriculum Coordinator

Tfifiany Hamburger
Head of Human Resources

Oscar Cerna
Chaplain, DA West

Bradley Wse
Operations Manager

ABOUT OUR COMMUNITY



SO ALL CAN SERVE: OUR MISSION, VISION AND VALUES

Dakar Academy Central was established in 1961 in the Hann Maristes neighborhood by United World Mission (UWM), then partnered with Assemblies of God USA and WorldVenture to serve the educational needs of missionary families living and working in Senegal and other parts of West Africa. Our second campus, Dakar Academy West, was established in the Mamelles neighborhood in 2019 and Dakar Academy South launched in 2022 in Sindia (Petite Cote region) to further enhance our ability to meet the educational needs of families seeking a North American education for their children, founded upon biblical principles.

DA Schools welcome students from around the world, with diverse backgrounds and experiences. The heart of our mission is captured in the phrase, “So All Can Serve.” While children of Christian ministry workers are given enrollment priority at DA Schools, our doors are open to students from all walks of life as space permits, regardless of faith background or involvement. Our faculty and administration are committed to serve the educational needs of our students, and we in turn instill in our students the desire to serve others. As a Christian educational institution, our vision is to produce well rounded students, prepared for university level studies, whose Christian worldview permeates all aspects of their lives. To that end, we strive to enable every child to:

CHOOSE CHRIST.
Take personal responsibility for his or her faith and choose to follow Christ.

GROW STRONG.
Grow strong in his or her spiritual walk.

KNOW TRUTH.
Have an overview of God's word and be able to see where God is at work personallyand in the world at large.

BE CHALLENGED.
Academically, physically, socially, spiritually and morally.

BE FLEXIBLE.
Integrate easily into a North American school system after leaving DA Schools.

BE READY.
Armed with necessary life skills for functioning as an adult after graduation. Dakar Academy Schools are jointly owned and operated by UWM, the Assemblies of God and WorldVenture, with IMB Connecting as a partnering member.

STATEMENT ON RACISM

DA Schools are committed to offering education in an environment that celebrates racial diversity. As a Christian institution, we believe humans are created in the image of God (Genesis 1:27). We believe that as image bearers, all humans have equal value before God (Galatians 3:28) and can receive salvation through Jesus Christ (Romans 1:16), and are therefore entitled to be treated with dignity and equality. Tragically, we recognize that racism entered the world through original sin and continues to cause untold suffering in the modern world. As fallen people, we acknowledge as an institution the potential for racist words and deeds to occur in our midst, and we will seek to search our hearts (Psalm 139: 23-24) and exhort others (Hebrews 10:24) to do the same in an effort to root out racism in our hearts an in our actions (Colossians 3:5-11). Institutionally, racism is intolerable in any form and at any level, and the administration at DA Schools will take all necessary steps to maintain an academic environment that emulates Christ through an emphasis on unity, human dignity, and unconditional love (James 2:9, Leviticus 19:34).

EDUCATIONAL PHILOSOPHY

DA Schools' Christian education is based upon a God-centered life view. Biblical principles are integrated into every facet of its institution. In practice, DA must relate the student to God in all aspects of life. DA complements and supplements the student's home and family. Learning must be directed first Godward and second man-ward.

DA Schools emphasize that all truth is God's truth, both revealed and acquired, and, therefore, has practical implications for the teaching of every subject. God has set His universal principles and laws in motion and has chosen to reveal them to us through the written Word, the Bible, and the Living Word, Jesus Christ. Each uniquely created individual's greatest need is redemption. DA Schools' staff consists primarily of volunteers in missionary service, sent and supported by their Christian brothers and sisters in their home country. Staff members form a ministry team. Some lead, but all are equally volunteer missionaries.

STATEMENT OF FAITH

1. DA Schools' Board of Directors considers the following doctrines necessary to harmoniously labor together in the love of our Lord at DA Schools.
2. We believe that the Bible is God's Word, written by men divinely inspired, and that it is absolutely trustworthy and has supreme authority in all matters of faith and conduct.
3. We believe in one God, eternally existent in three persons.
4. We believe in God the Father, Creator of heaven and earth, perfect in holiness, infinite in wisdom, measureless in power. We rejoice that He concerns Himself mercifully in the affairs of men and women, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ.
5. We believe in Jesus Christ, God's only begotten Son; conceived of the Holy Spirit, born of the Virgin Mary, sinless in His life, making atonement for the sin of the world by His death on the cross. We believe in His bodily resurrection, His ascension into heaven, His high priestly intercession for His people, and His personal, visible return to the world according to His promise.
6. We believe in the Holy Spirit, who came forth from God to convince the world of sin, of righteousness, and judgment. We believe the Holy Spirit empowers men and women for Christian life and witness and came to regenerate, indwell, sanctify, and comfort all who believe in Jesus Christ.
7. We believe that all men and women by nature and by choice are sinners, but those who accept Christ as their Lord and Savior will rejoice forever in God's presence, and those who refuse to accept Christ as Lord and Savior will be forever separated from God. Each human being is responsible to God alone in all matters of faith.
8. We believe in the church as a living, spiritual body of which Christ is the Head and of which all regenerated people are members. We believe that a visible church is a company of believers in Jesus Christ, buried with Him in baptism and associated for worship, work, and fellowship. We believe that to these visible churches were committed the ordinances of baptism and the Lord's Supper, and that God has laid upon these churches the task of persuading a lost world to accept Jesus Christ as Savior and to enthrone Him as Lord and Master.

    - We believe that God wonderfully and immutably creates each person genetically as male or fe- male. These two distinct, complementary genders reflect the image and nature of God.
    - We believe that the God-ordained context for virtuous sexual expression is only in the sanctity of faithful marriage between one man and one woman only. We believe that all other sexual activity is apart from God's good design and immoral.
    - We believe that all human life from conception through natural death, including life marred by a fallen world, is created by God and in His image thus imputing inestimable worth.

Though parents/guardians are not required to affirm our Statement of Faith, parents should note that these statements may be present in classroom curriculum.

ATTENDANCE AND ENROLLMENT

ADMISSIONS POLICY

We want your child to be enrolled in the school that is best suited to his/her educational needs. Acceptance of any student at DA Schools is the decision of the administration.

Applicants may be accepted upon presentation of evidence that they are academically prepared to take up the work in the grade they are entering, are appropriately socially attuned, and that the educational program needed by the student is available. Every student applicant needs to present transcripts and report cards as a prerequisite for acceptance.

No student is allowed to be enrolled as a day student at DA Schools unless there is a parent or guardian in Dakar with whom the school administration has contact. Admission and re-enrollment at DA Schools is a privilege and not a right. All students are required to re-enroll annually to continue attending school at DA Schools. Though parents/guardians are not required to affirm our Statement of Faith, parents should note that these statements may be present in classroom curriculum.

HOMESCHOOL ADMISSIONS REQUIREMENTS

A portfolio for homeschooled students transferring to DA Schools should include the following to be considered for high school credit at DA Schools:

- Grade reports
- The number of weeks on the homeschooling schedule.
- Curriculum used from an accredited provider
- Standardized test scores from within the past two years

After review by the guidance counselor, should the portfolio contents be judged to be insufficient for high school credit, an examination may be required.

TUITION AND FEES

DAKAR ACADEMY SCHOOLS

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www.dakar-academy.org
admissions@dakar-academy.org

ACADEMIC EXCELLENCE. CHRIST-CENTERED COMMUNITY. GLOBAL IMPACT.

DA CENTRAL, HANN MARISTES | DA WEST, MAMELLES | DA SOUTH, SINDIA

FEES SCHEDULE

FEE	AMOUNT	FREQUENCY	DUE
Application fee	$100 USD per child	Annually	Upon the time of application
Enrollment	$300 USD per child	Annually	Upon acceptance, or March 1 for returning students
Development	$3,000 USD per family	One time	First day child(ren) begin school
Tech	$50 USD	Per semester	Beginning of each semester

TUITION

PRE-K3 & PRE-K4	HALF-DAY	FULL-DAY
Three Days	$3,465 USD	$5,200 USD
Five Days	$5,775 USD	$8,665 USD

EMPLOYER PAYS FULL TUITION	GRADES K-5	$18,191 USD
	GRADES 6-12	$24,255 USD
EMPLOYER PAYS PARTIAL TUITION	GRADES K-5	$15,173 USD
	GRADES 6-12	$19,294 USD
NO EMPLOYER TUITION ASSISTANCE	GRADES K-5	$11,220 USD
	GRADES 6-12	$13,464 USD

SPECIALIZED SERVICES

ENGLISH LANGUAGE LEARNER (ELL)	GRADES K-5	$650 USD Annually	
	GRADES 6-12	$700 USD Annually	
SPECIAL EDUCATION	GRADES K-12	$1,000 USD Annually	Additional fees for specialized service
SPEECH LANGUAGE PATHOLOGY (ENGLISH ONLY)	GRADES K-12	$200 USD Initial Assessment	Customized Package pricing for subsequent sessions



WELCOME TO DAKAR ACADEMY SCHOOLS

2025-2026 ACADEMIC YEAR

Our tuition and fees schedule reflects the quality education we hope to offer your family. Discounts are available to families who do not receive full education coverage for their children through their employer. Additional discounts are available for families who are employed full-time with missionary organizations.

If you have questions or would like to see what tuition looks like for your family, please contact the business office at **business@dakar-academy.org**

PAYMENT PLANS

10-month payment plans are available. Payment of fees may be made by dollars or check drawn on a US bank or equivalent CFA in cash or check drawn on a Senegal bank. Wire transfers are also an option. The rate of exchange is determined prior to the start of the semester and remains the same throughout the semester. Contact the business office for more information.

TUITION PAYMENT POLICY

For the 2026-27 school year, tuition fees may be paid annually, by semester, or a monthly payment plan spread out over the 10 months of the school year. A charge of $50 USD per family will be applied at the beginning of each new semester for the 10-month payment plan. The only fees permitted on the payment plan are tuition, room and board, all other fees must be paid at the beginning of the year or semester as required. If paying annually or by semester, payment is due by the first day of school each semester. If paying monthly, payment is due by the first day of school each semester and then by the 5th of each month thereafter. All tuition fees must be up to date in order for students to attend classes.

For students not starting at the beginning of the year, we will discount annual tuition, room and board (no other fees) by the following percentages depending on their first month in school. September 10%, October 20%, November 30%, December 40%, January, 50%, February 60%, March 70%, April 80%, May 90%. All fees (enrollment, development, and technology, if applicable) are due before the student(s) begin attending DA Schools.

The enrollment of a student is a private contract between the parent and DA Schools. Regardless of any arrangement the parent may have with an employer concerning the payment of school fees, the parent remains responsible for the payment of all fees. If you expect your employer to pay your fees, you are responsible to communicate the charges and the due date of those charges to ensure payment is made on time.

DA Schools' accounts and tuition are set in US dollars. Payment may be made by credit card online, electronic funds transfer (EFT) to DA Schools' bank account in the US or by US dollar check or cash. Payment in CFA will be accepted, based upon an exchange rate determined by the Finance Office. CFA checks must be drawn on a Senegal bank. We accept electronic funds transfers into our Senegalese bank account in CFA. Payments in any form other than cash are not posted to your account until we have received the cash from your check, credit card or wire transfer into our bank account. If you are paying with anything other than cash, make sure you initiate this payment close to the due date to minimize the possibility of incurring late fees. If you are paying by cash, DA Schools reserves the right to refuse bank notes that are old, torn, taped or not acceptable for exchange.

The payer is responsible for any collection charges or bank fees due as a result of a transfer and will be billed for any such fees that result in the reduction in the amount paid when compared to the amount due to DA Schools.

Students whose tuition has not been paid by the due date will not be allowed to attend school. Late fees are assessed at the rate of 1.5% if past due by over 30 days. In addition, no student of a family will be allowed to attend DA Schools until any outstanding balance due from the previous year is paid in full for all family members.

All school records will be held until full payment is received. No official school communications or records, including a diploma, will be issued to the student or parent nor sent to other schools or educational organizations, until all fees are paid.

EARLY WITHDRAWAL

Parents of students who will be leaving DA Schools and transferring to another school before the end of the school year must contact DA Schools in writing or in person, and fill out a withdrawal form to be signed by the students'

teachers. This form must be cleared through the business office and the library, and all charges cleared, before any records, report cards, or transcripts are made available for transfer.

TUITION REFUNDS

For students withdrawing from the school, refunds on tuition, room and board will only be applied when they are paid in advance. Refunds will be applied for the quarters (or semester) that the student has not begun but has already been paid for. No other fees are subject to refund except tuition, room and board.

Please note that final school reports will be released to parents or the child's next school only after all outstanding bills are paid and all school materials (including textbooks and curriculum, Chromebooks and accessories, and library books) have been returned.

ATTENDANCE

Regular attendance is one of the most important factors determining success in school and is the responsibility of the individual student and his/her parents. Absence from school and classroom time not only disrupts the learning experience of a student, but the learning of other students is also negatively affected. Completing make-up work outside the classroom does not afford the same educational benefits as learning in the classroom environment. In addition, absences from the class create an extra burden for teachers who need to rearrange lessons, design alternative assignments, and adjust schedules for classroom activities and presentations. Group work also suffers when one member of the group isn't there to fulfill their obligations to the group.

While we understand that DA Schools serve a unique missionary and expat community where unexpected travel issues can arise, parents and students should be aware of the following school attendance and absence guidelines. Please contact the office directly if you have extenuating circumstances you wish to discuss.

General Attendance Guidelines
Families should make every attempt to be in Dakar at the beginning of the school year and stay in school until exams are completed. Missing the first/last days and weeks of school puts students at a disadvantage that may be difficult to recover from, and it also creates additional work for teachers and administrative staff.

- If a high school student is absent more than 10 days per semester, they may be ineligible to receive full credit for the class (but may receive partial credit) at the Principal's discretion.
- If an elementary or middle school student is absent more than 18 days per semester, the student may not be able to advance to the next grade. A committee consisting of the principal, the classroom teacher, and one other support staff member (finance, SPED, guidance, chaplain, etc) will determine whether or not the student can demonstrate proficiency in order to complete the grade.

Excessive absenteeism may result in withdrawal from the school. DA Schools will arrange a meeting with parents to discuss continuation options if a student misses an excessive amount of school.

EXCUSED AND UNEXCUSED ABSENCES

The school reserves the right to determine whether absences will be excused or unexcused.

For excused absences, students will have two days for every day absent to complete makeup work (ex: if a student misses 2 days, they will have 4 days to complete the work). Any assignments or tests announced prior to the excused absence are due on the student's first day back in school or on the prior-announced due date. Special consideration may be given to a student who has had an excused extended absence. For unexcused absences, staff will not be obligated to grant credit for the work missed by the student.

NOTIFICATION OF ABSENCE

In the case of unplanned absence such as illness, parents should notify the school office by 8:30 AM that the student will not be in attendance that day. In the case of prearranged absences, whether short-term or extended, a parent must submit a written request to the principal at least two weeks in advance. A form is available in the front office and on FACTS. Adequate notice ensures that your students' teachers can plan for any missed work accordingly. If a parent does not give two weeks notice for a pre-planned absence, teachers are not obligated to prepare any work in advance.

TARDIES/PARTIAL DAYS/EXTRACURRICULAR PARTICIPATION

All students are expected to arrive at school in time to be prepared to work when the school day or class begins. Middle school and high school students are recorded as being tardy if they are late for any class regardless of the reason. A student who is tardy must report to the office and receive a pass in order to be admitted to class. Students accumulating 5 tardies, whether excused or unexcused, will be assigned to attend one after school study hall. If a student is tardy 10 times in a semester they will be assigned to attend after school study hall for a week. More than 10 tardies in a semester will result in one day suspension. Excessive tardiness may result in loss of credit or additional discipline according to the DA Schools' Discipline Policy .

For purposes of attendance records, a student must be in school for a full five periods to be counted as present for a full day. Students who do not attend classes after lunch will not be eligible to participate in school-sponsored after school activities without the Principal's permission.

MISSING EXAMS

For students in grades 6-12, attendance for final exams is critical. Planned absences during exams should only be requested in urgent cases. Taking final exams early without the usual classroom preparation can be detrimental to the student's grades. The appropriate paperwork and arrangements must be completed and approved by the principal at least two weeks prior to the missed exams.

LEAVING CAMPUS

Once students arrive on campus for the school day, they are not to leave until the end of the school day. Exceptions include field trips, special arrangements made with parents, or a regular early dismissal. Students arriving late or leaving early during the school day must sign in/out at the office. For the safety and protection of our students, those who are leaving early must be signed out by a parent or an adult designee of the family.

DAY TO DAY MATTERS

SECONDARY SCHEDULE

AliBABA Week (A start)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:25 AB Block	A	B	**A**	B	A
9:30 - 10:25 Daily			**Chapel**		
Snack					
10:35 - 12:00 AB Block	A	B	A	B	A
12:05 - 12:35 Lunch					
12:40 - 2:00 AB Block	A	B	A	B	A
2:05 - 3:00 Daily			**Early Release**		

BAoBAB Week (B start)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:25 AB Block	B	A	**B**	A	B
9:30 - 10:25 Daily			**Chapel**		
Snack					
10:35 - 12:00 AB Block	B	A	B	A	B
12:05 - 12:35 Lunch					
12:40 - 2:00 AB Block	B	A	B	A	B
2:05 - 3:00 Daily			**Early Release**		

SCHOOL DAY

Classes begin promptly at 8:00 AM everyday. Students should arrive by 7:50 AM in order to be on time for their classes. Classes are dismissed at 3:00 PM on everyday except Wednesday. Classes are dismissed at 2:00 PM on Wednesday. Elementary classes are dismissed at 3:00 PM every day except Wednesday and students are to be picked up by their parents/guardians no later than 3:15 PM from their classroom. On Wednesdays, Elementary students are released at 2:00 and must be picked up by 2:15 unless they are attending an after-school club. Class bell schedules are posted in the Administration building and in classrooms.

BEFORE AND AFTER SCHOOL SUPERVISION

DA Central will provide supervision for elementary students beginning at 7:30 AM. Students in preschool through grade 5 require parental supervision before school starts and once a student is out of class or clubs. The parking lot normally opens

ELEMENTARY PICKUP

Each elementary student is to be picked up promptly at the end of the school day and may be picked up only by a parent, approved/designated adult, or sibling in 8th grade or older. In the event that the school is not notified in advance, and an elementary student is not picked up within 15 minutes of the end of the regularly scheduled school day (or 15 minutes after the end of a sports practice or Kids Club), the student's account will be charged a fee of 5.000 CFA per instance. After three late pickups, the fee will increase to 10.000 CFA per instance.The fee will be submitted to the business office and your account will be invoiced.

TRANSPORTATION TO/FROM SCHOOL

Each family is responsible to arrange transportation to and from the school. Elementary students will only be released to their parents or a designated adult.

OFFICE HOURS

The office is open Monday through Thursday from 7:45 AM to 3:30 PM On Friday, the office is open from 8:05 AM to 3:30 PM The main office phone number is 33 832.59.34 While the DA Central Office is willing to accept items for delivery to current staff and students, it cannot be a drop-off location for the broader missionary community. Please make arrangements to meet your party at DA Central to exchange items instead of leaving them in the main office. Note that the business office hours differ from those of the main office.

VISITORS TO SCHOOL

Parents must sign in at the office in order to be on campus during school hours. Parents and guests are welcome to visit classes if proper arrangements are made. A Class Visitation Form is available from the office and must be completed prior to visiting classes. The principal and the classroom teacher/s will determine if the time requested would be appropriate for visitation. Parents and guests are welcome to attend chapels without prior notice. Parents who need to deliver forgotten homework, medication, etc., are to report at the main office first.

LUNCHES

Parents are requested to send sack lunches with their child(ren). Please include spoons or forks if needed in the lunch box. Lunches are refrigerated until the lunch break. Since refrigerator space is limited, lunch containers need to be compact. No glassware should be packed in the lunches. All students must remain out of the classrooms during recesses and lunchtime unless a teacher supervises them. Elementary students will eat their lunches under the lunch shelter. They must remain seated until dismissed. MS/HS students are not required to eat in the lunch shelter. All students are encouraged to bring water and a snack for the morning recess/snack break. (MS/HS students have a 10-minute break after 3rd period.)

LIBRARY

The library is open to students Monday to Thursday from 7:45 AM to 5:00 PM and Friday from 8:20 AM to 4:00 PM It is reserved during the school day for DA Central students only. It is open to parents and younger siblings Monday to Thursday from 3:15 to 5:00 PM and Friday from 3:15 to 4:00 PM Children under the age of 8 years old must be supervised by an adult while in the library.

CHAPEL

All students are required to attend weekly chapel services.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled after the completion of the first and third quarters. Additional conferences may be scheduled directly with the teacher as necessary.

BOOKS, SUPPLIES, ETC.

All textbooks and workbooks are provided by DA Schools. Parents need to furnish the pencils, erasers, paper, etc. Classroom teachers may provide a list of needed supplies for that grade level or class. Students are responsible for all materials provided by DA Schools and will be expected to pay for lost or damaged items.

FINES AND PAYMENTS

No final report card or transcripts of records will be released until all fines, book charges, tuition accounts, etc. have been cleared. All payments should be made to the Business Office.

PERSONAL FUNDRAISING

DA Schools does not allow individuals or groups to sell items on campus for personal profit, with the exception of those who have been pre-approved by the administration to sell at the weekly market. No student, class, club, team, or parent organization may do fundraising without prior consent from the principal.

LOCKERS

DA Central assigns a locker and a lock to all students in 6th through 12th grade. Students are strongly encouraged to use the lock and to keep all valuables in their locker. If a high school student chooses not to use their assigned lock, the lock must be turned into the office and a waiver must be signed. Locks that are not returned are subject to a fee (5,000cfa) at the end of the school year. Middle school students may not return locks to the office. If a personal lock is used, the DA Central -assigned lock must be signed into the office and the combination for the personal lock must be provided. DA Central reserves the right to search lockers. Lockers must be emptied out at the end of the school year; there is a fee (5,000 cfa) for leaving trash and personal belongings in the lockers. DA Central is not responsible for lost or stolen items from lockers.

Think twice before bringing expensive personal property to school!
DA Schools are NOT responsible for personal property brought on the school grounds. All personal items should be well marked to identify the owner. Valuable items should NOT be brought to school (e.g. cell phones, laptops and tablets, expensive running shoes) unless absolutely necessary. Even then, the item should never be left unattended.

PERSONAL PROPERTY SEARCHES

Student lockers are considered school property and may be searched at any time. Evidence of inappropriate use of a cell phone or other device (i.e., sexting, sharing answers to a test or homework assignment) will provide grounds for a student's device to be examined. The device and/or locker, when examined, will be done so in the presence of the student with 2 members of the administrative or teaching staff present. Parents will be notified in the event of a search of their child's cell phone or locker.

PERSONAL DIGITAL DEVICES

Students in kindergarten through grade twelve may not possess or use cellular phones and other electronic devices during the instructional day (8 AM - 3:15 PM), including lunch and snack break. The electronic device must remain turned off and stowed in the student's locker or backpack during school day. Students are prohibited from using personal electronic signaling device(s) including, but not limited to: cellular or digital phones, personal laptops, iPods, iPads, tablets, Kindles, smart watches, or any other device that could connect to the internet or capture/transmit digital images and/or photographs during the instructional day. Personal headphones may only be used for instructional purposes during the school day and may not be worn outside of class. Students may not listen to music on any device during the school day, including during their study hall period.

Devices will be confiscated if they are found on the student's physical person (i.e., in a pocket) or are being used during the instructional day. On first offense, students may retrieve their device from their principal at the end of the school day. Parents will be required to retrieve the phone on second offense. Further disciplinary action will be necessary for additional offenses. The office manager will make calls on behalf of a student for emergencies or special circumstances.

BEACH EVENTS

Water-safety guidelines have been established and will be followed during any school or dorm-sponsored outing at the beach. The guidelines include having adult supervision present on any beach outing and having a ring buoy with an attached throw-rope. Students will not be allowed to swim unless with a buddy. Students will not be permitted to use surfboards or boogie boards without permission.

MAIL

Unless a student is boarding on campus or is a child of a staff member, personal mail should not be sent to DA Schools' address. Student mail will not be forwarded.

HEALTH & SAFETY

ACCIDENTS AT SCHOOL

In case of an incident at school, basic first aid will be administered and the incident will be documented in FACTS. In the case of a major accident at school, basic emergency first aid will be administered and the parents will be notified by phone. **If the school is unable to contact a parent or guardian, emergency numbers provided by the parents will be used. Make sure the office manager is kept updated on changes in phone numbers, especially those used during the day, to ensure that parents can be reached quickly should an accident occur.**

IMMUNIZATIONS

DA Schools must be safe and healthy for all children. Therefore, all children must have proof of up-to-date immunizations in order to be enrolled. Proof for the following immunizations is required: diphtheria, tetanus, polio, whooping cough, measles, mumps and rubella.

EXCLUSIONS FROM SCHOOL DUE TO ILLNESS

A child who becomes ill will be sent home from school after parents are contacted. A child may be excluded from school for any of the following reasons: contagious diseases, vomiting, fever, diarrhea, skin eruptions, conjunctivitis (pink eye) or lice. Children are not able to be returned to school on the day they are sent home or until all danger of being contagious is completely past as determined by the school nurse. The school may require a physician's release prior to the student returning to school.

ADMINISTRATION OF MEDICATION

The nurse or main office must be notified if a student is taking medication during the school day. Any medication given by school personnel will be documented in the FACTS/Renweb system.

- A parent or responsible adult must bring the medication to the nurse's office for distribution by staff personnel.
- The student is responsible to come to the office at the prescribed time for their medication.
- No student is to give or sell medications to another student.

IS MY CHILD TOO SICK FOR SCHOOL?

Go to School

- Runny nose or light cough and no other symptoms
- Fever-free with no medication for at least 24 hours
- No vomiting or diarrhea for at least 24 hours with no medication

Stay Home

- Fever over 100F/38C
- Vomiting or diarrhea in the past 24 hours
- Pink crusty eyes
- Weepy skin eruptions
- Lice or Nits in hair

CHILD SAFETY & SAFEGUARDING

DA Schools are committed to protecting the physical, emotional, and spiritual needs of students and to maintaining an environment where all individuals are treated with dignity and respect. We maintain a zero-tolerance culture with respect to any form of harassment, peer abuse, or child abuse. We are also committed to maintaining the dignity of any student who becomes a victim of this type of behavior, responding quickly and providing them with the best possible care and support.

STAFF TRAINING AND PREVENTION

DA Schools conduct background checks on all of its staff and refuses any applicant who has been convicted of abuse or sexual crime. It is our policy recruitment and employment to immediately terminate employment of any staff member should information come to light that indicates an adult conviction of abuse or sexual crime.

DA Schools are members of the Child Safety and Protection Network. In addition, our entire staff and volunteers undergo annual training in preventing, recognizing, reporting, and confronting harassment and child harm, and our students all receive instruction concerning personal safety. DA Central follows the “Protect Yourself Rules” curriculum for grades K-5. In grades 4 and 5, DA Central also holds anti-bullying and “Help! My Body’s Changing!” workshops for students.

DEFINITIONS

DA Schools categorize misconduct related to child safety and personal protection according to the following three areas: inappropriate behavior, harassment and harm.

INAPPROPRIATE BEHAVIOR

Unwanted attention or actions between peers, which may be unintentional, that cause physical or emotional harm. Inappropriate physical contact may include unwanted or extended hugging or touching, holding or blocking, engaging in reckless behavior or causing physical harm.

Inappropriate emotional dynamics include unwanted teasing, mocking, or disrespectful behavior to classmates and teachers that is harmful or disruptive. Typically this behavior is corrected and disciplined by classroom teachers, dorm parents or activity advisors.

HARASSMENT

Intentional and repeated behavior that results in the dishonor or mistreatment of another person or creates a hostile environment. This includes epithets, slurs, negative stereotyping, threatening, intimidating, or hostile acts that relate to race, color, religion, national origin, age, gender, or sexual orientation.

Examples of harassment and peer harm may include:

- **Verbal/Written:** Written or verbal mocking, slander, defamation, gossip, hostile or degrading words, ostracizing, sexual or provocative comments, inappropriate digital communications including emails, IM's, phone calls and SMS's, blogs, websites, etc.
- **Visual:** sexual or obscene material, displaying sexually suggestive objects or pictures, soliciting, viewing or posting visually inappropriate material.
- **Physical:** leering, impeding or blocking movements; threatening gestures or acts of intimidation; physical violence, bullying or assault.
- **Sexual:** deliberate and unwanted sexual gestures or advances, requests for sexual favors, or other verbal or physical conduct of a sexually suggestive or intimidating nature.

CHILD HARM

May include neglect, emotional harm, sexual harm, and/or physical harm committed by: an adult toward a minor under 18 years of age (or a currently enrolled student at DA Schools regardless of age); or one child toward another child where there is a difference in power based on age or physical, intellectual, or emotional capacity.

Physical or emotional harm may include:

- Inflicting physical injury by direct or indirect contact; slapping, punching, hitting, kicking, biting, shaking, burning, bruising, pulling hair, etc.
- Threatening, intimidating, exploiting, humiliating, manipulating or rejecting a child
- Committing acts that are cruel or inhumane, such as extreme punishment or omissions, that demonstrate a disregard of a child's pain or mental suffering, that are not the result of reasonable and appropriate discipline or other prescribed medical needs.

Neglect may include:

- Failure, refusal or inability on the part of a student's caretaker to provide adequate physical and emotional care, medical or mental health treatment, appropriate supervision and a safe environment.
- Failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of
- time.
- Allowing a child to engage in an illegal or harmful activity.

Sexual harm may include:

- Committing or allowing any sexual offense against a child; engaging a child in any form of sexual activity that may include physical or non-physical conduct, with or without consent, using visual, auditory, physical or emotional stimuli or acts.
- Provocative, threatening or explicit comments in person, by phone or online; sexual coaxing or propositions; any verbal expression.
- Peeping, leering, staring, or voyeurism; viewing, showing, sending or taking inappropriate or suggestive pictures; soliciting sexual images or material; showing unclothed persons or any sexual activity; indecent exposure.

- Physical contact with a child's body, (specifically, any area covered by a bathing suit is always inappropriate)
- clothed or unclothed, other than for hygiene or child care purposes; all forms of violent or non-violent molestation or assault with the intent to arouse or stimulate either party; sexual solicitation, exploitation, or extortion.

DA Schools' staff are required to report all allegations, reports, and suspicions of child harm to the Child Safety Officer, regardless of the perceived validity or severity of the report.

REPORTING AND RESPONSE

Anyone in the school community — student, parent, or staff — who observes, hears about, or suspects behavior that matches the definitions of harassment or harm listed above, should report their observations immediately. Reports should be shared with the Child Safety Officer by email at childsafetyconcern@dakar-academy.org or the link found on the parent portal. Once a report has been made, the response process outlined in our Child Safety and Safeguarding Policy is initiated, and administration is obligated to follow-up on all per our full policy.

DA Schools' staff are required to report all allegations, reports, and suspicions of child abuse to the Child Safety Officer, regardless of the perceived validity or severity of the report. The school will fully respond to every report or concern and reserves the right to notify appropriate humanitarian organizations, government officials or/and mission agencies as circumstances warrant. The school is committed to ensuring objectivity and fairness in the inquiry process.

For complete details on DA's policies regarding responses to reports of child harm, please refer to our Child Safety and Safeguarding Policy.

CARE AND SUPPORT

DA Schools will provide appropriate follow up and support for students involved in and those affected by harassment and harm according to the resources available to the school. Options include the provision of accountability, counseling, mentoring, spiritual resources, and member care.

DISCIPLINARY ACTIONS

DA Schools' Staff will follow the disciplinary procedures outlined in the Discipline Policy section of this handbook. Any disciplinary action will consider:

- Age and maturity of perpetrator
- Presence of any physical, psychological, or developmental disabilities
- The level of harm
- The context and nature of the behaviors
- History of similar behaviors

The school may require professional counseling for students involved in serious violations of this policy as a prerequisite for re-enrollment or continued enrollment.



ACADEMIC EXPECTATIONS

FACTS

DA Schools use school administrative software called FACTS. All parents and students have a FACTS account so that they can access the DA Schools' FACTS site. The school calendar, daily announcements, grades and much more information can be accessed through this site. The admissions coordinator or guidance counselor can assist new families with using FACTS.

- Go to factsmgt.com
- Enter District Code: DA-SEN
- Parents generally log in with: firstnamelastname and begin with a temporary password: DA1234 which should be changed.
- Students generally login firstname.lastname and begin with a temporary password Da123456.

EMAIL ADDRESSES

DA Schools issue email addresses to all students in grades K-12, and these are the addresses linked to FACTS, Clever, and Seesaw. The addresses are in the Gmail domain, and the account must be added by the student (and they will choose a password). Students are expected to check their DA Schools' email account regularly.

REPORT CARDS AND PROGRESS REPORTS

The school year is divided into four reporting quarters. Parents will receive student report cards shortly after each quarter ends via FACTS email. High school semester grades are posted to the transcript, not quarter grades. Mid-term progress reports will be emailed via FACTS each quarter.

ASSESSMENT OF STUDENTS

Assessment involves homework, classroom assignments, testing, participation and attitude. The comments/grading scale includes:

- A+ 98-100
- A 93-97
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79

- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F 0-59

I Incomplete
P Passing
NP Not Passing
E = EXCELLENT
G = GOOD
S = SATISFACTORY
N = NEEDS IMPROVEMENT
U = UNSATISFACTORY
I = INCOMPLETE

ASSESSMENT OF ELEMENTARY STUDENTS

At the end of each quarter, parents of students in kindergarten through fifth grade will receive a formal report indicating the progress of their child towards grade level standards in all core subject areas. The standards of the core subject areas, which include English Language Arts, Mathematics, Science and Social Studies, are divided into meaningful sub categories in order to better help parents understand the progress their child is making throughout the year towards grade expected outcomes. The performance indicators are:

4 – Exceeding Grade Expectations
Development of skills and understanding is beyond curricular expectations. Concepts and skills are mastered, applied, and extended.

3 – Meeting Grade Expectations
Development of skills and understanding meets curricular expectations. Concepts and skills are understood and applied.

2 – Approaching Grade Expectations
Development of skills and understanding does not always meet curricular expectations. Concepts and skills are not consistently understood or applied.

1 – Not Yet Meeting Grade Expectations
Development of skills and understanding is not sufficient to meet curricular expectations. Concepts and skills are not yet understood or applied.

Performance in special subject areas (Bible, Physical Education, French, Art, and Music) will be reported accordingly: O - Outstanding G - Good S - Satisfactory N - Needs Improvement NA - Not Assessed

Parent - Teacher conferences are scheduled at the end of quarter one and quarter three. However, parents are welcome to contact their child(ren)'s teacher at any point in the year and request a conference with them. Open communication

between the teacher and parent is highly valued at DA Schools.

EXAMINATIONS (MS/HS)

Final exams for grades 9-12 will be scheduled for the end of each semester. An exam schedule will be issued prior to that week. A student who does not have an exam during a scheduled exam period may come to school late or leave early if they sign in/out at the office.

High School: Cumulative semester examinations are compulsory in all core subjects and must be given at the time scheduled Semester exams will constitute between 15 percent and 25 percent of the student's grade, at the teacher's discretion. AP exams will take the place of second semester exams for those subjects. Specials teachers will evaluate student progress quarterly, but are not required to give semester examinations.

Middle school: Middle School students do not take exams unless it is an 8th grader taking a high school credit-based course such as Algebra 1. Instead, Middle School students will work toward a unit test or project. The percentage of the final exam/project/test will be at the teacher's discretion.

The Measure of Academic Performance standardized tests will be administered to students in grades 1-11 in the fall and spring of each year.

College entrance exams (PSAT, SAT) and CLEP exams are offered to high school students on specific exam dates. Questions regarding tests should be directed to the guidance counselor.

HONOR ROLLS AND AWARDS

At the end of each year, two honor rolls are announced. The Excel Honor Roll is for students who earn a 3.7 GPA or above. Students are placed on the Honor Roll if they earn a 3.0 – 3.69 for the year. Honor roll certificates are distributed at the Awards Ceremony at the end of each school year and are based on the cumulative grade point average for the first three quarters. Students must be enrolled in all three quarters to be recognized. Graduating honor students must earn a 3.5 GPA over seven semesters plus the third quarter of their senior year. These students will wear honor cords at graduation and receive special recognition. One valedictorian will be selected to speak at graduation; this is the senior with the highest overall GPA.

ACADEMIC PROBATION AND RETENTION

Students who earn a GPA of less than 2.0 or receive two D's or one "F" (in any subject) at the end of one quarter of grading will be placed on academic probation. The principal will work with the student and their parents to make a plan—which may include ineligibility for sports, mandatory tutoring, or an academic contract—to help the student succeed academically.

The decision to retain an elementary or middle school student at the end of the school year will be made by the principal with the recommendation of the teacher(s). Efforts will be made through report cards, progress reports and conferences to give the student and his/her parents advanced notice of an impending retention. High school grade levels are determined by the number of credits earned. See "High School Graduation Requirements" for more information.

SUSPENSION MAKE-UP WORK

For each day that a student is suspended, he or she will have one day to make up any missed assignments or tests. i.e., a student suspended for three days will have three days to complete all missing work, beginning the day the student returns to school. Students are responsible to get all missing work from their teachers and any class notes from their classmates.

HOMEWORK

The purpose of homework is to reinforce concepts acquired during the lessons of the day. It typically includes drill, practice and recollection. A student should be able to complete homework on his/her own. Examples would include math problems, vocabulary exercises, workbook exercises, and journals.

Assignment has as its purpose the extension of acquired learning. It might apply acquired knowledge to a new situation, or synthesize a series of lessons/concepts into a whole. It should provide the student with choice and the opportunity for divergent and lateral thinking and for substantiated, personal opinion. Examples would include geometry constructions, essays, collages, map work, and oral presentations. It might also include preparatory work such as a reading assignment.

Project has a similar purpose as the assignment, but on a larger scale. It should extend learning to a new situation and/or consolidate a series of learning experiences. It should include a lesson(s) on planning and reflecting; it often includes group activities and whole class projects. Regardless, it should be within the capacity of the student. Examples are varied and should include a variety of means of applying knowledge and concepts.

Studying is s pecific to the review of skills/knowledge relative to a test or lab. In an ideal situation, a student would review previous learning on a nightly basis rather than waiting for an intensive review before a specific test.

SUGGESTED HOMEWORK TIMES

Teachers may regularly assign out-of-class work that is essential for practice, reinforcement, and enrichment. Teachers are required to use FACTS as a tool for communication about the work that has been assigned each day, and parents and students can access daily assignments by logging into FACTS.

Due to each student's individual class loads, working speed, and the scheduling of major assessments or assignments, it is difficult to control with certainty the amount of time that a student will spend on homework each night. Whenever possible, students may have practice time allotted by their teacher in class to begin working on assignments. With this in mind, the general expectations for time spent on homework are as follows:

- Grades K-5: approximately 10 minutes multiplied by the grade level of homework daily. (example: 4th grade x 10 minutes = 40 minutes daily)
- Grades 6-8: approximately 60 minutes daily
- Grades 9-12: approximately 90 minutes daily
- As homework for high school students may include longer projects and papers spread out over the course of a week (or weeks), student should plan to budget AT LEAST 20 minutes per class per day

- Students in AP Courses can expect no more than an additional 40 minutes of work per AP class. AP teachers may also assign work over breaks (including summer break).

Major Projects will be assigned in a timely fashion to give students adequate time to complete the project.

Final Exams (HS): Students will have two class periods for review in each final exam subject and should plan to spend time outside of school studying for finals.

Major Holidays: Homework will not be assigned over the Christmas and Spring holidays and consideration will be given for major school events (with the exception of Advanced Placement classes).

HOMEWORK RESPONSIBILITIES

STUDENTS

- To keep their parents informed about daily homework.
- To ask the teacher for clarification, if required, before taking the work home.
- To write assignments in their student planner.
- To inquire about and complete work missed during absence according to school policy.

TEACHERS

- To write homework on the board.
- To ensure that students write assignments in student planner (not at the high school level)
- To spot check to see that homework has been done.
- To grade assignments in a timely manner (within one week) and provide appropriate feedback. Grades will be updated in FACTS each Friday (with the exception of papers or major projects).
- To inform students/parents if a student is not completing or struggling with homework.
- To post assignments in FACTS as they are given, not when they are graded.

PARENTS

- To stay up to date with the child's homework requirements and grades by using FACTS.
- To provide a time and quiet place for homework to be completed.
- To provide support and encouragement.
- To verify that the work has been completed.
- To contact the teacher with concerns or questions.
- To remind students after absences to get caught up according to school policy.

HIGH SCHOOL GRADUATION REQUIREMENTS

All graduates from DA Central must have a minimum of 22 units of credit plus one Bible credit for every year they have attended DA Central, before they will be granted a high school diploma. Students are required to carry a minimum of 3½ credits per semester except upon approval from the Principal. Diplomas are only issued to students who are registered and in attendance at DA Central for their senior year of high school. If your student seems to be spending an excessive amount of time on homework, we encourage you to schedule a meeting with his or her teacher(s) to discuss.

Subject area	Required credits
Bible	1 for each year enrolled
Language Arts	4
Social Studies	3**
Science/Mathematics	3/2 or 2/3
Foreign Language	2
Physical Education	1
Fine Arts	1
Health	.5
Technology	.5
Speech	.5
Electives	4

ELL credits may be counted as English, Foreign Language or electives depending on the needs of the student. Students who are already fluent in French may have the foreign language credits waived if they pass the CLEP French or AP French exam.

* A course that meets daily for the entire school year receives 1 credit. A semester-long class that meets daily receives .5 credit. MWF .3 per semester. T/Th .2 per semester. Three years each of science and math and additional courses in music, art, creative writing, computers, and public speaking are highly recommended, particularly if the student plans to attend college.

**** Social Studies credit must include US History (1) or World History (1), plus Government (.5) and Economics (.5)**

FOREIGN LANGUAGE CREDITS FOR GRADUATION

Students who enroll at DA Schools during grades 9-12 who begin with a Level III or higher in French will only be required to take one year of French to fulfill foreign language graduation requirements, even if they do not have French language credits from their previous school. Students who speak Spanish fluently may choose to take a CLEP test to demonstrate proficiency and earn their required credits.

DUAL CREDIT POLICY

DA Schools recognizes the value of dual credit possibilities for its high school students ("dual credit" refers to college courses that may be taken by high school students who then receive both a high school credit and college credits for the class). Dual credit courses may not be used to substitute for DA Schools' core classes without administrative permission (due to scheduling problems, for example). Students are encouraged to take AP classes in person rather than taking a dual credit version since AP classes are seen as more beneficial, rigorous and result in college credit through examination. Unless the dual credit registration is being done via Sevenstar Academy (DA Schools' online provider), registration is the responsibility of the family and any dual credit online course costs must be paid by the family.

GENERAL DIPLOMA

DA Schools can offer a general diploma for students in cases where their circumstances have prevented them from earning the credits necessary for a College Preparatory diploma.This diploma might be an avenue for students with documented learning disabilities as indicated on their IEP, those affected by civil unrest, evacuations, interrupted school years, and those with English Language Learning limitations. Because it requires fewer credits, especially in the areas of math, science, and foreign language, this diploma would be similar to earning a general education degree in the United States. Granting of this diploma is at the discretion of the administrative team at DA Schools, and is not intended as an alternative to our regular diploma.

CERTIFICATE OF COMPLETION

DA Schools can also offer a certificate of completion for students who have attended DA Schools but were unable to meet the requirements for graduation. This certificate does not denote graduation from high school although the recipients may participate in graduation activities. This certificate allows these students to continue to receive educational services in the U.S. beyond the age 18. Granting of this certificate is at the discretion of the administrative team at DA Schools.

TRANSCRIPTS

Transcripts are the official record of grades and credits earned for high school classes. Transcripts are updated automatically in FACTS at the end of each semester after report cards have been issued. Whenever possible, information from previous schools is evaluated and added to the transcript by the guidance counselor for transfer students. Dual enrollment and online course results are also added. Transcripts are only considered to be "official" when they are signed, stamped and delivered in a sealed envelope. They may be requested at any time and there is no fee normally. Any kind of expedited delivery such as DHL will be at the expense of the student, and arrangements will also be his/her responsibility.

ONLINE COURSES

DA Schools will accept transfer credits from accredited online course providers. Students may schedule an online course during a study hall with the understanding that the time will be devoted to that online course. That study hall

will not be counted as a study hall in the student's schedule. Students may NOT schedule an online course that is the same as one being offered at DA Schools unless there is a scheduling difficulty that prevents the student from taking the DA Schools' course. (Students attempting to graduate early would be allowed to take online courses in any subject in order to earn the needed credits, but they are strongly encouraged to take online courses that do not duplicate DA Schools' courses that could fit into their schedule.) In the case that DA Schools cannot supply a teacher for a core required class, the school may pay for that online course for students. Should the student drop the class, any non-refundable portion of the cost shall be reimbursed to DA Schools by the parents. All other expectations and requirements would apply. Because these courses are being taken for credit at DA Schools all other academic expectations and requirements apply. If a student is failing a course due to a low grade or excessive late work at the quarter, they will be athletically ineligible to compete until an appropriate number of assignments are completed. While online students are responsible for keeping up with online coursework, they are required to adhere to the DA Schools' academic calendar, completing all required work each semester. The Guidance Counselor will serve as the proctor for exams or appoint a substitute and also receive progress reports from the online course provider. Grade 12 online coursework must be completed by the Friday before graduation in order to meet graduation requirements.

MIDDLE SCHOOL CREDITS

8th graders who choose to take Algebra I at DA Schools will receive high school credit. All middle schoolers are eligible to receive high school credit for French since Middle School French classes use the same curriculum as the high school French I-IV classes, although the pace and method of instruction may differ due to developmental differences.

DROPPING OR ADDING CLASSES (HS)

Classes dropped or added must be done within the first 5 school days of the semester. Any student wishing to drop or add a class must first seek counsel with the teachers of the class concerned, parent/guardians, and the guidance counselor. The drop/add period for the second semester will be only one week. A "Drop/Add" slip must be obtained from the office, and the teacher will reserve the right to either agree or disagree by initialing the form. After the first two weeks, class changes may be requested by parents or teachers and must be approved by the principal.

STUDY HALLS (MS/HS)

Study halls will be assigned to a classroom and supervised by a teacher. During study halls, students may do homework, read, or put their heads down on the desk/table. They may not make noise or disturb others. Students may leave study hall if they have a pass from another teacher, who will then be responsible for the student. Students are not allowed to listen to music during study hall. Guided Study Hall: a guided study hall may be provided for a student in response to an Individual Educational Plan or at the request of the administration. A Guided Study Hall has few students, and the teacher spends the period assisting students with organizational issues, study skills, and academic understanding.

SPECIAL EDUCATION

DA Schools endeavors to help students who are struggling academically within the school environment. The main category of need that receives direct intervention is students with learning concerns. However, consultation and/or services are offered for a variety of other needs such as attention deficits, speech/language, emotional social skills and/or concerns, and developmental delays. Referrals may come from parents and/or teachers by using the referral form, and involve informal discussions, teacher/parent observations, review of records, and testing when appropriate.

Both direct and consultation services are offered. Fees will be assessed for Special Education services and testing.

ENGLISH LANGUAGE LEARNERS (ELL)

All classes at DA Schools are conducted in English, therefore the speaking of English, both inside and outside class, and during school hours is expected. An English proficiency test will be administered to any applicant whose first language is not English prior to entry being granted. There is a testing fee for the exam. Elementary students may be required to participate in the ELL program. The primary goal of the initial year will be to learn English. Promotion at the end of that year will depend upon mastery of academic requirements in addition to English language proficiency. Fees will be assessed for ELL services. Middle school and high school students who test below their grade level in English proficiency may be accepted but will be required to participate in the ELL program.

Fees will be assessed for ELL services.

COMPUTERS, INTERNET & SOCIAL MEDIA

Computers are made available to secondary students for school use and devices are available for use in elementary classrooms as directed by the teacher. No personal devices are allowed to connect to the DA Schools' wifi network. School-provided devices are for educational purposes during the school day from 8 AM to 3:15 PM.

GUIDELINES FOR APPROPRIATE USE

Computer, Internet, and Social Media use at DA Schools are designed to promote the academic, social, and spiritual success and welfare of students. Responsible use of these resources reflects DA Schools' vision and value statements for every student to have the opportunity to:

- Grow Strong in his/her spiritual walk
- Be Challenged academically, physically, socially, spiritually, and morally
- Be Ready to function as an adult after graduation, armed with necessary life skills

Each member of the DA Schools community is expected to demonstrate responsible use of the computers, internet, and social media at DA Schools as follows:

- Administration and Staff will model positive use of digital media, set high standards of moral integrity and professionalism, provide ongoing internet education for students at all grade levels, provide internet filters, and provide information for parents and students on current media trends.
- Students will use technology in a way that does not inhibit the academic, spiritual, or moral growth of self or others, will encourage peers to use social media and internet wisely, and will respect DA Schools' electronic property. Students will protect themselves and the security of the DA Schools' network by not sharing their account login/password or using another's account. You are responsible for ALL activity on your account.
- Parents are encouraged to be aware of and intentionally involved in their child's online habits and use, promote positive uses of digital media, and stay current on technological and social media trends that may impact their children's online behaviors. DA Schools provides for this with the Securely Parent app so internet activity can be monitored at home on your student's school device. Please make sure your personal email is up-to-date in our IT office, so you will receive information about how to download and use the app.

COMPUTER USE

- **Computer Program —** Students are not to install and/or run any application that has not been pre-approved by the IT Department.
- **Recordable Media —** All personal media (movies, music, etc.) that will be played publicly must be pre-approved by the event sponsor before use (sponsors must have adequate time to review the material).

- **Computer Settings —** Students are not to change the settings on Chromebooks or other school-owned computers without explicit staff permission. This includes, but is not limited to, wallpaper, color scheme, screensaver, display resolution and/or size, etc.
- **File Deletion and Manipulation —** Computer files not created by the student should not be deleted or altered unless
- otherwise instructed by a teacher.

DA SCHOOLS' EMAIL ADDRESSES

Students who graduate from DA Schools may retain their email account for 1 month after graduation for personal use.

INTERNET USE

- **Inappropriate Sites —** Any site with sexual content (pornographic material, sexting, nudity) violence, drug or alcohol use, profanity, bullying, slander, etc., or other sites whose access will compromise the integrity of a student, staff member, or the school, are strictly prohibited.
- **Personal Gain —** DA Schools' resources, including website, internet, network, and e-mail addresses, may not be used for commercial activities, advertising, or political lobbying.
- **Web Filters —** DA Schools use web-filtering technology to minimize access to inappropriate sites. Anyone who accesses such sites unintentionally through the use of search engines, links from appropriate sites, or other means should immediately close the site and report the incident to their teacher or supervising authority. Failure to report accidental access to an inappropriate site may result in discipline of the student involved.
- **Tracking —** All activity, including sites visited while a computer is logged into the school network, is automatically logged. DA Schools reserve the right to monitor/ track/access students history and social media access on any devices connected to the school network. Computer screens can be monitored at any time.

SOCIAL MEDIA USE AND GUIDELINES

Social media are web-based communication tools that enable people to interact with each other through creating, sharing, and consuming ideas and information in virtual communities.

Social media sites include, but are not limited to: TikTok, Instagram, Instant Messaging, Snapchat, X, Instagram, WhatsApp, Pic Stitch, Vimeo, YouTube, etc. When you use social media, you leave behind a permanent record — a digital footprint — that can have long-term consequences socially, academically, and professionally. This includes sites that claim to delete posts after a few minutes (i.e., Snapchat, etc.).

Think before you post: whether private or public, messages should not include profanity, put-downs, sexual, racial, religious, or ethnic slurs, or otherwise objectionable language. Any student or parent using DA Schools' internet or wifi to access social media has given DA Schools implied consent to track their internet or wifi usage, as stated in the Internet Use section.

Student-Staff social media interaction exists to promote positive interactions between students and staff that are beneficial to the student while protecting the integrity of both students and staff:

- Staff will not post pictures of students on DA Schools' media platforms or their personal social media without permission from both the student and their parent through the Media Release Form.

- Neither party will post any content that could compromise the values and vision of DA Schools, including sexual content (pornographic material, sexting, nudity) violence, drug or alcohol use, profanity, bullying, slander, etc., or share any digital media that promote such content.
- Parent-Teacher Social Media Interaction should promote the values of the school and be beneficial to the student.
- Concerns regarding the school or a student should always be handled through appropriate channels (such as email, parent-teacher meeting, or phone call) and never via social media.

DISCIPLINE

Violations of DA's Discipline Policy will result in disciplinary measures which may include, at minimum, suspension and/or revocation of computer and/ or internet privileges. Students who make comments towards the school or refer to bombs or any other harmful weapons in a threatening or joking manner will automatically receive a suspension with potential for expulsion once a discipline committee has been convened.

(Please see DA's Discipline Policy for additional consequences).

Students for whom computer use and/or internet access has been revoked will be eligible to have their privileges reinstated only after they have met disciplinary requirements. Reinstatement of Internet access and computer usage is at the discretion of the principal in consultation with IT manager.

THINK BEFORE YOU POST!

When you use social media, you leave behind a permanent record—a digital footprint—that can have long-term consequences socially, academically, and professionally.

DEVICE POLICY

DA Schools provide all secondary students with their own devices to use throughout the school year as well as take them home to complete projects and assignments. The devices will be closely monitored on and off campus to ensure safety.

This policy is designed to explain the mission, vision, goals and device use. Your student must bring the signed form to the IT office to receive their Chromebook.

MISSION

Through technology in education, DA Schools will continue to prepare the students for a life in service to Christ and provide them with the knowledge and skills necessary to thrive in the world.

VISION

DA Schools' desire is to create a culture in which collaboration, innovation, problem solving, and design are used to honor the Lord and bring real solutions to everyday problems.

GOALS

The following goals are used to measure the success of the program:

- To honor the Lord through the responsible use of technology.
- To prepare students for integration into North America.
- To develop and ignite a passion for design and innovation.
- To enable students to serve the Lord through the use of technology.
- To encourage God-honoring collaboration and communication between students and teachers.

DA Schools will use these goals to help guide our 1:1 Program and enable DA Schools to assess strengths of the program and how to adjust the program to address any weaknesses.

RESPONSIBLE USE

A student, parent, or teacher demonstrates responsible use of technology by taking care of their equipment, protecting access to private or personal information, and using technology in ways that are morally, ethically, and legally honoring to God and their peers. Responsible use is also a designation that will require ongoing conversation and evaluation on the part of the school and the families, though some considerations do include:

- Choosing appropriate online identities and activities

- Considering the content of pictures and other media that is posted
- Maintaining the privacy of personal information such as location, contact information, or schedules
- Respecting others by not mocking, insulting, maliciously criticizing, or otherwise bullying someone else
- Reporting abuses of this policy, and not forwarding malicious, harmful, or otherwise inappropriate material on to others

EXPECTATIONS FOR CARE AND STORAGE OF TECHNOLOGY DEVICES

- Students and/or parents should not attempt to open or otherwise gain access to the internal parts of the equipment.
- If your device is damaged or non-functioning, a temporary device may be provided while the original device is repaired or replaced.
- Always know where your equipment is. At school keep it with you in your bag; if you are on an athletic team lock it in your locker or your vehicle during practices or contests. Unattended or forgotten devices will be collected and stored in the school office.
- Equipment should be kept away from liquids. Do not soak or spray the device to clean it; it is best cleaned with a microfiber cloth or other soft and dry cloth. A device case is helpful to protect a screen from scratches or breakage.
- Though scratch resistant, screens are not scratch proof. Keep them away from sharp objects, or objects such as pens, pencils, watches, or car keys that may have a sharp edge.
- Do not stand on, throw, slide, or toss your device!
- Each device has a serial number that will be used to assign the devices to students, in addition, students must log on to the devices using their school provided email.
- Students are expected to bring the device to school each day with a full charge.
- Devices have a limited amount of storage space. Students may only download items related to school activities.
- Students may not personalize their device with stickers. School-issued labeling should not be removed from the device.

DISTRIBUTION

- This agreement must be authorized during the registration process before a student will be issued a personal device.
- Students will be assigned a unique and individual device and the device will be returned at the end of the school year.
- The Technology Fee is for support of our 1:1 Program. Upon graduation, the device will become the personal property of the student/ family and can be released from school control. Students who graduate or depart from DA Schools before paying into the program for a four-year period will need to return the device to school or have the option to pay a prorated amount determined by the Technology Department and the administration.
- The Technology Fee of $100 must be paid every year by every student in secondary school. Any situation requiring special arrangements must be approved by the IT Manager and the administration.
- All device activity will be managed and monitored by the technology department. Any use of the device must fall in line with the agreed upon DA Schools' Acceptable Use Policy.
- Parents will be provided with an app to monitor their child's device when at home.

LOST, DAMAGED OR STOLEN DEVICES

Tuition and technology fees cover the expense of the device PLUS associated hardware, software, and infrastructure support. It is the students/parents responsibility to care for the device. If an accidental damage occurs, please report the incident to the technology department for further assessment and repair. A repair fee may be charged depending on the extent of the damage. If a device is lost, stolen or damaged beyond repair, the replacement cost is the full responsibility of the parents.

POLICY VIOLATIONS

- Any misuse of device or policy violation can result in the loss of access to the internet and/or removal of device.
- The Principals or IT Manager reserves the right to confiscate the device for any reason.

EDUCATIONAL PHILOSOPHY

AI UTILIZATION POLICY FOR DAKAR ACADEMY

1. PURPOSE

This policy guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and districtwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

2. DEFINITION OF AI

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Bing Chat, ChatGPT, Gemini, Midjourney, and DALL-E, that can produce new content, such as text, images, or music, based on patterns they've learned from their training data. This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. AI is a program that is designed to learn to be creative based on examples it has seen. While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, or incomplete.

3. SCOPE

This guidance applies to all students, teachers, staff, administrators who interact with AI technologies used in our school system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

4. BIBLICAL AND PHILOSOPHICAL FOUNDATION

At Dakar Academy Schools, we believe that technology, including artificial intelligence, is a tool that reflects the creativity and order of our Creator. As such, it is to be used with wisdom, discernment, and integrity. We affirm that:

Human work and learning are formative.
"It is good for a man to bear the yoke while he is young" (Lamentations 3:27).
Education is not just about results but about shaping character, responsibility, and perseverance through effort. The process of learning, including struggling with difficult concepts and tasks, is central to personal and spiritual growth.

Diligence honors God.
"Whatever you do, work at it with all your heart, as working for the Lord" (Colossians 3:23).
Our work is an act of worship, and we are called to give our best effort in all things. Shortcuts that bypass meaningful engagement with learning diminish the purpose of Christian education and fail to honor God's call to diligence and

excellence.

Wisdom is worth more than shortcuts.
"The beginning of wisdom is this: Get wisdom. Though it cost all you have, get understanding" (Proverbs 4:7). Wisdom is not simply about acquiring information, but about discerning what is good, true, and beautiful. True wisdom is something that cannot be outsourced—it must be sought, wrestled with, and internalized through experience and reflection.

Technology is a tool, not a replacement.
AI should serve to enhance our work and efforts, not replace the diligence required for personal growth, learning, and the development of character. We are entrusted with responsibilities and tools, and we are called to be faithful stewards of both. AI should be used in a way that magnifies the work we do, not diminishes it.

These truths form the foundation for how we teach and expect AI to be used in our community. The following guidelines reflect that conviction.

5. GUIDING PRINCIPLES

- Integrity: Students and staff must use AI tools honestly, acknowledging when and how they have been used.
- Stewardship: We are called to use our time, talents, and tools—including AI—wisely and faithfully.
- Work Ethic: AI should not replace effort or the formative value of disciplined study. It should support and enhance diligent work, never bypass it.
- Wisdom: AI use should be guided by discernment, critical thinking, and accountability. Not everything AI offers is good, accurate, or appropriate.
- Respect for Human Dignity: AI must never be used to deceive, manipulate, bully, or promote falsehood. Its use should always reflect love of neighbor and respect for others' work and voice.
- Adherence to existing policies and regulations: AI is one of many technologies used in our schools, and its use will align with existing regulations

6. ACCEPTABLE USE OF AI

Each teacher is ultimately responsible as a human user for the content that is created using AI. Teachers need to be active in evaluating, verifying, and revising AI-generated content.

AI tools can increase teacher effectiveness and efficiency in many tasks, such as:
- Unit and Lesson Planning, including breaking down standards
- Assessment Creation, Grading, and Feedback
- Differentiation/Personalization
- Creativity/Graphic Design
- Communication
- Analyzing and summarizing of data (without personal information)

Students may use AI tools for:
- Research assistance (e.g., summarizing articles, generating ideas).
- Drafting or brainstorming with teacher permission.

- Language learning and translation support.
- Coding and computational problem-solving when permitted by the assignment.
- Administrative and productivity support for staff.

Additional Recommendations for Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.
- Teachers might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

7. UNACCEPTABLE USE OF AI

AI tools must not be used to:

- Bypass learning by replacing required student thinking or writing.
- Plagiarize or generate entire or part of assignments, essays, or projects without teacher approval.
- Use, share, or input private or sensitive personal information (e.g., names, photos, contact information, or health data) without consent.
- Fabricate sources, citations, or data.
- Produce harmful, inappropriate, or misleading content.
- Violate copyright by reproducing or distributing protected content without permission.

Academic Integrity and Consequences

Using AI dishonestly is a violation of our academic integrity policy. Consequences may include:

- Redoing the assignment with reduced or no AI assistance.
- Receiving a lower grade or a zero.
- Additional disciplinary action for repeated or serious violations.

Consequences and discipline are guided by the procedures outlined in the student handbook.

8. GRADUATED APPROACH

The use of AI for schoolwork is introduced incrementally, alongside appropriate training (instruction, modeling, controlled exposure/practice) and oversight. This is done at a grade-appropriate level.

Grade Band	Teaching Students about AI/AI Literacy	Student Use of AI
G1-4	• No explicit teaching, but background Biblical worldview ideas being established (e.g., humans created in God's image, technology as a tool to be used wisely).	• No independent use for schoolwork.
5-6	• Model using AI as a supplement to human knowledge and skills. • Technology and a Biblical worldview. • Basic skills in evaluating AI output. • Introduction to machine learning.	• No independent use for schoolwork, except via a teacher login. • Highly managed classroom exposure.
7-8	• Biblical worldview principles related to AI use (honesty, truth, humanity, wisdom, responsibility). • Machine learning and human learning – how they are different and how they can work together. • Training in the use of selected tools and what they should be used for. • Developing skills in evaluating AI output.	• No independent use for schoolwork, except via a teacher's written permission. • Controlled classroom exposure. • Practice evaluating AI output.
9-10	• Biblical worldview principles related to AI use (honesty, truth, humanity, wisdom, responsibility). • Practice in the use of selected AI tools for learning, including evaluating output. • Explicit teaching of DA policies on AI use and connection to values. • Citing AI sources using MLA format. • Uses of AI, recognizing when and how using AI is beneficial and ethical. • Risks of AI (e.g., privacy, misinformation, bias)	• Independent use for schoolwork is limited to a small number of selected tools. • Practice/preparation for more independent use. • Clear and comprehensive teacher guidelines and oversight. • Citation using MLA format or the teacher's preferred format is always required.
11-12	• Biblical worldview principles related to AI use (honesty, truth, humanity, wisdom, responsibility). • Ongoing training/instruction and supervised practice. • Development of high-level skills in creating effective prompts, evaluating AI output through practice and feedback. • Instruction on specific uses of AI in subject area disciplines. • AI and adult life and work/career.	• Permitted with explicit teacher directions/limits. • Used to support/assist in student thinking and creating, not replace it. • Citation using MLA format or the teacher's preferred format is always required.

9. SECURITY, PRIVACY, AND SAFETY

The IT department will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

Bullying/harassment: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times. Examples include using AI tools to alter or generate images, audio, or video to impersonate someone—such as creating fake messages, voice clones, or deepfakes—for the purposes of bullying, harassment, or intimidation is strictly prohibited.

10. TRAINING AND REVIEW

We educate our staff and students about AI. Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaching critical skills for students' futures. Students and staff need to be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We need to support teachers in adapting instruction in a context where some or all students have access to generative AI tools.

We commit to auditing, monitoring, and evaluating our school's use of AI. Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

This policy will be reviewed annually by a committee led by the Educational Technology Coach to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

COMMUNITY LIFE GUIDELINES

PROHIBITED ACTIONS AND ITEMS

The following are prohibited during school hours : using bicycles, scooters, skates or skateboards, climbing trees, use of cell phones or other devices.

Toy weapons are not allowed during school hours from 8 AM - 3:15 PM including toy guns, water guns, swords, knives, bow and arrows, etc.

The following are prohibited at all times : weapons, explosives, throwing objects intending to injure, hanging from the soccer goals, defacing school property, climbing on basketball standards, fighting, name-calling, threatening and use of profanity or derogatory language, use or possession of cigarettes, alcohol, or drugs.

FIREWORKS ON CAMPUS

Any use of fireworks (sparklers, roman candles, traditional fireworks) on campus must be approved by the administration and supervised by an adult.

CAMPUS AND FACILITIES USE

DA Central's campus and facilities are reserved for the use of DA Central students and parents and DA Schools' staff only. This policy covers the use of athletic facilities (including the basketball court, Petits Poteaux, weight area, and running track), as well as public spaces (picnic shelter, turf, playground, and residential park). Please keep in mind that DA Central is also a residential campus and home to a number of staff and students — refer to the map below for areas marked "PRIVATE." These areas are off-limits to students and families not residing on campus. Areas under construction are off limits at all times.

Walking/Running Track Hours

- Weekdays 6 AM to 8 AM and 3:15 PM to 8 PM
- Weekends and Holidays 10 AM to 8 PM

Please note that the weight area, basketball court, and Petits Poteaux are reserved for DA Central use only during school hours (8 AM - 3:15 PM). DA Central's athletic teams always have priority use of the school's athletic facilities after school.

CAMPUS CURFEW

The campus curfew is in place both to protect campus resources and to preserve a "home-like" atmosphere for DA Central's on-campus residents. All off-campus students must leave campus by curfew.

- Monday - Thursday 8 PM (exception: 7 PM on Youth Group nights, unless you attend youth group)
- Friday and Saturday 11 PM

VISITORS, GUESTS AND GROUP ACTIVITIES

Staff, students, parents and community members who wish to use DA Central's facilities for an event that is not part of the established weekly routine of the school must complete a Facility Usage form and receive approval prior to the event. For staff, this includes school-related activities that you may be doing with your students during the school day. The form is used to ensure good communication and coordination with others who may already be using that space. DA Central's facilities that require prior approval include the Cantina, auditorium, meeting rooms, and the staff lounge.

PARENTAL SUPERVISION

Elementary students must be supervised when on campus after school hours, and must be accompanied by a parent or caregiver when playing along the far side of the soccer field. DA Central is not liable for injuries that occur outside of school hours.

EXPRESSIONS OF PHYSICAL AFFECTION POLICY

While our campus includes a variety of cultures and customs related to the expression of physical affection (EPA), DA Schools encourage a conservative Biblical approach to physical intimacy in dating relationships. Our desire is to help our students learn to develop healthy relationship boundaries and to take responsibility in their dating relationships and in the way they interact with the opposite sex.

With that in mind, DA Schools consider hand-holding and non-sensual hugging permissible expressions of physical affection on campus and at DA Schools' events. Additional expressions of physical affection will be considered inappropriate.

Monitoring of off-campus EPA is the responsibility of a students' parents or guardians. Due to the difficulty of accommodating a wide variety of parental expectations regarding EPA, students living on-campus in DA Central housing will be expected to abide by on-campus EPA guidelines both on and off campus. Disregard for EPA guidelines will result in appropriate disciplinary action. Students are reminded that while DA Schools may permit these types of EPA, we live in a Muslim context in which most physical displays of affection between members of the opposite sex are frowned upon. Students are expected to exercise respect for the Senegalese culture in all conduct carried out in view of nationals.
DA Schools do not condone any form of sexual sin, including but not limited to sexual intercourse, oral sex, sexting, pornography, etc. DA Schools do not support alternate lifestyles such as homosexuality, bisexuality, gender transitioning or reassignment. Students wrestling with these issues may attend DA Schools but must be committed to considering the Biblical perspective and seeking their identity in Christ with the support of faculty and staff. Students who engage in these types of activities or publicly express an alternative lifestyle are in violation of DA Schools' code

of conduct and may be subject to disciplinary action.

DANCES/DANCING

Dancing, as a social and physical activity, will be permitted at DA Schools within the following guidelines:

- Events that are predominately for dancing (such as a prom) will not be sponsored by DA Schools. An event such as
- Winter Wonderfest (which is a dinner followed by dancing) would be permitted.
- While square dancing and English country dancing at Harvest Fest do include non-DA Schools participants, other events during the school year that may include dancing will not be open to the public.
- Adult supervision is required.
- Music selections must be appropriate (no profanities, vulgarities, sexual innuendos or racial slurs).
- Lighting must be adequate to see the dancers.
- No full-body contact "hug and sway" slow dancing will be allowed.
- No sensual or suggestive movements will be permitted. (Although cultural groups may have differing interpretations of what "sensual" or "suggestive" mean, for the purposes of this handbook, they may be understood to mean any movements that draw attention to private parts of the body.)
- Those who choose to not participate in dance, whether by custom, culture or belief, will be supported and respected for their decision.

Any person engaged in inappropriate behavior will be asked to stop. Should they continue, they will be asked to leave the event by an adult supervisor. Dancing is often misused in secular culture and the media, but it can be a wholesome, joyful activity when the above-mentioned boundaries are observed.

PARENT/STUDENT COMPLAINT PROCEDURE

Any suspicion or complaint of harm goes to the Child Safety Officer immediately. See DA Schools' Child Safety and Safeguarding Policy for more details. Any parent or student desiring to lodge an academic or classroom complaint against a staff member should adhere to the following process:

- The parent/student should schedule an initial meeting with the staff member involved to try to address the issue. Proper documentation of this meeting will be made.
- If the issue is not resolved, the parent/student may request a meeting with the staff member and his or her supervisor.
- Further documentation will be made.
- If no resolution is reached, the complaint may be escalated to the Superintendent.
- The school board is the final appeal for all issues not resolved at the Superintendent level.

Exception: any suspicion or complaint of harm goes to the Child Safety Officer immediately; if it involves the Superintendent, it goes to the Chairperson of the school board. See DA Schools' Child Safety and Safeguarding Policy for more details.

Complaints related to DA Schools' policies or procedures should be directed to DA Schools' administration. Anonymous

letters, emails and complaints will not be accepted as any type of documentation or evidence. All communication must be clearly presented in writing with contact information included.

PROCEDURE FOR REVIEW OF LIBRARY MATERIALS

- The individual will speak to the librarian about the material in question.
- The individual will write a description of their objection after reading the entire piece of literature.
- The library review committee will meet to decide whether the material should be withdrawn from the library. The material in ques tion will be removed from circulation until the committee makes a decision.
- If still dissatisfied, the individual should follow the Complaint Procedure above.

DRESS CODE

We appreciate variety in attire, and we understand that clothing options are important to students! DA Schools also want to cultivate in students a desire to be attractive and respected because of who they are rather than because of what they wear. With our dress code, we do not wish to impose an atmosphere of legalism, nor do we in any way mean to imply that students are "good" or "bad" based on how they dress. Instead, we want to partner with parents to encourage our students to adhere to the standard of dress expected here at DA Schools.

Students are expected to dress and groom themselves in a way that reflects standards of neatness, modesty, and appropriateness in preparation for adulthood. While modesty may mean different things to different people, at DA Schools, we define modesty as showing "reserve or propriety in speech, dress, or behavior." It reflects a conscious decision to think about what we say and do and the impact it may have on others. While we are an American school, the DA Schools' community serves many different cultures with many different philosophies of dress. With this in mind, DA Schools seek to remain conservative in all decisions regarding clothing choices. Overly casual or revealing clothing not only distracts from academics, but is disrespectful of those around us. Therefore, we are requiring a standard that shows respect to others in our community and may require sacrificing our own personal desires and preferences for the good of the community.

In general, elementary students must follow the guidelines outlined below, although some latitude is given. Elementary dress code issues will be addressed by the Elementary Principal. In addition, elementary students are not allowed to wear slip-on shoes, sandals, or flip-flops to school. Tennis shoes or sports sandals are required. While on campus and while attending school-sponsored events, students are expected to follow DA Schools' dress code guidelines.

GENERAL GUIDELINES

Students are to wear clean, neat, modest clothing as detailed below. In general, clothing is expected to completely cover the areas of the body between mid thigh and the top of the chest.

- Excessively worn or ripped attire is unacceptable. Holes, rips or tears should not expose undergarments or skin in
- an area that is otherwise required to be covered.
- Undergarments must be completely covered.
- Transparent clothing may only be worn if all clothing underneath follows the dress code.
- Outer clothing, such as jackets or shirts, worn to conceal clothing that does not fall within the dress code limits must remain on at all times.
- No written or pictorial messages may be displayed across the rear of shorts, pants or jeans.
- Modifications to garments that place them out of dress code are not allowed (i.e., rolling the tops of shorts or skirts).
- Shoes must be worn on campus during the school day. Athletic or tennis shoes are required for physical education classes.
- Students are to maintain clean, well-groomed hairstyles. Should a hairstyle interfere with the learning environment, the student may be asked to modify the style.



PANTS AND SHORTS

- Pants and shorts that are tight enough to see the outline of undergarments or that show excessive detail must be covered by a loose-fitting top long enough to cover all areas otherwise covered by an undergarment.
- Shorts should be no shorter than mid-thigh. An appropriate measure of mid-thigh is where the fingertips reach when standing with arms hanging straight down in front (ie., shoulders relaxed, and hands placed against the tops of one's thighs – see photo.)
- Shorts must extend below the tail of the shirt both in front and back.

SKIRTS AND DRESSES

- Skirts and dresses must not be shorter than 3 inches above the kneecap unless worn over leggings or other pants.
- Slits or seam openings must not extend higher than mid-thigh.

SHIRTS AND TOPS

- Shirts with obscene or offensive graphics are prohibited.
- Shirts and tops must be long enough to cover the midriff when arms are raised.
- Oversized armholes and very loose or plunging necklines that expose the chest or undergarments are not permitted. Off-the-shoulder tops are permitted, unless they violate another dress code rule (i.e. an undergarment is showing, the piece of clothing is too tight, etc.).
- No spaghetti-strap tops allowed, unless the neckline meets the collarbone. If it does not meet this criteria, then it may only be worn underneath another item of clothing (see below).

ATHLETIC WEAR

Athletic garments worn for practices, physical education classes, intramural athletics, or otherwise exercising on campus must conform to the dress code with the following exceptions:

- Spandex shorts may be covered by either a loose-fitting t-shirt of appropriate length or another pair of shorts that meet dress code guidelines.
- Boys must wear shirts at all times.
- The thicker straps of sports bras otherwise covered by an athletic top may be visible.
- DA Schools' athletes are expected to abide by the DA Schools' dress code at all practices and games. The only

exception being that a school-issued uniform may be slightly out of dress code. The reason being uniforms are bought as team sets and kept for four years so it may not be possible that each player will be issued a uniform that meets the DA Schools' dress code standards exactly.

SPECIAL EVENTS

- As a special formal occasion, strapless dresses are permitted as an exception at Junior-Senior Banquet.
- For school-sponsored beach events, swimsuits must be one-piece or tankinis that cover the midriff for girls, and loose fitting swim trunks for boys.

DRESS CODE VIOLATIONS

Dress code violations will be addressed according to DA Schools' **Discipline Policy.**



DA Central will no longer provide alternative clothing for students; parents will be required to come to school and bring appropriate clothing for their students who are out of dress code. We recommend that students keep a spare set of dress-code appropriate clothing in their lockers.



ALCOHOL AND DRUG USE POLICY

PART I: PHILOSOPHY

DA Schools are committed to providing students with a secure and supportive environment that enables them to make wise choices and encourages their educational, social, spiritual, physical, and emotional well-being. Living in close community means that our personal actions and choices have a direct impact on others, and this policy exists to protect the well-being of both individual students and the DA Schools' community at large. DA Schools endorse an approach to alcohol and/or drug (AOD) use that emphasizes prevention, intervention, and discipline.

PART II: RESTRICTIONS

While DA Schools will endeavor to deal with all AOD-related issues internally, it is important to remember that anyone residing in Senegal is under the authority of Senegalese law, and the consequences of illegal AOD use in Senegal are severe:

- Personal consumption of drugs can result in imprisonment for 2 months to one year and a fine.
- Dealing and distributing drugs can result in 10-20 years in jail, as well as a fine.
- 18 is the minimum age for purchasing alcohol in Senegal.

Additionally, DA Schools require that:

- No student, regardless of whether or not they are of legal drinking age in Senegal, shall possess, distribute, or use any alcoholic beverage or tobacco/nicotine products.
- No student shall possess, distribute, or use any device or paraphernalia associated with AOD use. This includes but is not limited to e-cigarettes, vaping devices, hookahs, pipes, or syringes.
- No student shall possess, distribute, or use any narcotic, hallucinogen, amphetamine, marijuana, or other controlled
- substance unless authorized by a physician and taken in the prescribed amounts.
- All prescription medications requiring administration during the school day shall be administered by the school Nurse or office in consultation with the student's parents or guardians.

PART III: PREVENTION

We are committed to using evidence-based curriculum and theological integration to teach students how to nourish the mind, body, and spirit. In following this commitment, we use classes, campus presentations, youth groups and individualized discipleship and /or counseling to communicate the long-term, damaging effects (both personally and to those in close relationship) of AOD use and promote a culture that values life and body; as I Corinthians 6:19 says, "Haven't you yet learned that your body is the home of the Holy Spirit God gave you, and that he lives within you? Your own body does not belong to you."

PART IV: INTERVENTION

DA Schools recognize the importance of compassionately treating students who are seeking help. Administration, in consultation with treatment professionals, will determine the severity of the AOD situation and make recommendations accordingly. These recommendations include but are not limited to referral to outside treatment professionals or member care, counseling from DA Schools' staff, or discipleship programs on campus.

All suspicions of drug or alcohol use — whether on or off-campus, and whether under DA Schools' jurisdiction or not — may be investigated by DA Schools' Administration. Evidence that may require investigation of AOD use includes:

- Physical evidence (dilated or constricted pupils, erratic behavior, slurred speech, unusual smells on breath or clothes,
- repeated and frequent use of over-the-counter nasal or eye preparations, etc.)
- Noted and observable changes in a student's emotional or academic behaviors; mood swings; sudden loss of interest in school, friends, sports, or activities; uncharacteristic decline in academic performance)
- Changes in a student's physical habits (excessive tiredness or hyperactivity, frequent illnesses or headaches)
- Directly observed or reported use or possession
- Self-reporting of AOD use. A student's pre-investigative admission of AOD problem may affect or alter disciplinary
- consequences.

Drug Testing

Given sufficient evidence to suspect AOD use, DA Schools may require the student to submit to a drug test. Parents will be notified by phone and email once the test has been administered. Any random or follow-up testing after a first positive, as required by the student's discipline/behavioral contract, will be conducted at the expense of the student's family. Evidence of abuse by a group of students, sports team or other academic group may require drug testing under the same guidelines outlined above.

PART V: DISCIPLINE

DA Schools' Administrative Team will follow the Discipline Policy outlined in this handbook when addressing AOD violations.

It should be noted that AOD possession and/or use is considered among the most serious offenses and subject to suspension or expulsion depending on the circumstances. Students who are in attendance at an event where the AOD policies have been violated may also be subject to disciplinary consequences.

Disciplinary actions for AOD violations are cumulative and do not necessarily reset at the start of each academic year. The student's behavioral contract will indicate the duration of any consequences.

BEHAVIOR AND DISCIPLINE

PHILOSOPHY OF DISCIPLINE

As Christian schools, DA Schools' hope and desire is that all students will realize and proclaim their identity through faith in Jesus Christ. While we realize not all students will arrive at this conclusion, we desire to work with, support and encourage them in their growth as students and individuals. We believe that discipline and appropriate accountability can be an important part of this growth if it is grounded in grace and restoration. As a rule, in disciplinary situations, we look first for a way to lead students to an understanding of their need for grace and forgiveness, and then to teach, correct, and develop their moral character in the process.

PUNITIVE DISCIPLINE VS. RESTORATIVE DISCIPLINE

When discipline is legalistic and punitive in nature, bitterness can grow in the hearts of students not only towards school authority but often towards God, which can cause long-term damage to a student's spiritual development.

Punitive discipline is focused on imposing penalties and making someone "pay" for wrongdoings. Restorative discipline, however, empowers the student to understand and internalize the impact of their actions on themselves and others, and motivates them to change their behavior for deeper reasons than just avoiding punishment.

It is an essential part of restoration that students be held accountable for their actions, and consequences are a part of the process of restoration. When disciplinary action and enforcement of consequences is necessary, we will also provide students with opportunities to:

- take personal responsibility for his or her actions
- repair relationships and undo harm to others
- reintegrate into the community without judgment

Disciplinary actions/consequences will not:

- Intend to shame or isolate the offender
- Be strictly punitive in nature
- Model a legalistic application of faith or spiritual principles

DISCIPLINE POLICY

Discipline is an essential part of maintaining a safe learning and community environment, and a reflection of our identity as a Christian institution. Students at DA Schools are expected to behave in a way that:

• promotes personal character development

- creates a safe and orderly learning environment
- promotes the physical and mental well-being of themselves and others

Student behavior which negatively affects the DA Schools' community or members of it and which is contrary to DA Schools' expectations may be subject to disciplinary action by the Administrative Team as outlined in the following pages (this includes detentions, suspensions, expulsions, etc.).

DISCIPLINARY AUTHORITY AND JURISDICTION

We believe that character is first learned in the home, under the authority of parents. DA Schools seek to partner with parents in the task of discipline, and recognize and support the God-given authority of the parents in disciplining their children.

This section outlines DA Schools' disciplinary jurisdiction related to incidents that violate the school's code of conduct. Any time students are participating in school-supervised activities and programs (class parties, field trips, sports tournaments, and other extracurricular activities, whether on or off-campus), they are under the direct jurisdiction of DA Schools and must follow the policies and guidelines outlined in this handbook.

Students living in DA Central's boarding homes are under the direct jurisdiction of DA Schools at all times throughout the school year, except when they leave school for a break and return home to their parents. See the DA Schools' Boarding Handbook for more information about disciplinary actions for boarding students.

When day students are with DA Central resident students, whether on or off-campus, they are under the direct jurisdiction of the school and must abide by the same policies as the resident students.

In the first case where a day student has violated a school rule off-campus while not under the direct jurisdiction of DA Schools, the school will contact the parents of the student(s) involved and will expect the parent to take appropriate disciplinary action. However, if the behavior is repeated or it becomes clear that a student's ongoing behavior or lifestyle is in conflict with DA Schools' values and behavioral expectations, then DA Schools reserve the right to intervene and will treat the violation as a repeat offense. This may result in counseling, disciplinary action, or, in some cases, expulsion from the school community.

DA Schools reserve the right to take disciplinary action in all situations, on or off-campus, where:

- The behavior occurs at a DA Schools-sponsored or supervised event.
- Students are representing DA Schools in an official capacity at an off-campus location.
- Offenses break local laws.
- The student is a physical danger to himself or others or is engaging in harassment or other abusive behaviors.

While teachers have authority in their classrooms to address and discipline for minor infractions, disciplinary situations which may include suspension or expulsion are the responsibility of the appropriate principal and/or disciplinary committee as outlined below.

DISCIPLINARY COMMITTEE

In cases of major or repeated offenses for which suspension of more than three days or expulsion could result, a disciplinary review committee will be formed to ensure fair, consistent, reasonable application of discipline. The discipline committee will consist of at least the student's principal and/or boarding administration if an on-campus student, a second member of the administrative team, a member of the teaching staff, and an adult student advocate of the student's choosing (mentor, chaplain, coach, etc.), and may include other administrative or staff members at the discretion of the principal. The committee will be responsible for communicating all disciplinary actions (including loss or retention of extra-curricular privileges).

In all cases, a degree of discretion is exercised by the staff member, principal, and/or disciplinary committee taking action in the problem areas. If, for example, a student has demonstrated excellent behavior and then becomes involved in an infraction, the school administrators may consider the previous record in determining the action to be taken. If a student has continually been involved in problem areas, disciplinary action taken may be more stringent.

STUDENT ADVOCATE

We believe that restoration happens through relationship. Because the priority of our administration is on the well-being of the entire school community, we do not always have the means or capacity to establish the deep relationships required to mentor students through the process of restoration during or after discipline. In recognizing this, we encourage students engaged in a disciplinary process that involves a disciplinary committee to select an adult student advocate to be present during all discussions (including fact-finding meetings). The student advocate must be committed to mentoring the student through the process of restoration, and is intended to keep the well-being of the student in focus as well as help them think through potential restorative actions that should be taken.

STUDENT CONFIDENTIALITY

All student disciplinary proceedings are confidential and will involve only the members of the disciplinary committee, the student, and parents. Appropriate disclosures of disciplinary action will be made on a need-to know-basis with others who are affected by the disciplinary decision (i.e., athletic coaches, extracurricular sponsors, etc.). To facilitate the disciplinary and restorative process, coaches and extracurricular staff (including volunteers) must respect the confidentiality of disciplinary actions.

DISCIPLINARY APPEALS

Students and parents may appeal a disciplinary decision by submitting a written request to the Principal within three days of the issued discipline. If there is no resolution to the issue after the first appeal, the student/parent may appeal to the DA Schools' Board.

DISCIPLINARY PROCESS

When students engage in behavior that is in conflict with DA Schools' behavior guidelines, the following categories guide the appropriate disciplinary response. Consequences will be aligned with the categories and other circumstances.

CATEGORY ONE

This category represents the vast majority of disciplinary incidents. These are the day-to-day reminders or warnings to students to be safe or to act properly and take corrective action for their behavior. Examples of incidents in this category include, but are not limited to, dress code violations, inappropriate public displays of affection (PDA), unsafe play and roughhousing, and disruptive behavior. In most of these cases, the student is required to modify their behavior and asked to make verbal plans to avoid repeating the behavior. Repeated Category One behaviors can lead to more serious consequences.

Category One (Enforced by Teachers/Coaches/Boarding Parents)			
Description	**Teachable Moments**	**Process**	**Possible Consequences**
Vast majority of disciplinary incidents Day-to-day reminders or warnings to students to be safe, act properly, and correct their behavior	Dress code violations Tardiness Profanity Disrupting classroom Disrespectful speech or actions towards a teacher or another student	Private discussion with student to correct behavior	Verbal reminder of positive behavior Immediate action to correct behavior Repeated offenses could result in suspension, or if extreme and ongoing, expulsion.

Category One incidents are the vast majority and are the day-to-day reminders or warnings to students to be safe, or to act properly and take corrective action for their behavior.

CATEGORY TWO

This category covers incidents at the middle level of concern. Examples of incidents in this category include, but are not limited to, excessive tardiness, rude behavior, use of profanity, and cutting class. Category Two offenses may result in detention, social probation and in serious or repeated cases, suspension. The student may be placed on behavior probation for repeated Category Two offenses.

Category Two (Enforced by Principal/Boarding Admin/Discipline Committee)			
Description	**Teachable Moments**	**Process**	**Possible Consequences**
Incidents at the middle level of concern Students who repeatedly display category one behavior	Excessive tardiness Repeated dress code violations Repeated disrespect Multiple classroom disruptions Insubordination	Referral to student's principal for investigation Documentation of incident/ problem Parents contacted, parent conference, if necessary Counselors and teachers contacted if necessary	Detention Social probation Suspension Repeated category two behavior can lead to behavior probation or expulsion

Category Two offenses may result in detention, social probation, and in serious or repeated cases, suspension. The student may be placed on behavior probation for repeated Category Two offenses.

CATEGORY THREE

This category represents the most serious discipline cases, those which threaten the safety and well-being of the DA Schools' community. We are fortunate that such incidents are rare. Examples of incidents in this category include, but are not limited to, bullying or harassment, fighting, drug and alcohol use, stealing, and vandalism. Category three violations result in, at minimum, suspension, and are typically grounds for conditional or permanent expulsion, although the welfare of the student involved is taken into consideration.

Category Three (Enforced by Principal/Boarding Admin/Discipline Committee)			
Description	**Teachable Moments**	**Process**	**Possible Consequences**
Most serious discipline cases Students who repeatedly display level two behavior	Acts of intimidation Harassment/Bullying or other dangerous behavior towards others Fighting Gross insubordination Theft Vandalism Drug and alcohol use	Referral to student's principal for investigation Documentation of incident/ problem Parents contacted, parent conference required	Suspension Expulsion Students disciplined for category three behaviors but not expelled are automatically placed on behavior probation

Category Three violations result in, at minimum, suspension, and are typically grounds for conditional or permanent expulsion.

BEHAVIORAL CONSEQUENCES

When a student's actions are in conflict with the school's core values and behavioral guidelines, the consequences could include but would not be limited to, a verbal or written plan, parent call, parent conference, loss of privileges (field trips, extra-curricular activities, etc.), increased monitoring of student behavior in accordance with school policies and behavioral contracts (i.e., required drug testing or personal property searches), loss of free time, (detentions) temporary removal from a class, service to the community, in-school suspension, out of school suspension, permanent exclusion from a class, and in serious or repeated cases, conditional or permanent expulsion (removal from school).

DETENTION

Detentions may be assigned by a teacher or administrator. This typically is an after school or lunch detention. If the student fails to serve the assigned detention, an additional day's detention will be given. Should a student miss a second detention, the student will receive a one day suspension. Repeated offenses may result in more severe consequences.

SOCIAL PROBATION

Students on Social Probation are prohibited from attending non-academic school events during the period of their probation. This may include after school clubs and activities, athletic events, and evening programs at school. Students

may be prohibited from attending specific school events if they receive disciplinary action (i.e., suspension) prior to the event(s) or are disciplined for failing to follow DA's behavior expectations at previous school events (i.e., fighting at an off-campus sports game).

BEHAVIOR PROBATION

A student may be placed on behavior probation when repeated behaviors of category one or category two offenses occur.

A student will automatically be placed on a behavior probation for any category three offenses. Consequences of being on behavior probation may include exclusion from after school activities. The student may also not be allowed to use the school facilities on weekends or outside of school hours if they are on behavior probation.

A behavior probation contract will outline specific measures the student must take in order to remain a student in good standing at DA. The behavior probation contract will be in effect, in most, but not all cases, for one semester or one calendar year. The duration of the behavior contract will be at the discretion of the Principal. The contract must be signed by the student, parents, and Principal in order for the student to remain enrolled at DA Central.

SUSPENSION

Membership at DA Schools is dependent on learning and living by our community values. In support of this expectation, a student may be suspended should he or she exhibit behavior that:

- Poses an immediate or continuing threat to the safety of others.
- Clearly demonstrates a conscious failure to live within and abide by DA Schools' core values.
- Deliberately, significantly and consistently disrupts and impedes the learning of others.

The length of a suspension is relative to the severity of the incident and the circumstances. Suspensions remove a student from the learning community to provide time for reflection on DA's values and their commitment to abide by them. A suspended student:

- Will not be allowed on campus for the duration of their suspension (with the exception of Sunday morning church; the student may be permitted to attend youth youth group at the discretion of the chaplain)
- Will not be allowed to participate in any school sponsored after school or extracurricular activities for the duration of the suspension (with the exception of Sunday morning church; the student may be permitted to attend youth youth group at the discretion of the chaplain)
- Will be allowed to turn in any work they miss as a result of their time away from classes. See the Academic Policies section.

Suspensions of more than three days must be issued by a disciplinary review committee.

CONDITIONAL EXPULSION

Students facing expulsion from DA Schools may be offered conditional expulsion at the discretion of the Principal and the Disciplinary Review Committee. Conditional expulsion allows the student to re-enroll at DA Schools at the

beginning of the following semester provided that the student meets all of the conditions and requirements set forth by the disciplinary committee. Students under conditional expulsion are not allowed on campus at any time unless their presence is required to meet the conditions for re-enrollment, and with the express permission of the Principal.

EXPULSION

A case may arise where a threat to safety, or breach in conduct, is so significant that a student will be required to permanently leave DA Schools. Expulsions occur by recommendation of the disciplinary committee with final approval by the Principal. Depending on circumstances, a student may have a pre-expulsion hearing with the disciplinary committee. Expelled students are not permitted on DA Central's campus at any time without the express permission of the Principal.

COLLEGE AND UNIVERSITY DISCLOSURE

The guidance counselor will honestly and fully disclose if a student has been subject to disciplinary action including suspension, expulsion or withdrawal from school for disciplinary reasons during grades 11-12. Students are expected to disclose this information as well, in accordance with the Common Application's statements on disciplinary infractions and academic progress: "Applicants are expected to immediately notify the institutions to which they are applying [or have already applied] should there be any changes to the information requested in this application, including disciplinary history."

The student should work closely with the guidance counselor to ensure that both are responding in a consistent and thoughtful manner. They are both obligated to inform schools where an application has previously been submitted about any changes in disciplinary status. The guidance counselor will provide support to the student in knowing how best to respond to these issues.

In cases of medical or mental health issues, disclosure of information will not be made without written consent from the family. The guidance counselor will be available to discuss the possible advantages and disadvantages of such disclosures with the family.

SO ALL CAN **SERVE**